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Helping Children and Youth with Migrant Background Succeed: **MAKING SCHOOLS MATTER FOR ALL**

European Parliament, 19th November 2014

In collaboration with NEPC



Invited to the European Parliament by Tonino Picula, Croatian Member of the Group
of the Progressive Alliance of Socialists and Democrats (S&D)



Committee of the Regions, 20th November 2014

Hosted by

EUROPEAN UNION



Committee of the Regions

This conference is the final event of the SIRIUS European Policy Network on the education of children and young people with a migrant background. The network was established to promote the development of national and EU policies on high quality inclusive education that are based on evidence and tested in practice.

The SIRIUS strategy contributes to the achievement of the EUROPE 2020 and Education and training (ET) 2020 goals, particularly to reduce the share of early school leavers to 10% and to close the “achievement gap” between the children and youth of migrant background and their native peers. The essential aim of the SIRIUS network is to contribute towards reaching these goals and to highlight the increasingly important roles immigrants play in European societies, cultures and economies.

Since 2012, SIRIUS' work has focused on identifying the core elements for successful education policy implementation according to the national context. SIRIUS work has focused on three major thematic areas:

- implementing policies and networking;
- improving interactions in the classroom; and
- involving communities in education.

The conference will provide an opportunity to present the results of SIRIUS' work in these areas, and discuss appropriate targeted measures and mainstreaming policies.

The SIRIUS Network is supported by the European Commission's Lifelong Learning Programme and by the Education Support Program, Open Society Foundations.

Welcome



The EU aims to have at least 90% of 16–25 year olds with a post-secondary education accreditation by 2020. This challenge clearly depends on our ability to improve the school achievement of children and youngsters with a migrant background, as they substantially perform worse than their native peers at school.

The SIRIUS European Policy Network on the education of children and young people with a migrant background has been working towards this goal since 2011. Numerous meetings and initiatives, together with experts, NGO's, public bodies and ministries of education have been taking place for the past three years. Now is the time to look back at what we have achieved and demonstrate our main findings and recommendations for a future European agenda on migrant education.

The SIRIUS Conference in Brussels should be a meeting point for everyone to share this potential on both an internal and external level and should lay the foundations for the future of the network and its fight for social justice and equity.

Thanks for attending our meeting. We look forward to listening to your ideas and sharing our knowledge with you!

Miquel Àngel Essomba Gelabert
General Coordinator of the SIRIUS European Policy Network



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Programme

Wednesday – 19 November 2014

European Parliament

Room No. **P7C050**

Location: Ardennestraat 2, 1000 Brussels
(Access via Altiero Sinelli, Place Luxembourg)

Moderator: **Dr. Nkechi Madubuko**

12,00 – 13,00 **Registration**

13,00 – 13,40 **Welcome and introduction**

- Welcome speech | Tonino Picula | Croatian MEP (S&D)
- SIRIUS' contribution to holistic approaches to the education of children and youth with migrant background | Miquel Àngel Essomba Gelabert | SIRIUS General Coordinator
- Video on the Migrant Education Agenda

13,40 – 15,10 **SESSION 1**

Making reform happen – How do we create and implement comprehensive policies?

Panel discussion with:

- Synne N. Børstad | Ministry of Education | Norway
- Gerard Ardanuy | Councilor for Education and Universities, Barcelona City Council | Spain
- Barbara Herzog–Punzenberger | Johannes Kepler University | Linz, Austria
- Yasmin Hussein | Sveriges förenade studentkårer (SFS) | Sweden
- Mostapha Bouklouâ | Network on Teachers with a Migrant Background of the State of North Rhine-Westphalia | Germany

15,10 – 15,40 Coffee break

15,40 – 16,40

SESSION 2

Making reform happen – What has SIRIUS done to help develop and implement policies to improve education of migrant children?

Introductory presentation of SIRIUS activities at national level

- Claudia Köhler | efms, University of Bamberg, Germany | Co-Leader on Implementing policies and networking

ROUND TABLE highlighting SIRIUS' impact on policy and professional development:

Parliamentary interventions (Catalonia)

- Miquel Àngel Essomba Gelabert | SIRIUS General Coordinator | Universitat Autònoma de Barcelona | Spain | Co-Leader on Implementing policies and networking

Baltic partnership on migrant education (Estonia, Latvia, Lithuania)

- Eve Mägi | Praxis Center for Policy Studies | Estonia

Development of teacher training model for multicultural competence (Croatia and Estonia)

- Filip Gospodnetić | Forum for Freedom in Education | Croatia

16,40 – 17,50

SESSION 3

Inclusive policy making – organised by Network of Education Policy Centres (NEPC)

Civil society's role in making inclusive education policies a reality

- Lana Jurko | NEPC

Participatory Policy Making in Education. Presentation of NEPC Policy Brief

- Marko Kovačić | Institute for Social Research Zagreb | Youth Research Group | Croatia

Inclusive policy making: How does it work in reality?

- Batuhan Aydagül | Education Reform Initiative | Turkey

The governance of educational welfare markets: A comparative analysis of the European Social Fund in five countries

- Daniel Pop | Education Support Program, Open Society Foundation

17,50 – 18,00

Closing

Thoughts and reflections of the day

- Hugh McLean | Education Support Program | Open Society Foundations

20,00 – 22,00

Dinner – Co-hosted by NEPC

Location: Thon Hotel, Avenue du Boulevard 17, 1210 Brussels

Thursday – 20 November 2014

Committee of the Regions

Room: **JDE52**

Location: Bâtiment Jacques Delors
Rue Belliard 99–101, 1040 Brussels

8,30 – 09,00

Registration at the Committee of the Regions

9,00 – 10,30

The schools we need: Voices of children and youth with migrant background

VIDEO PRESENTATION

Moderator: Lana Jurko | NEPC

The Youth Perspective Panel: How to develop inclusive schools

- Germany | Ramon Köhler
- Ireland | Sevak Khachatryan
- Netherlands | Tasniem Anwar
- Portugal | Braima Cassamá

10,30 – 11,00

Coffee break

11,00 – 12,45

SESSION 1**The schools we need: What teachers and schools need to become inclusive educational institutions?****Increasing professional capacity in schools with diverse student populations**

- Sabine Severiens | Erasmus University Rotterdam, The Netherlands | Leader on Improving Interactions in the Classroom

Parallel group **WORKSHOPS** on selected topics

A. Language support for migrant children: policies and practices

- Ellen-Rose Kambel | Rutu Foundation for Intercultural Multilingual Education
- Tom Tudjman | RISBO, University of Rotterdam

B. Citizenship education and migration

- Tözün Issa | Centre for Multilingualism in Education, London Metropolitan University | United Kingdom

C. Teacher competence in diverse classrooms

- Sofia Marques da Silva, Centre for Research and Intervention in Education, University of Porto | Portugal

D. Schools as actors in promoting inclusion: Joint EU/CoE Project “Regional Support for Inclusive Education in SE Europe”

- Vesna Atanasova | Senior Project Officer, Education Department, Council of Europe
- Doriana Balli | Vocational School Isuf Gjata, Korce | Albania
- Zvonko Piljek | Primary School dr. Ivan Merz, Zagreb | Croatia
- Natasha Spasevska | General Secondary School Kosta Susinov, Radovish | FYROM

12,45 – 13,45

Networking lunch

13,45 – 14,15

EU policies on the education of children and youth with migrant background

- Vladimir Garkov | European Commission

14,15 – 16,00

SESSION 2

New roles for schools and migrant communities to improve educational opportunities of all children, including children with migrant background

Moderator: Jens Schneider | verikom and University of Osnabrück, Germany | Co-Leader on Involving the Community in Education

Introductory panel presentation

- Maurice Crul | Erasmus University Rotterdam and the VU University Amsterdam, The Netherlands | Co-Leader on Involving the Community in Education

Parallel group **WORKSHOPS** on selected topics

A. Non-school and community actors: Mentoring and Educational Support Projects

Reports from practice:

- Ayşe Arslan | Junge Vorbilder | Germany
- Mohamed Rida Belkadi | Stichting voor Kennis en sociale Cohesie (SKC) | The Netherlands
- Luca Mastrocola | Centro Interculturale di Torino and Associazione (ASAI) | Italy

Examples for “upscaling” good practice:

- Joana Prats | LaCaixa | Spain
- Nienke Fabries | Hogeschool Rotterdam | The Netherlands
- Ibrahim Elmaagac | N-Point | The Netherlands

Joint discussion on policy recommendations on Mentoring

B. Teachers of migrant or ethnic minority background: What difference do they make?

Teacher diversity as a new research topic: the state of knowledge in Germany, Switzerland, Canada and the USA

- Jens Schneider | verikom and University of Osnabrück | Germany

Reports from practice:

- Mostapha Bouklouâ | Network on Teachers with a Migrant Background of the State of North Rhine-Westphalia | Germany
- Güngör Uslu | Cosmicus Schools | The Netherlands
- Ali Müjde | Zestor Foundation | The Netherlands
- Jonathan van Melle | Avans School of International Studies | The Netherlands

Joint discussion on policy recommendations on Teacher Diversity

C. New social inclusion funding programmes: Do they support schools and migrant communities to improve educational opportunities of all children (including children with migrant background)?

Presentation of the Open Society Foundations research results and follow up discussion

- Cristina Stănuș | Lucian Blaga University of Sibiu | Romania
- Daniel Pop | Education Support Program, Open Society Foundations

16,00 – 16,30 Coffee break

16,30 – 17,15 **SESSION 3**

What next? From knowledge to action: Building joint commitment to improve education of migrant children and youth

Chair: Hugh McLean | Education Support Program, Open Society Foundations

Participants share their future plans and commitment to improving education opportunities and closing the achievement gap

17,15 – 18,00 **Concluding remarks and conference close**

- Miquel Àngel Essomba Gelabert | SIRIUS General Coordinator

20,00 – 22,00 **Dinner**

Location: Thon Hotel

Avenue du boulevard 17, 1210 Brussel

Programme Description

Wednesday – 19 November 2014

European Parliament

13,00 – 13,40

Welcome and introduction

Tonino Picula, Croatian Member of European Parliament (S&D) and host of the event will welcome the participants and open the conference with his reflections on the current situation of the education of children and youth with migrant background.

Miquel Àngel Essomba Gelabert, SIRIUS General Coordinator will summarise the key messages and outcomes of SIRIUS' work and highlight the importance of holistic approaches to the education of children and youth with migrant background at system level.

Next, a brief video presentation will summarise results of SIRIUS' work over the past three years.

13,40 – 15,10

SESSION 1

Making reform happen – How do we create and implement comprehensive policy?

This moderated panel discussion offers space to panellists from various institutions and organisations to reflect on systemic approaches and policies and discuss concrete policy solutions, contextual considerations and results from selected countries. The aim is to organise a lively and dynamic discussion forum between the panellists and the audience.

Panellists:

- Synne N. Børstad | Ministry of Education | Norway
- Gerard Ardanuy | Councilor for Education and Universities, Barcelona City Council | Spain
- Barbara Herzog–Punzenberger | Johannes Kepler University, Linz | Austria

- Yasmin Hussein | Sveriges förenade studentkårer (SFS) | Sweden
- Mostapha Bouklouâ | Network on Teachers with a Migrant Background of the State of North Rhine-Westphalia | Germany

15,40 – 16,40

SESSION 2**Making reform happen – What has SIRIUS done to help develop and implement policies to improve education of migrant children?**

This session will focus on SIRIUS' impact on policy making and development. Claudia Köhler will start with an overview of SIRIUS' activities at national level. A follow up round table will highlight new, creative and inclusive strategies how policies could be made and implemented. Miquel Àngel Essomba Gelabert, Eve Mägi and Filip Gospodnetić will introduce three new initiatives launched by SIRIUS' national partners:

- Parliamentary interventions (Catalonia)
- Baltic partnership on migrant education (Estonia, Latvia, Lithuania)
- Development of teacher training model for multicultural competence (Croatia and Estonia)

16,40 – 17,50

SESSION 3**Inclusive policy making****Organised by the Network of Education Policy Centres (NEPC)**

We are witnesses of the change in nature and perception of policy-making, where policy-making broadens its understanding towards more inclusive process. Since problems and issues that require solutions have become more complex, there is no single actor who has the knowledge, resource and capacity to tackle problems unilaterally. This NEPC session on inclusive policy making in education seeks to provide answers on questions of relevance, role and interaction between various actors within the field. Participants will have the opportunity to hear and discuss three presentations on contemporary education policy decision making processes from the perspective of civil society. The session will also include a presentation of a recently published book by OSF on analyses of the European Social Fund.

Civil society's role in making inclusive education policies a reality

- Lana Jurko | NEPC

Participatory Policy Making in Education. Presentation of NEPC Policy Brief

- Marko Kovačić | Institute for Social Research Zagreb, Youth Research Group | Croatia

Inclusive policy making: How does it work in reality?

- Batuhan Aydagül | Education Reform Initiative | Turkey

The governance of educational welfare markets: A comparative analysis of the European Social Fund in five countries

- Daniel Pop | Education Support Program, Open Society Foundations

17,50 – 18,00

Closing

Hugh McLean, Director of Education Support Program, Open Society Foundations London will reflect on the key points of the days' discussion.

Thursday – 20 November 2014

Committee of the Regions

9,00 – 10,30

The schools we need: Voices of children and youth with migrant background

What would education look like if children and young people of migrant background could run their own schools? This interactive session will put the voices of children and young people in the centre of attention. A short video will be followed by a panel discussing their personal stories and learning experiences and what it does or would take for schools to provide an enabling environment for all children. The audience will be encouraged to step into the shoes of these youngsters for a moment and discuss what could/should be done at school and community level for all children to succeed.

Moderator:

- Lana Jurko | NEPC

Migrant youth panellists:

- Germany | Ramon Köhler
- Ireland | Sevak Khachatryan
- Netherlands | Tasniem Anwar
- Portugal | Braima Cassamá

11,00 – 12,45

SESSION 1**The schools we need: What teachers and schools need to become inclusive educational institutions?**

How are schools structured, and how do they function within society? Who has the power to determine what is taught and how pupils learn? How does it affect who is excluded or marginalized in education? How can we make classrooms places for social change, and how can we make school curricula relevant to young people's lives? Sabine Severiens will start this session with a presentation that addresses (some of) these questions. Her presentation will be based on the outcomes of SIRIUS' work on improving interactions in the classroom

After a brief Q&A the plenary will then break into four parallel group workshops:

A. Language support for migrant children: policies and practices

- Ellen-Rose Kambel | Rutu Foundation for Intercultural Multilingual Education
- TomTudjman | RISBO, University of Rotterdam | The Netherlands

B. Citizenship education and migration

- Tözün Issa | Centre for Multilingualism in Education, London Metropolitan University | United Kingdom

C. Teacher competence in diverse classrooms

- Sofia Marques da Silva | Centre for Research and Intervention in Education, University of Porto | Portugal

D. Schools as actors in promoting inclusion: Joint EU/CoE Project “Regional Support for Inclusive Education in SE Europe”

The presentations will focus on what interventions can be done on school level by schools themselves to promote inclusive practices with concrete examples from three schools.

- Vesna Atanasova | Senior Project Officer, Education Department, Council of Europe
- Doriana Balli | Vocational School Isuf Gjata, Korce | Albania
- Zvonko Piljek, Primary School dr. Ivan Merz, Zagreb | Croatia
- Natasha Spasevska | General Secondary School Kosta Susinov, Radovish | FYROM

13,45 – 14,15

EU policies on the education of children and youth with migrant background

Vladimir Garkov will present the EU framework on education policies and measures on the education of children and youth with migrant background. He will also talk about the work of the European Commission in this area.

After the presentation, there will be time for Q&A.

14,15 – 16,00

SESSION 2

New roles for schools and migrant communities to improve educational opportunities of all children, including children with migrant background

This session deals with the positive educational impulses that can come from non-school based actors and the migrant communities themselves. Mentoring projects have been arising all over Europe as a response to the failure of many school systems to be more inclusive for all children. But, these projects also make use and profit from a much broader understanding of education, e.g. the effects of informal learning and of role models – effects that schools can hardly integrate into their institutional setup. The session therefore explores and exchanges possibilities for disseminating, but also upscaling good

practices in mentoring and non-school based education to a level, in which they become an integral part of local and regional “eduscapes”.

Another important area through which relevant cultural and social resources from immigrant communities have become available for schools is the diversification of the teacher force. In most schools around Europe a rapidly diversifying student force is faced with a still very homogeneously “white” middle-class and non-immigrant teacher force. The parallel session discusses practical experiences and possibilities and corresponding policy recommendations for an accelerated diversification of the teacher force in the next years.

The session is introduced by an overview over the past activities of SIRIUS and the state of knowledge in these two fields by Maurice Crul, Erasmus University Rotterdam and the VU University Amsterdam, The Netherlands

It will be followed by three parallel workshops, which will combine presentations on examples of good practice and in-depth discussions on mentoring and educational support projects, diversity of teaching staff and the effects of social inclusion funding for schools and communities.

Parallel workshops:

A. Non-school and community actors: Mentoring and Educational Support Projects

Reports from practice:

- Ayşe Arslan | Junge Vorbilder | Germany
- Mohamed Rida Belkadi | Stichting voor Kennis en sociale Cohesie (SKC) | The Netherlands
- Luca Mastrocola | Centro Interculturale di Torino and Associazione (ASAI) | Italy

Examples for “upscaling” good practice:

- Joana Prats | LaCaixa | Spain
- Nienke Fabries | Hogeschool Rotterdam | The Netherlands
- Ibrahim Elmaagac | N-Point | The Netherlands

Joint discussion on policy recommendations on Mentoring

B. Teachers of migrant or ethnic minority background: What difference do they make?

Teacher diversity as a new research topic: the state of knowledge in Germany, Switzerland, Canada and the USA

- Jens Schneider | verikom and University of Osnabrück | Germany

Reports from practice:

- Mostapha Bouklouâ | Network on Teachers with a Migrant Background of the State of North Rhine-Westphalia | Germany
- Güngör Uslu | Cosmicus Schools | The Netherlands
- Ali Müjde | Zestor Foundation | The Netherlands
- Jonathan van Melle | Avans School of International Studies | The Netherlands

Joint discussion on policy recommendations on Teacher Diversity

C. New social inclusion funding programmes: Do they support schools and migrant communities to improve educational opportunities of all children (including children with migrant background)?

Presentation of the Open Society Foundations research results and follow up discussion

- Cristina Stănuş | Lucian Blaga University of Sibiu | Romania
- Daniel Pop | Education Support Program, Open Society Foundations–London

This session will discuss the gap between the social policy objectives set through regulatory competences in multi-level governance, and the structure of incentives it breeds in practice, with a broad range of implications for the capacity of the government to control for an equitable distribution of services at the community level. Cristina Stănuş and Daniel Pop will open it with a presentation of the results from the OSF research on the effects of the European Social Fund (ESF) in five countries. The presentation will emphasize the educational selectivity consequences of bureaucratic discretion, which is manifest in the implementation decisions, instructions and recommendations in both technical-administrative and

substantive aspects of the educational intervention projects in the five countries involved in the research.

16,30 – 17,15

SESSION 4

What next? From knowledge to action: Building joint commitment to improve education of migrant children and youth

This session will focus on moving from discussion and knowledge sharing to action. Participants (both from and outside the SIRIUS Network) will have the opportunity to present their recent and future initiatives and projects aimed at improving educational opportunities for children and youth with migrant background. This session aims to promote information sharing, foster possibilities for collaboration and eventually, and build a joint commitment to the migrant education agenda.

Hugh McLean will chair this session. He will give the floor to participants who indicate in advance (before or during the conference) their interest in making a brief presentation at this session. Eventually, the floor will be open to inputs and contributions from the audience.

17, 15 – 18,00

Closing remarks and conference close

Finally, Miquel Àngel Essomba Gelabert will present SIRIUS' vision and plans for the future.

Speakers Biographies



Anwar, Tasniem

Organisation: Amsterdam United, The Netherlands

Fields of expertise: diversity, conflict resolution

Relevant projects:

- Setting up a student organization to raise awareness about the importance of diversity and diversity policy among the students and staff of the University of Amsterdam. Within this university I am currently busy with starting a mentor project that is focused on first and second generation students.



Ardanuy, Gerard

Organisation: Councilor for Universities and Education, Barcelona City Council, Spain



Arslan, Ayşe

Organisation: Verikom, Germany

Fields of expertise: experience working as a mentor

Relevant projects:

- Mentoring program coordinator of Junge Vorbilder, Germany



Dr. Atanasova, Vesna

Organisation: Senior Project Officer, Education Department, Council of Europe

Fields of expertise: inclusive education, diversity management, public policy and management, democratic governance

Relevant projects:

- Working with the Council of Europe since 2007, she is currently responsible for coordinating the Joint EU/Coe Project “Regional Support for Inclusive Education”.
- Before joining the Education Department of the Directorate for Democratic Citizenship and Participation in 2012, she worked in the Council of Europe’s Centre of Expertise for Local Government Reform and at the secretariat for the European Committee for Local and Regional Democracy.
- She has worked on different programmes on public administration reform and democratic governance with the major international organizations, including the European Commission (EAR), USAID, and World Bank projects.



Aydagül, Batuhan

Organisation: Director, Education Reform Initiative, Turkey

Fields of expertise: education policy, governance and finance of education

Relevant projects:

- Aydagül is an education policy analyst with more than ten years’ experience in education policy and administration in both developing and post-conflict countries.
- A recipient of a “Distinguished Service Award” from the Liberia Ministry of National Education, Batuhan Aydagül was awarded the Patricia Blunt Koldyke Fellowship for Social Entrepreneurship in 2012 by the Chicago Council of Global Affairs for his contributions to public education in Turkey.

- Serves on the Advisory Board of Mother Child Education Foundation and on the Boards of Teacher Training Academy Foundation in Turkey and the Network of Education Policy Centers, a regional network with headquarters in Croatia.



Balli, Doriana

Organisation: Vocational School Isuf Gjata, Korce, Albania

Fields of expertise: psycho-social worker, inclusive education focusing on concerns of children with special educational needs (disabilities), including learning difficulties.

Relevant projects:

- Member of the “Regional Support for Inclusive Education in South East Europe” management team at this school



Belkadi, Mohamed Rida

Organisation: Stichting voor Kennis en sociale Cohesie (SKC), The Netherlands

Fields of expertise: Mentoring, Education Support and social entrepreneurship

Relevant project:

- Mentorproject, Tutoring.



Børstad, Synne N.

Organisation: Senior Advisor, Department of Education and Training, Norwegian Ministry of Education and Research, Norway

Fields of expertise: migrant education

Relevant projects:

- Coordinator for the country study of Norway during the OECD-project Migrant Education.

- Took part in writing an Official Norwegian Report on migrant education for children, youth and adults (NOU 2010:7).
- Contributed to several white papers to the parliament, and coordinated the work with the chapters on education in White Paper no. 6 (2012–2013) A Comprehensive Integration Policy, diversity and community.
- Currently participating in the work of the next white paper on adults and exclusion, where questions related to immigrant adults are important.



Boukllouâ, Mostapha

Organisation: State coordinator of the Network on Teachers with a Migrant Background of the State of North Rhine-Westphalia, Germany

Fields of expertise: diversity, change processes

Relevant projects:

- Examined Teacher (subjects: German language, history, French language)
- Master of public management (now called public administration) at the Hertie School of Governance
- Managing director of a scholarship program for students (at school) with migrant background



Cassamá, Braima

Organisation: President, POSSO – Associação Cultural, Portugal

Relevant projects:

- Attending Master in Strategy at the University of Lisbon
- 3rd Summer School of the United Nations
- Works within an organization to increase employability
- Member of Ubuntu Academy
- Member of Faz-te Forward



Prof. Dr. Crul, Maurice

Organisation: Professor in Sociology at the Free University in Amsterdam and the Erasmus University of Rotterdam, The Netherlands

Fields of expertise: education and labour market among children of immigrants in a cross European and transatlantic perspective

Relevant projects:

- Past and current research focuses especially on the effect of national and local institutional arrangements in education and the labour market on school and labour market careers of children of immigrants.
- Coordinator of the TIES project (<http://www.tiesproject.eu>) on the 2nd generation in eight European countries.
- Currently coordinating the ELITES project (<http://www.elitesproject.eu/>) looking at the upcoming elite among the second generation in Sweden, Germany, France and The Netherlands.
- International chair of the IMISCOE network, a network of 33 research institutes working on issues of migration and integration, as well as SIRIUS Co-Leader on Involving the Community in Education.



Elmaagac, Ibrahim

Organisation: Chairman, NPOINT (Dutch Platform for Education, Innovation and Talent Development), The Netherlands.

Fields of expertise: mentoring, parent-involvement and parental participation

Relevant projects:

- Between 2002 and 2012 he taught Civics and Geography part-time at Cosmicus College. In 2009 he was awarded the Best Paper Award from the American Educational Research Association (AERA) for the study “An ethnographic study of

world school college, an elite Dutch black school from the perspective of researchers and teachers”, together with Professor Emerita Mrs. Martha Montero-Sieburth from the University of Amsterdam (UvA).

- 2009-2012: Editor of the quarterly academic educational magazine “The Cascade” published in the Netherlands by foundation Cosmicus. As part of his duties as the general manager of the foundation (until 2012) he has been coordinating various kind of projects. The most important and latest of these is the project INESPO.
- For the past 6 years he has been working as the international coordinator of an international youth science event.



Dr. Essomba Gelabert, Miquel Àngel

Organisation: Universitat Autònoma de Barcelona, Spain

Fields of expertise: intercultural education, inclusive education, diversity management

Relevant projects:

- SIRIUS General Coordinator and Co-Leader on Implementing policies and networking
- Director of the Chair on Community Education of the UAB (Universitat Autònoma de Barcelona)



Fabries, Nienke

Organisation: Projectmanager, Hogeschool Rotterdam, The Netherlands

Fields of expertise: mentoring, youth, welfare and education

Relevant projects:

- responsible for the implementation of a large mentoring-project run by the municipality in Rotterdam-Zuid



Dr. Garkov, Vladimir

Organisation: DG Education and Culture, European Commission

Fields of expertise: public health, nutritional biochemistry, teaching, curricular reform, developing courses on science in cultural and environmental context.

Relevant projects:

- In 2008 he joined the European Commission as a management officer of the scientific committees advising the Commission on legislative proposals which have public-health and environmental impact.
- In the Directorate General for Education and Culture, his efforts are focused on educational policy development, on bringing together policy outputs from cooperation on literacy, mathematics and science education in a single package of guidance to EU Member States.



Gospodnetić, Filip

Organisation: Project Associate, Forum for Freedom in Education, Croatia

Fields of expertise: tolerance, volunteering, migrant education

Relevant projects:

- Paint the world with tolerance project – promoting tolerance and non-violent conflict solving among students from elementary and secondary schools from Croatia.
- School volunteers – promoting volunteering among college students and unemployed youth and supporting them in implementing volunteering actions and initiatives in schools and local communities.
- SIRIUS European Policy Network on the education of children and young people with migrant background



Mag. Dr. Herzog-Punzenberger, Barbara

Organisation: Institute for Pedagogy and Psychology, Johannes Kepler University, Linz, Austria

Fields of expertise: migration research specialized in the field of education/schooling

Relevant projects:

- Institutional discrimination in elementary, primary and secondary education, in Austria and in international comparison, developments since the year 2000 in key competences, political strategies for continuing language development in a plurilingual setting.



Hussein, Yasmin

Organisation: Sveriges förenade studentkårer (SFS)

Fields of expertise: Student with a migrant background, engaged in questions about internationalisation and mobility.



Dr. Issa, Tözün

Organisation: Director, Centre for Multilingualism in Education, London Metropolitan University, UK

Fields of expertise: ethnic minority education with an emphasis on language, culture and identity

Relevant projects:

- Worked as a qualified primary school teacher and as an adviser for various Education Authorities for a number of years before his appointment as a senior lecturer at London Metropolitan University in 2003.

- He currently lectures on a number of undergraduate and postgraduate programmes and supervises PhD students in the field of education.



Jurko, Lana

Organisation: Executive Director, Network of Education Policy Centers (NEPC)

Fields of Expertise: educational project management and advocacy

Relevant projects:

- Since the inception of NEPC in 2006 she has managed the Network to become a relevant educational policy actor in the region where NEPC operates.
- Currently acts as the Platform Manager in Project “Joint EU/CoE Project “Regional Support for Inclusive Education”. Supporting 49 schools in South East Europe to act as agents of change to improve inclusiveness in their schools and communities.



Dr. Kambel, Ellen-Ros

Organisation: Rutu Foundation for Intercultural Multilingual Education

Fields of Expertise: intercultural multilingual education

Relevant projects:

- SIRIUS: mapping language policy in early school years; organization of trilateral meetings with policy makers from 6 different European countries.
- Design of bilingual math materials for indigenous children including an open source e-tool for easy translation and adaptation in Suriname and Mexico;
- Training of teachers in intercultural multilingual education in Suriname.



Khachatryan, Sevak

Organisation: NCP Youth, New Communities Partnership (NCP) Ireland

Fields of expertise: building capacities of migrant youth living in Ireland

Relevant projects:

- SIRIUS Ireland Coordinator
- Developed and implemented the “English Support Teachers” programme in Dublin primary schools for migrant students.
- Responsible for planning, organizing and developing a 12-month calendar of cultural events, meetings, seminars, trainings, PR and fundraising activities, including the SIRIUS National Roundtable for 2014.



Köhler, Claudia

Organisation: european forum for migration studies, Institute at the University of Bamberg

Fields of expertise: education, migration, development studies, evaluation

Relevant projects:

- SIRIUS Network: Policy Network on the Education of Children and Young People with a migrant background, co-coordinator of work package on Policy Implementation
- Diesterweg-School Workshop: Evaluation of programme for teacher in-service training by Foundation Polytechnische Gesellschaft Frankfurt a.M.
- Integration without Borders: Strategic Partnership within Erasmus+ in the fields of social education and social work
- Nhindiwa OVCs: director of NGO for the support of the education of orphans in Zimbabwe



Köhler, Ramon

19 years of age, graduated from medium secondary school, is now attending higher secondary school in Germany

Fields of expertise: entrepreneur in the field of fitness and healthy living, musician, artist, DJ

Relevant projects

- organises events to motivate other young people to start their own business and to live healthily
- raises funds for the fight against Ebola in Liberia



Kovačić, Marko

Organisation: Institute for Social Research in Zagreb/Network of Education Policy Centres

Fields of expertise: youth policy, youth political participation and civil society

Relevant projects:

- Croatian Students in the European Context: The Emerging Social Elite
- GOOD Initiative: Towards Civic Education in Schools
- Structural Dialogue on Youth Participation in Democratic Life – the Case of Croatia



Dr. Madubuko, Nkechi

Sociologist and TV-Journalist, born in Germany with Nigerian heritage

Fields of expertise: migration, intercultural issues

Relevant projects:

- Presenter and editor: She has worked as presenter at Second German Television and German Sport TV. Since 2001 she is

also editor at 3sat, the cultural channel of the second German television in Mainz, Germany. For the past 15 years, she has hosted and worked as a freelance presenter at several national and international conferences.

- Author: She has published several articles on Acculturative Stress and Empowerment for Migrant Youth.



Mägi, Eve

Organisation: Education policy analyst, Praxis Center for Policy Studies, Estonia

Fields of expertise: include international and comparative education, multicultural education, and educational inequity

Relevant projects:

- Her current project include gender equality programme for social sciences and teacher training students, youth monitoring system and analysis of the education model in security sciences in Estonia.
- Eve represents Praxis as national coordinator within European Policy network on education of immigrant and minority students (SIRIUS) in which she has been involved in initiating and designing several projects on the topic in collaboration with international as well as local partners and produced analytical reports on awareness and support in migrant education.
- Teaching a course on international and comparative education at University of Tartu.



Dr. Marques da Silva, Sofia

Organisation: Lecturer at Faculty of Psychology and Educational Sciences, University of Porto, Portugal, and member of CIIE – Educational Research and Intervention Centre

Fields of expertise: research methodologies, sociology of education and youth cultures

Relevant projects:

- 2013–2017 “RESLeu – Reducing Early School Leaving in Europe”, 7^oPQ, coord. Helena Araújo
- 2010–2013 “Building local networking in education? Decision-makers’ discourses and strategies on school achievement and drop-out”, coord. Helena Araújo with a grant by Fundação para a Ciência e Tecnologia (Portuguese Foundation for Science and Technology)
- 2009–2011 “Processes Influencing Democratic Ownership and Participation”, coord. Isabel Menezes, 7^oPQ
- Member of international networks such as the Network Ethnography, the Network of Children and Youth at Risk in Urban Education from the European Educational research Association and the SIRIUS Network; Chair of the European Conference on Educational Research, 2014, at the University of Port; and vice-president of the Portuguese Society of Education Sciences.

**Mastrocola, Luca Enrico**

Organisation: ASAI – Associazione Animazione Interculturale (Intercultural Animation Association)

Fields of expertise: Educator

Relevant projects:

- I worked for over 15 years in Torino (Italy) with adolescents and youngsters, in multicultural contexts, both in community and in recreational centers, developing and coordinating projects for school success and primary prevention.
- I am currently involved in ASAI as coordinator of the association activities (education, prevention, orienteering, etc.). In particular I work on an orientation programme dedicated to NEET youngsters through the management of a specific information desk dedicated to job opportunities for young people to help them to achieve job opportunities or attend vocational training classes.

- Coordinator of specific projects dedicated to students (age 11–16) to increase their school performance and avoid school dropouts in critical boroughs of the town, developing after-school activities, laboratories and personalized actions.



McLean, Hugh

Organisation: Director, Education Support Program, Open Society Foundations

Fields of expertise: research and evaluation, education, adult literacy, early childhood development, business education, community development, youth skills training, distance learning

Relevant projects:

- Hugh McLean joined the Education Support Program in Budapest in 1999 and was associated with the Open Society Foundations' education work in various capacities, working mostly on evaluations and research but also in Russia and then in Pakistan.
- After moving to the United Kingdom in 2006, McLean assisted with refining a new mission focus for the Education Support Program and began directing it in that same year. He has shepherded a new General Education Sub-Board and led the program to become widely recognized and highly regarded in international education circles.



Müjde, Ali

Organisation: Project-Consultant/advisor at Zestor, Education and Development Fund (E&D Fund) for the Universities of applied science in the Netherlands; Parttime teacher at the university of applied science of Amsterdam (HvA) in HRM (Human Resource Management)

Fields of expertise: human resource management, including organisational policies on diversity (recruitment, selection, skills)

Relevant projects:

- How to make the Universities of applied science more diverse (incl. biculturality), link between diversity in student population and diversity through employees, how to transfer from 'soft diversity policy' to 'business driven diversity policy'.



MEP Picula, Tonino

Croatian Member of European Parliament in the Group of the Progressive Alliance of Socialists and Democrats (S&D) in the European Parliament.



Piljek, Zvonko

Organisation: Head Teacher, Primary School Dr. Ivan Merz, Zagreb, Croatia

Fields of expertise: physical education teaching and training, primary school teaching



Dr. Pop, Daniel

Organisation: Senior Program Manager, Education Support Program, Open Society Foundations

Fields of expertise: leads ESP's efforts to build networks of commitment in cross-country analysis and strengthen new forms of civil activism.

Relevant projects:

- Associate lecturer in Romania at the Babes-Bolyai University Faculty of Political Science since 2003.

- 200–2008: Led the Romanian Public Policy Center, a research think tank.
- Initiated and led several research fellowship programs and contributed to the design and implementation of major international research projects, including editing *Education Policy and Equal Education Opportunity* (New York: Open Society Foundations, 2012).



Prats Montmany, Joana

Organisation: Director of the diversity and relationships with social organizations 'department. Social Department, "la Caixa" Foundation

Fields of expertise: education, diversity and social cohesion, social initiatives

Relevant projects:

Since 1992 she has been leading and participating in educational and social projects developed by "la Caixa" Foundation. Some of the highlights:

- LET'S TALK ABOUT DRUGS. Prevention Program of drug use
- AIDS, KNOWING HELPS, multidisciplinary program for AIDS prevention
- Educational program KITSCAIXA VALORS
- Program YOUTH WITH VALUES
- Education Program LIVE IN HISTORIC TOWNS: Past and present to a sustainable future
- Educational online website Educ@lia



Dr. Schneider, Jens

Organisation: verikom – Verbund für Interkulturelle Kommunikation und Bildung e.V., Hamburg, Germany

Fields of expertise: ethnic and national identities, superdiversity, interethnic relations.

Relevant projects:

- Project leader of the mentoring project „Junge Vorbilder“ (Young Role Models)
- Researcher at the University of Osnabrück, Germany
- Co-founder of the European Network for Educational Support Projects (ENESP)
- Leader of the Research Standing Committee „Education & Social Mobility“ at the IMISCOE Research Network, as well as SIRIUS Co-Leader on Involving the Community in Education.



Prof. Dr. Severiens, Sabine

Organisation: Erasmus University Rotterdam, Faculty of Social Sciences, Department of Pedagogical and Educational Sciences, The Netherlands

Fields of expertise: diversity and educational inequality from the perspective of motivation, integration and the learning environment.

Relevant projects:

- One of the focal points in her current work is teaching in classrooms with students from diverse backgrounds and strengthening professional capacity in this particular area.
- She is the leader of the work package leader on schooling and classroom interaction in SIRIUS.



Spasevska, Natasha

Organisation: Gymnasium (General and vocational high school) Kosta Susinov in Radovish, FYROM

Fields of expertise: English teacher to secondary school students

Relevant projects:

- Project Coordinator for Joint EU/CoE Project Regional Support for Inclusive Education – started from “Embracing Diversity through Education” in the school

- Teacher Trainer to implement new methods in class community lessons through the Education of Life Skills Programme by the Bureau for Development of Education
- Tutor to Roma students in 1st to 4th year, helping them to learn English as well as coping with everyday complications such as communication with others and involving them in out-of-school activities.
- Mentor and organizer of MASSUM's (Youth Association of High Vocational Schools in Macedonia) Educational Happening that takes place in April–May each year in different towns around Macedonia. I prepare the students from 1st to 4th year to participate in 13 different categories such as job interviews in English and Macedonian, marketing plans, web site creation and poetry and public speaking competitions.



Dr. Stănuș, Cristina

Organisation: Faculty of Social Sciences and Humanities
Department of International Relations, Political Science and Security Studies, Lucian Blaga University of Sibiu, Romania

Fields of expertise: local governance and politics, educational policy

Relevant projects:

- Educational selectivity of the European Social Fund (on-going, Educational Support Program of the Open Society Foundations)
- Local democracy and political representation: an in-depth analysis of county councils in Romania (on-going, research project funded by the National Research Council of Romania)
- Rise of educational service-delivery third sector (completed, Educational Support Program of the Open Society Foundations)



Tudjman, Tomislav

Organisation: RISBO Project Manager and Researcher, University of Rotterdam, The Netherlands

Fields of expertise: educational and social inclusion, integration and educational network governance as part of both national and international studies

Relevant projects:

- Between 2005 and 2008, he was involved in a joint German Dutch project entitled Social cohesion and integration in complex urban societies (SIS Project).
- In 2008 and 2009, he participated in Connections, which focused on organisational approaches to tackling the multiple aspects of social deprivation (e.g. poverty, unemployment, etc.) in eight European cities. The findings were key to two major European Commission policy lines: Renewed Social Agenda and Active Inclusion Strategy.
- Has worked on building a Peer Review Toolkit for the Connections project and an educational Peer Review Toolkit for the European Project Evidence based policy in education about early school leavers.
- In the SIRIUS European Policy Network, he is senior consultant in work package 'schooling' which was dedicated to improve the learning position of children with a migrant background."



Uslu, Güngör

Organisation: Education policy advisor, Cosmicus Foundation, The Netherlands

Fields of expertise: education policy

Relevant projects:

- He is concerned with the development of the Cosmicus education concept, responsible for the annual Education Conference and is involved in various other activities of the foundation.

- He is also a PhD candidate at VU University Amsterdam where he investigates the effect of pedagogical partnership between the home and school environment on the development of citizenship skills of students.



van Melle, Jonathan

Organisation: Lecturer, Avans University of Applied Sciences, The Netherlands

Fields of expertise: intercultural management, corporate finance and higher education

Relevant projects:

- Intercultural skills in the workforce, doctoral degree in Higher Education (at the University of Liverpool).

Practical Issues

ADDRESSES

Accommodation

Participants coming from abroad will mostly be staying at:

Thon Hotel Brussels City Centre
Avenue du Boulevard 17, 1210 Brussels

TELEPHONE: +32 2 205 15 11

Conference

19 November: European Parliament

Ardennestraat 2, B–1000 Brussels

Access to European Parliament will be via: Altiero Spinelli», Place Luxembourg

Further details on registration will be send out to participants before the event.

20 November: Committee of the Regions

Bâtiment Jacques Delors
Rue Belliard 99–101, B–1040 Brussels

Emergency contacts

If you have any problems during your stay in Brussels, please note the following contact numbers:

112 – Emergency services

+32 484 771 053 – Sarah Cooke O’Dowd, Migration Policy Group, logistics manager
for the event

+32 491 966 951 – Patrice Caremans, Flemish Education Council (VLOR),
Belgian SIRIUS partner

TRAVEL

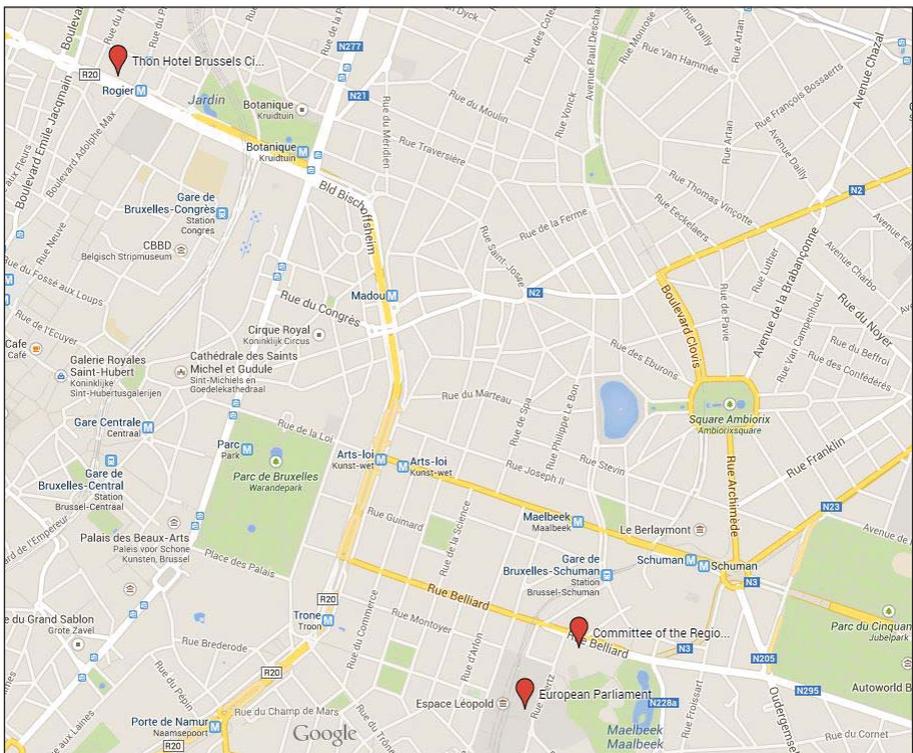
To the Hotel

From the airport: Take the train from basement level –1 (€8.50) to Bruxelles–Nord railway station. The hotel is a short walk away from here.

From Bruxelles-Midi or Centraal: Take a train (€2) to Bruxelles–Nord railway station. The hotel is a short walk away from here.

Via the metro: Rogier Metro Station (lines 2 and 6) is in direct connection to the hotel.

Map of Brussels



To the conference

From the airport: Take the airport bus (12 or 21) to Place Luxembourg, which is the closest stop for both buildings.

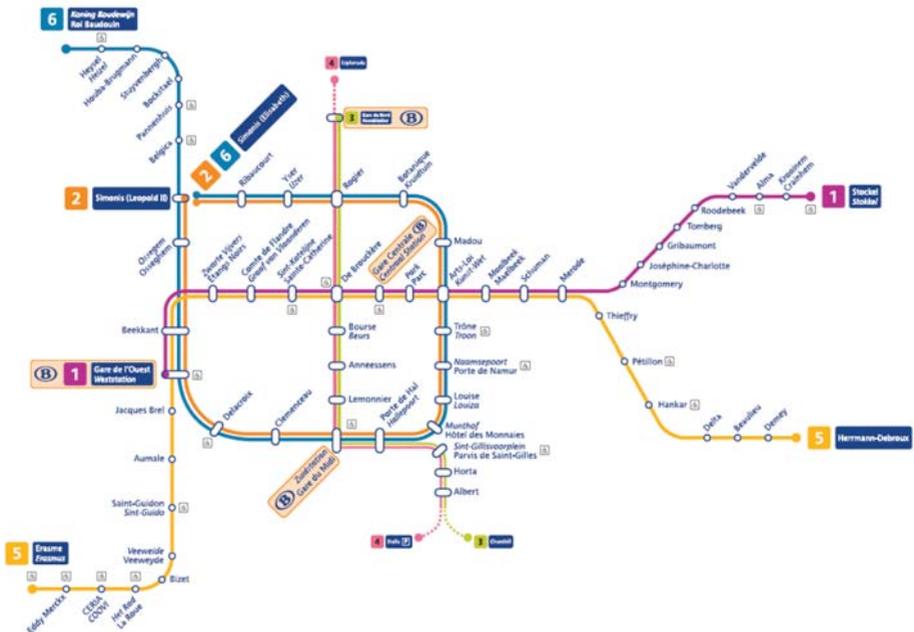
[From Monday to Friday 8 pm the Airport Line is operated as an express service with number 12 and only serves the major stops. On weekdays after 8 pm, and the whole day on Saturday, Sunday and holidays the Airport Line is operated as a regular service with number 21, serving all stops. All MIVB/STIB buses depart from platform C.

In order to save time and money, buy your ticket from the GO ticket vending machines before boarding (€4.50). These machines accept Maestro bank cards, credit cards and coins, and it is cheaper to buy them in the machines than from the driver.]

Via metro: Both the European Parliament and the Committee of the Regions are accessible via the Trone metro station (lines 2 and 6) if you are coming from Gare du Nord/Rogier (direction Simonis) or Gare du Midi (direction Elisabeth) or via the Maelbeek station (lines 1 and 5, direction Stockel and Herrmann-Debroux) if you are coming from Gare Central.

For transport on the **metro** and **bus** (except the airport link) in the city of Brussels, you may buy a 5-trip (€8) or 10-trip (€14) card, depending on how many trips you think you will need covered.

Metro map of Brussels



SIRIUS Information

SIRIUS PARTNERS

National partners	
Austria	Federal Institute for Research in Education, Innovation and Development of the Austrian School System (BIFIE)
	Ministry of Education, Culture and Arts, Austria
Belgium	Payoke
	Centre for Migration and Intercultural Studies (CEMIS) – University of Antwerp
	Flemish Education Council (Vlaamse Onderwijsraad – Vlor)
Bulgaria	Multi Kulti Collective
Croatia	Forum for Freedom in Education (FFE)
	Education and Teacher Training Agency (ETTA)
	Ministry of Science, Education and Sports, Croatia
Cyprus	Cyprus Pedagogical Institute
Estonia	PRAXIS Center for Policy Studies
	Ministry of Education and Research, Estonia
Finland	Arktiset maahanmuuttajat (Arctic Immigrants – AMA)
France	Association de la Fondation Étudiante pour la Ville (AFEV)
Germany	European Forum for Migration Studies (efms)
	verikom
	Ministry of Education and Research, Germany
Greece	University of Patras
	Hellenic Association for Intercultural Education (HAIE)
	School of Education-University of Western Macedonia (UoWM)
Hungary	Institute of Education – University of Pécs
Ireland	New Communities Partnership (NCP)
	The Economic and Social Research Institute (ESRI)

National partners	
Italy	University of Milano–Bicocca
	University of Bergamo
	Trasversale, srl
Latvia	Global Development Institute (GDI)
	Ministry of Education and Science, Latvia
Lithuania	Public Policy and Management Institute (PPMI)
	Ministry of Education and Science, Lithuania
Luxembourg	Centre d'étude et de formations interculturelles et sociales (CEFIS)
Norway	Ostfold University College
	The National Centre for Multicultural Education (NAFO)
	Ministry of Education, Norway
Portugal	Programa Escolhas
	University of Porto (CIIE)
Romania	Foundation Centre Education 2000+
	Ministry of Education, Romania
	Impreuna Agency for Community Development
Spain	Universitat Autònoma de Barcelona (UAB) – ERDISC
	Ministry of Education, Spain
	Associació de mestres Rosa Sensat
	Ajuntament de l'Hospitalet de Llobregat
	Universidad Autónoma de Madrid (UAM)
	Departament d'Educació de la Generalitat de Catalunya
Sweden	Fryshuset
The Netherlands	Risbo, Erasmus University Rotterdam
	Dutch National Knowledge Centre for Mixed Schools
United Kingdom	Leeds Metropolitan Institute
	Institute of Education University of London

Collaborative partners

Children's Identity and Citizenship in Europe Academic Network – London Metropolitan University (CiCe)

European Students' Union (ESU)

International Association for Intercultural Education (IAIE)

International Migration, Integration and Social Cohesion Research Network (IMISCOE)

Migration Policy Group (MPG)

Migration Policy Institute (MPI)

Network of Education Policy Centres (NEPC)

Open Society Foundations (OSF–OSE)

SELECTED SIRIUS OUTPUTS

National reports

- Policy implementation analysis by national educational agents and other stakeholders (national and comparative reports)
- Reports on National Round Tables within the SIRIUS Network (national and comparative reports)

Thematic reports

Professional capacity

- Professional capacity in schools as regards education for migrant children. An exploration of policy measures in the SIRIUS network countries
- Policy makers meeting report

Citizenship education

- Citizenship Education and Ethnic and Cultural Diversity: a scoping study of SIRIUS Network countries on the education of children from a migrant background

Mentoring

- Brochure on mentoring
- Handbook on mentoring

Parents involvement

- Parental involvement report

Thematic Workshops reports

- Report on the thematic workshop on Transitions
- Report on the thematic workshop on Segregation and Integration in Education
- Report on the thematic workshop on Language support to immigrant (minority) children in Europe
- Report on the thematic workshop on School Governance
- Synthesis report

Policy briefs

- Enhancing EU education policy: Building a framework to help young people of migrant background succeed
- Mentoring: What can support projects achieve that schools cannot?
- Language support for youth with a migrant background: Policies that effectively promote inclusion
- Developing school capacity for diversity
- Migration Education and Community Inclusion
- Early School Leaving: How can we reduce the increased risk of ESL among young people with a migrant background in Europe?

A Clear Agenda for Migrant Education in Europe

Education remains a critical element of government policy in the twenty-first century. A society with strong educational outcomes will realise people's full potential and give them a better chance for economic and social development. Strong education systems allow societies to become equitable and meritocratic at the same time, facilitating both social mobility and social inclusion. Education empowers people to participate fully in the community and strengthens democracies.

The European Union has underlined the importance of education, notably in its most recent 10 year EU growth and competitiveness strategy, EU 2020. The strategy sets ambitious targets for the improvement of educational results: reducing school drop-out rates to below 10%, and ensuring that at least 40% of 30–34 year olds have completed tertiary education by 2020. This goal was developed from and is supported by the Education and Training Strategy (ET 2020), which is based on strategic objectives that include promoting equity, social cohesion, and active citizenship.

While European countries have well-established education systems, there exists a strong inequality of access to schooling and quality of education for socio-economically disadvantaged communities across the continent, in particular for migrants coming from a low socio-economic background. According to EU data, 8.3 million young people in the EU Member States (3.1 million under 15 and 5.2 million aged 15–24) were born abroad, while the number of second-generation young adults (aged 15–34) are estimated at over four million. The youth unemployment and young people "Not in Education, Employment or Training" (NEET) rates are significantly higher for first and second generation migrants than for their native peers in most EU Member States. The EU Migrant Integration Indicators indicate that the share of early school leaving among foreign-born learners in the EU is nearly twice as high as among the total population. Eurostat's 2011 statistical report on Migrants in Europe also shows that the shares are also higher for second-generation youth with migrant parents. Clearly, young people with migrant background have a number of critical and specific education needs that are still not met and may not be compensated for through current education policies or in the classroom. Updating the agenda on the education of migrant learners may help EU Member States to reach their common targets for a smart and inclusive economic growth and against youth

unemployment. For example, the EU's 2013 report on Using EU Indicators of Immigrant Integration estimates that closing the gap in early school leaving rates for foreign-born learners would bring the EU 30% closer to its headline target of reducing this rate to 10% and prevent half a million young people from leaving school early, which accounts for 8.7% of all early school leavers in the EU.

The SIRIUS Network on the education of children and young people with a migrant background has spent the past three years debating policy priorities for migrant education and inclusion. Stakeholder meetings, conferences, peer reviews and site visits have contributed to a common vision on how education systems must change to provide all learners with the skills and knowledge to perform to their potential in today's diverse societies. This Agenda summarises the policies that prove to be effective in promoting equal access to high quality education and training for all. It also suggests additional support mechanisms for learners with a migrant background where necessary.

The Sirius starting point:

- 1) All learners should have **full access to high quality education and vocational training in inclusive settings**, regardless of their parents' education or income level, ethnicity, gender language(s) spoken at home or migration or residence status.
- 2) **Inclusive education systems combined with targeted policies** are more effective in delivering a high-quality education to all learners. To create better learning outcomes for all learners, the age of first tracking should be reviewed for its effect on the academic outcomes of all learners, while adopting comprehensive schooling would reduce social inequalities and create more socially mixed classrooms. Within the track system, there should be enough flexibility for learners to be able to move between learning tracks, thus allowing for upward mobility.
- 3) Furthermore, a **learner-centred approach** in all stages of education will allow education systems to address learners' individual needs and help them to complete their education

First of all, this means more equal and comprehensive education systems:

- 4) Mixed schools and classrooms allow **learners from different socio-economic and ethnic backgrounds** to learn together, thus improving the educational outcomes of disadvantaged learners, as well as fostering inclusion and social cohesion, without undermining the educational outcomes for other learners. Measures are needed

at a systemic level in order to avoid the school concentration of learners from economically disadvantaged or low educated families.

- 5) To increase schools' capacities to deal with demographic change and offer learners the necessary support for their varying needs, schools should receive **additional funding per learner with a socially disadvantaged background**. School leaders could then have the autonomy to implement context specific measures, such as offering language support, providing teacher training or hiring assistant teachers, with backing from the relevant education planning or governance body with responsibility for their choices demonstrated through external evaluations and inspections.

- 6) National **anti-discrimination laws** should be fully applicable to the education system on all grounds of discrimination – not only on the grounds of race or ethnicity, but also religion or belief, gender, sexual orientation, disability, nationality/citizenship, language, social origin and residence status. Learners, parents, and educators should have recourse to accessible and independent reporting mechanisms, dissuasive penalties and independent agencies, which are culturally and gender sensitive, to address discrimination in educational institutions and programmes. These include unaddressed bullying or violence, discriminatory refusals of registration, discriminatory tracking or school placement, and unfair hiring and promotion practices.

Learners should have full and equal access to and support in education from a very young age, throughout compulsory education and beyond:

- 7) To reach the Education and Training 2020 target of a 95 percent enrolment rate in Early Childhood Education and Care (ECEC) and offer all children the chance to have an inclusive **high-quality ECEC**, places must be free of charge and easily accessible for all, regardless of their origins or residence status.

- 8) To reach the EU 2020 goal of reducing drop-out rates to 10 percent, all young people at **risk of early school leaving**, regardless of their gender, origin, residence status or age of arrival, should be given the choice between two options of equal quality and value: either extra support to stay on an academic track or an effective vocational training track, with a curriculum and training focused on future transferable skills and leading to a successful school-to-work transition or entry into higher education.

- 9) **Quality second-chance programmes** and flexibility in education systems should be made readily available to help young people who have not had the advantage of supportive learning environments earlier in their lives.

Multilingualism should be seen and encouraged as an asset for all languages and for all learners in order to boost learners' self-confidence, intercultural skills, and employment prospects in a globalised world:

- 10) Everyone should have the right to become **fluent in the official language of instruction**. The education system should facilitate this right and remove any obstacles by providing free general and targeted support from pre-primary to adult education, including for newly arrived migrant learners and for learners without a migrant background.
- 11) Countries should reaffirm their commitment to the **European Commission's trilingual formula** aiming for all learners to become fluent in at least three languages of their choice: their first language and two other languages.
- 12) Among the options to learn other languages, the **learning of local migrant languages** should be supported for interested migrant learners and non-migrant-learners, either within the school day or as an extra-curricular activity. Teachers can also find ways to recognise the value of all these languages in the daily life of the school, thus supporting and promoting the mother tongues of all learners.

Teachers and school leaders play a crucial role:

- 13) Effective school development will take place by investing in professional capital and increasing teachers' capacity to teach in a diverse classroom. All **pre- and in-service training and mentoring programmes** should systematically include **training on intercultural and gender-sensitive skills, language learning, and the specific needs of migrant learners**. This should inspire teachers to treat and value learners equally, to encourage other learners to do the same, to recognise the value of all learners' family backgrounds, and to help them master the language of instruction in their subject area.
- 14) **School leaders** may need to be given formal training in order to successfully lead the school in valuing diversity as an asset and in facilitating the professional development of their staff. This training should include intercultural skills, expertise

in second language learning and intercultural education as well as knowledge about project implementation and evaluation.

- 15) The current under-representation of **teachers and school leaders with a migrant background** means that our schools are losing out on highly qualified teachers and role models for the classrooms of tomorrow, both for migrant and non-migrant learners. Governments should make it a priority to encourage people with a migrant background to study or enter teaching. This includes hiring incentives, certified bridging courses for foreign-trained teachers and promotional campaigns among the second generation.

Links with the local community are vital in encouraging a holistic education:

- 16) **Financial support** should be provided for sustainable mentoring and other forms of community-based educational support. They have been demonstrated to be effective tools for extra-support, while also providing a motivating and credible role model. Community- and role model-based forms of learning should become an integral part of local educational landscapes in equal partnership between schools and NGOs or local community centres.
- 17) Immigrants should be equally represented in peer-to-peer **mentoring schemes**, both as beneficiaries of mentoring and homework centres, but also as mentors who can act as role models in their local area for learners with or without a migrant background. This will empower young people with a migrant background and allow them to use their experience and networks to help and support their peers.
- 18) **Learning through experience**, especially through voluntary organisations such as youth organisations, gives those with a migrant background a chance to develop their personal and social competences through co-operative and experiential learning. Through “non-formal education”, young volunteers acquire a wealth of key competences (particularly the transversal ones, which are not sufficiently covered by formal curricula) that enhance their employability. It also helps engaging with the communities, while building the social capital of young volunteers. Citizenship, intercultural and global education are key integral components of youth organisations’ educational practices.
- 19) To **fully inform and empower migrant parents**, schools should support migrant parents to participate equally in the life of the school community. This should include

equal participation in school governance and volunteering initiatives, access to social interpreters and intercultural mediators during parent-teacher meetings, and the creation of advisory services on school choice policies reaching out to under-served migrant communities.

Newly arrived migrant learners¹ should be given support based on their individual skills and needs when they arrive, as part of a more inclusive general education system:

- 20) **Newly arrived migrant learners'** prior learning and knowledge should be assessed by educators with knowledge of the relevant home country education system and experienced in individual student assessment to determine the appropriate language and academic support for them to catch up to the grade level of their peers in their new country of schooling.
- 21) **Teacher competences** must be developed to implement an appropriate curriculum for these learners, together with educational support services, in order to provide adequate language and academic support based on the learner's needs.

1. Newly arrived migrant students are defined as minors born outside the country of residence to parents also born outside the country and who have arrived during or before the age of compulsory education.

Supporting Document

RECOMMENDATIONS ON IMPROVING EDUCATION FOR CHILDREN AND YOUNG PEOPLE WITH A MIGRANT BACKGROUND

Since 2013, the **SIRIUS policy network** on the education of children and young people with a migrant background has organised a number of EU stakeholder meetings to discuss specific education policies that disproportionately affect migrant learners. These meetings have served as a platform for researchers, policy makers and grassroots initiatives to discuss policy recommendations with EU NGOs working on asylum and migration and with EU NGOs working on education and training. Bringing these two sets of NGOs together around a common agenda is important in order to develop more inclusive education systems that put learners in the centre.

Based on these stakeholder discussions, SIRIUS proposes policy recommendations for the responsible authorities for education in the Member States and at the EU level (particularly the European Commission and its funding mechanisms) on the topics of:

- Remediating the school concentration of socially disadvantaged learners
- Guaranteeing equal access to high quality vocational education and training for all, regardless of residence status
- Promoting multilingualism among all learners
- Diversity in teacher training and professional capacity
- Increasing the representation of people with a migrant background in the education professionals
- Expanding peer-to-peer mentoring for learners with a migrant background
- Creating effective support for newly arrived migrant learners

These recommendations serve as the basis of the migrant education agenda above, and aim to give more specific advice on each topic.

Recommendations to Educational Authorities in Member States

Remedying the school concentration of socially disadvantaged learners

1. According to data from the Programme for International Student Assessment (PISA), low educational attainment of migrant learners is generally more related to a high concentration of learners from disadvantaged families than to their migrant background². Therefore, governments should strive towards more mixed classrooms, not focused specifically on learners' migrant background, but on the socio-economic status of all learners³.
2. Schools with significant numbers of learners with a socially disadvantaged background need sufficient budgets in order to offer suitable individualised support to all students and give each learner an equitable opportunity to succeed⁴. Budgets should be spent on attracting and retaining experienced teachers and including additional teachers in the classroom where necessary.
3. Since PISA surveys and the TIES study⁵ show that early tracking decreases social mobility for all learners and especially for migrant learners⁶, governments should review the age of first tracking and comprehensive schooling should be promoted to improve learning for all learners⁷.
4. According to PISA data, school concentration along socio-demographic lines may increase when schools are free to select their learners⁸. Intake procedures should

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2. OECD (2012), *Pisa in Focus 22. How do immigrant students fare in disadvantaged schools?*
 3. OECD (2013), *Pisa in Focus 34. Who are the strong performers and successful reformers in education?*; OECD (2014), *Pisa in Focus 42. When is competition between schools beneficial?*
 4. SIRIUS (2014). *Stakeholder meeting report – Reproducing inequality: How to fight the trend towards school concentration of disadvantaged pupils.*
 5. *Study on the Integration of European Second Generation.*
 6. OECD (2014). *Pisa 2012 Results in Focus. What 15-year-olds know and what they can do with what they know.*
 7. Nesse (2008). *Education and Migration. Strategies for integrating migrant children in European schools and societies.*
 8. OECD (2008). *What works in migrant education? A review of evidence and policy options*; OECD (2014). *Are grouping and selecting students for different schools related to students' motivation to learn?* OECD (2014). *Pisa in Focus 42. When is competition between schools beneficial?*

therefore be strictly controlled; Social mixing quotas, placement lotteries, and financial incentives can be introduced to encourage less socio-economic concentration in schools. At the same time, disadvantaged schools can be made more attractive by receiving extra financial and professional support to assist disadvantaged learners⁹.

Guaranteeing equal access to high quality vocational education and training

1. Governments should establish VET advisory boards that facilitate knowledge exchange between policy makers, education practitioners, VET students, and migrant communities, as well as developing concrete guidelines for national policy making.
2. Based on the recommendations of the European Centre for the Development of Vocational Training (CEDEFOP), governments should implement quality standards that allow for an assessment of learning outcomes, establish or refine accreditation procedures for VET providers, and invest in the training of vocational teachers to make vocational education a more attractive career path¹⁰.
3. Governments should create incentives for migrant-run SMEs to offer more apprenticeships by subsidising placements and strengthening links between schools, migrant businesses, and Chambers of Commerce¹¹.
4. Governments should gather more information on the situation of migrant learners in VET schemes and fund research to identify reasons for higher drop-out rates among migrant learners¹².

9. SIRIUS (2013). Thematic Workshop on Segregation and Integration Report; OECD (2014). PISA in Focus 42; OECD (2009). The Labour Market Integration of the Children of Immigrants.

10. CEDEFOP (2011). Assuring quality in vocational education and training. The role of accrediting VET providers.

11. SIRIUS (2014). Stakeholder meeting report – Vocational Education and Training to Counter Social Exclusion.

12. CEDEFOP (2012). Trends in VET policy in Europe 2010–2012. Progress towards the Bruges communique; Dag Tjaden (2013). Migrants and Vocational Education in the European Union: A review of evidence on access and dropout.

5. Extra educational support must be provided for at-risk learners to support the transition from general to VET education and to reduce drop-out rates. Peer mentoring should be considered as an inexpensive and hands-on policy measure to increase retention rates. Once in VET, learners should be offered a clear curricula and learning path that develop transversal skills for their future careers. States should monitor and remedy any gaps in the transition to higher education or the labour market.
6. To increase awareness about VET career opportunities among migrant learners and their parents¹³, schools should organise targeted VET fairs, make short-term internships a compulsory component for all types of secondary schools and visit companies and business that offer apprenticeships, including migrant-owned businesses.
7. To increase the numbers of learners in high-quality VET schemes, schools need to support learners to find placements, for instance by forming school-business partnerships with local companies. To guarantee equal access, governments should consider offering scholarships for underrepresented groups in vocational training.
8. Undocumented children should be able to complete VET and apprenticeships to ensure their equal right to education and training, and as a means to stimulate social inclusion and development¹⁴.

Promoting multilingualism among all learners

1. There are numerous personal, social, cultural and economic advantages to speaking multiple languages. Governments should appreciate the value of linguistic diversity for all languages and all learners as a means to foster personal growth, encourage social inclusion, enrich society culturally so that it becomes more open-minded and provide economic opportunities, boosting jobs and growth¹⁵.

13. CEDEFOP (2011). Employment-related mobility and migration, and vocational education and training.

14. PICUM (2008). Undocumented children in Europe: Invisible Victims of Immigration Restrictions; Spécial Rapporteur on the Human Rights of Migrants François Crépeau, PICUM, National University of Lanús (2013) (2013). Human Rights of Undocumented Adolescents and Youth.

15. SIRIUS (2013). Stakeholder meeting report – Promoting multilingualism among immigrants.

2. Starting in pre-primary education and continuing through to secondary, vocational, and adult education, all learners with limited skills in the language(s) of instruction should receive general and targeted language support that is free of. To achieve academic fluency, support programmes should be based on a coherent curriculum for second language learning and include regular formative assessments¹⁶.
3. As much as possible, governments should incorporate Content and Language Integration Learning methods (CLIL) into teaching languages, whether for the language of instruction or for other languages taught in schools (including immigrant languages)¹⁷.
4. Authorities can support the learning of immigrant languages for learners interested to learn other European and non-European languages¹⁸ through additional in-school courses (e.g. adaptation of the foreign language offer), after-school supplement classes or summer programmes and in cooperation with centres of language expertise and migrant communities that offer after-school language courses.
5. Schools should consider how to recognise and benefit from linguistic diversity in the classroom by using European Language Portfolios, testing new methodologies in the classroom, and implementing school-based projects, such as Language of the Month initiatives where migrant students teach their peers about immigrant language(s)¹⁹.

Diversity in teacher training and professional capacity

1. Teachers need training in the topics of migration, acculturation, social psychology phenomena, language (including second language learning, formative assessment, language diagnostics and intercultural education), diversity and ethnic identity issues relating to the diverse and challenging environments in which they teach²⁰. Any pre-

16. British Council (2013), Language Rich Europe Project.

17. British Council (2012). Language Rich Europe. Trends in Policies and Practices for Multilingualism in Europe; British Council (2014). CLIL Policy and Practice: Competence-based education for employability, mobility and growth.; see Sierens and Van Avermaet (2014) for a detailed discussion on the merits of monolingual and multilingual education models.

18. British Council (2013), Language Rich Europe Project.

19. SIRIUS (2013). Stakeholder meeting report – Promoting multilingualism among immigrants.

20. OECD (2010). OECD Reviews of Migrant Education – Closing the Gap for Immigrant Students: Policies, Practice and Performance.

or in-service training programmes for school leaders and teachers should include intercultural skills, expertise in second language learning, as well as knowledge about project implementation and evaluation. In addition, in-service training should be free of charge for teachers and rendered more available in rural areas.

2. Schools should be organised in an open manner so as to involve parents and communities to a greater extent and improve the parent/teacher relationship²¹. This can be done by providing extra support where necessary to access hard-to-reach parents through cultural mediators and social interpreters at parent/teacher conferences or other outreach events and facilitated home visits.
3. Public authorities should offer funding to encourage the development of professional centres of expertise²² that focus on diversity within schools. These centres²³ should identify best practice and take on responsibility support services to schools and teachers, guided by experienced collective judgement.

Increasing the representation of people with a migrant background in the education professionals

1. Inclusive, structural policy dialogue fora with all stakeholders should be developed, such as national education councils²⁴. These will aid the government with ideas and creative solutions on how to increase the representation of migrant stakeholders in education.
2. Governments need to play a more active role and work towards structural implementation of initiatives diversifying teaching staff²⁵. Best practice projects in this area, once rigorously evaluated, should be implemented as policies across the educational jurisdiction (be that on a national, regional or local level)²⁶.

21. SIRIUS (2013). Professional capacity – policy brief.

22. Also called professional learning communities. SIRIUS (2013). Professional capacity – policy brief.

23. Examples include the CASNAV in France and CASNA in Luxembourg.

24. Such as the Flemish Education Council (VLOR). See SIRIUS (2014). The face of diversity: How to increase representation of people with a migrant background in education. Background paper.

25. OECD (2013). Talis 2013 Results. An international perspective on teaching and learning.

26. For examples from Austria, Finland and Germany, see SIRIUS (2014). The face of diversity: How to increase representation of people with a migrant background in education. Background paper.

3. Governments should gather more statistics on teachers' social and migrant backgrounds²⁷ and define clear timelines and incentives for increasing the representation of teachers with a migrant background, particularly of migrant women who are underrepresented in this key area of female employment.
4. In order to render the teaching profession more attractive, upward mobility in the education sector as well as general career development, e.g. in school management or teacher unions, need to be promoted more strongly.
5. Governments should facilitate the recognition of foreign qualifications and offer certified bridging programmes that include teacher traineeships, specialised language courses, and training of soft skills to support the up-skilling of teachers trained abroad²⁸.
6. Student teachers with a migrant background may need additional academic and financial support during their teacher training. Governments should therefore provide additional funding for mentoring schemes, scholarships, and career advice services.

Expanding peer-to-peer mentoring for learners with a migrant background

1. Peer mentoring projects need to be promoted as an integral part of policy making in education because they have proven to be an effective, hands-on tool for reducing the achievement gap that requires comparatively little legislative and financial effort²⁹.
2. Policy makers will also better understand the needs on the ground of learners, parents, and schools through a closer cooperation with migrant-led mentoring organisations³⁰.

27. SIRIUS (2014). Stakeholder meeting report – The face of diversity: How to increase representation of people with a migrant background in education.

28. IOM (2013). Recognition of Qualifications and Competences of Migrants.

29. SIRIUS (2014). Mentoring: What can support projects do that schools can't? Policy brief.

30. For example, those organisations participating in the European Network for Educational Support Projects, created by the SIRIUS Network. <http://www.sirius-migrationeducation.org/the-handbook/about-the-handbook/>.

3. Mentoring should be perceived as a broad support and integration mechanism beneficial for all learners, not only for migrant “at risk” students.

Creating effective support for newly arrived migrant learners

1. Temporary policies targeting newly arrived migrant learners are necessary, yet ineffective if they are segregating learners and are not accompanied by general educational reforms moving towards more inclusive education systems³¹. Research³² commissioned by DG Education and Culture has shown that inclusive policies for all underachieving learners can deliver better educational outcomes for newly arrived migrant learners than models that transfer them into reception classes.
2. Seeing the complexity of assessing the educational experiences of newly arrived migrant learners, their learning pace and proficiency of the language(s) spoken at home, these assessments should be administered and conducted by highly specialised centres with educational experts³³.
3. Gender-mainstreaming should be understood and implemented as a vital part of integrating newly arrived migrant pupils. Specifically, gender-based psychological, cultural and sexual violence directed at newly arrived female pupils should be prevented and addressed through the relevant teacher and pupil trainings.
4. Governments should provide funding and other necessary support for networks of social interpreters and intercultural mediators to ensure better communication between newly arrived parents and schools to contribute to a more welcoming environment. School districts should consider developing these as public services, rather than relying only on volunteer networks.

31. Migration Policy Group (2012). Using EU Indicators of Immigrant Integration.

32. European Commission (2013), Educational support for newly arrived migrant children.

33. Council of Europe (2010) Language diagnostics in multilingual settings with respect to continuous procedures as accompaniment of individualised learning and teaching.

Recommendations to EU Institutions

The EU 2020 efforts to promote social inclusion and education are largely centred on the topics of poverty, early school leaving, and tertiary education. To reach these goals, the EU 2020 strategy should add a new headline indicator to decrease inequalities in education by disaggregating the education headline indicator for learners with a social-economic disadvantaged background (e.g. based on parents' income or education) including for migrant learners (e.g. for foreign-born and for second generation), as they do in the PISA results³⁴.

Remedying the school concentration of socially disadvantaged learners

1. The Commission should promote discussion among Member States on cross-sectorial policies against the school concentration of socially disadvantaged learners, including urban planning, education, and social policy.
2. Through existing mechanisms, the EU should facilitate and support study trips and peer reviews among national policy-makers, schools, and NGOs to learn from successful comprehensive school systems and gather good practices of national, local and school policies that encourage social inclusion through mixed classrooms³⁵.
3. The European Social Fund and Erasmus+ should continue to provide funding for schools with a large percentage of socially disadvantaged learners and support policies that fight the school concentration of learners from a disadvantaged background.
4. The EU should support and further disseminate rigorous research and data on best practice schools and education systems addressing the perception that mixed comprehensive schools have negative effects on academic achievement.

34. For example, OECD (2014). PISA 2012 Results in Focus. What 15-year-olds know and what they can do with what they know.

35. OECD (2010), Equal opportunities? The labour market integration of the children of immigrants.

Guaranteeing equal access to high quality vocational education and training for all, regardless of residence status

1. The EU should further enhance peer learning between countries where apprenticeship programmes are less common and countries with high-quality, dual vocational training, as well as exchange of good practices regarding non-discriminatory access to internships and apprenticeships for migrant children, regardless of residence status.
2. The Commission should encourage European networks such as EQAVET and the European Alliance for Apprenticeships to diversify its membership and include practitioners with a migrant background and migrant-led enterprises.
3. European stakeholders have repeatedly stressed the need for additional language courses for migrant learners during their vocational education³⁶. The EU institutions should support its Member States to provide targeted language support for migrant learners during vocational training and apprenticeships.
4. Throughout the Copenhagen Process, the Council has highlighted the importance of reforming VET schemes to better cater to the needs of disadvantaged learners³⁷. The Council and the Commission should therefore consider non-binding guidelines or toolkits for rendering VET schemes more inclusive and accessible to migrant learners.
5. The Youth Guarantee's helpdesk set up by DG Employment should encourage national policy makers to consider the needs of migrant learners when reforming VET schemes. In addition, the Commission's feedback on national implementation plans of the Youth Guarantee should also assess how national strategies address the needs of migrant VET learners.
6. Mutual Learning Programmes under the European Employment Strategy – and national VET peer reviews in particular – are valuable tools to inspire knowledge

36. European Commission (2009). Results of the consultation on the education of children with a migrant background.

37. Declaration of the European Ministers of Vocational Education and Training, and the European Commission, convened in Copenhagen on 29 and 30 November 2002, on enhanced European cooperation in vocational education and training.

exchange. Seeing that reviews were last conducted in 2009, the Commission should consider a new round of peer reviews with a stronger focus on the situation of migrant learners.

7. Situation testing and interviews with companies in Germany and Switzerland show that migrant learners are less likely to be accepted for an apprenticeship than their non-migrant peers with the same qualifications³⁸. The EU should support national equality bodies to focus on this issue, by assessing the situation and second offering legal support to victims of discrimination in the field of VET. The EU should also support exchange of good practice on non-discriminatory access regardless of residence status.

Promoting multilingualism among all learners

1. E-Twinning programmes between schools under the Erasmus+ programme are an important step towards strengthening the cooperation between schools and enabling peer learning on multilingual education. The Commission should include peer visits and workshops in the funding scheme to increase knowledge transfer and encourage more projects in the field of multilingualism among migrant learners.
2. The EU should support further research on the economic, social and personal benefits of multilingualism. Furthermore policy experimentation should be encouraged on the most effective methods for teaching the language of instruction to all migrant and non-migrant learners with limited language proficiency, especially newly arrived learners, as well as for recognising and teaching migrant languages as a foreign language option³⁹.
3. The EU should widen the scope of the Directive 77/486/EEC⁴⁰ on the education of non-native language speaking children to non-EU nationals and renew its commitment to proper implementation. The EU could also propose non-binding interpretative guidelines on support for newly arrived learners, including the teaching of the language of instruction and migrant languages.

38. Expert Council of German Foundations on Integration and Migration (2014). Discrimination on the Training Market. Extent, Causes and Recommended Actions; Dag Tjaden (2013). Migrants and Vocational Education in the European Union: A review of evidence on access and dropout.

39. British Council (2013), Language Rich Europe Project.

40. Council Directive 77/486/EEC of 25 July 1977 on the education of the children of migrant workers .

Diversity in teacher training and professional capacity

1. ERASMUS+ programmes that promote teacher mobility can be used to exchange knowledge and learning on different teacher training programmes across countries, with national teacher training colleges that successfully include diversity in their teacher training courses being encouraged to share good practices in teacher training and curricula development.
2. The EU should support local and national networks of centres of expertise on diversity (such as the CASNAV⁴¹ in France and the CASNA⁴² in Luxembourg) in order to help schools learn about the educational needs of migrant children and help improve their learning outcomes. These centres of expertise should include cultural mediators, interpreters and social workers where possible.

Increasing the representation of people with a migrant background in the education professionals

1. The EU should monitor underrepresented groups in the teaching and educational sector and support using the existing EU data sources.
2. Best practices should be promoted about outreach to potential teachers of migrant background. This outreach highlights the high societal value of teaching and promotes the inclusion of migrant teachers as qualified staff, cultural mediators and role models.
3. The Commission should promote exchange and innovation on the successful implementation of university-level support programmes that encourage students with a migrant background are to attend and successfully complete university.
4. Professional networks of migrant teachers as established, for instance, in Germany⁴³ have played an important role in attracting more migrant learners to enter teaching

41. Centres académiques pour la scolarisation des enfants allophones nouvellement arrivés et des enfants issus de familles itinérantes et de voyageurs (Casnav – France)

42. Cellule d'accueil scolaire pour nouveaux-arrivants (CASNA – Luxembourg).

43. Namely the Network of Teachers with a Migrant Background in the State of North-Rhine Westphalia.

and in supporting teachers with a migrant background during their career. The EU should fund such initiatives including for example bridging courses for foreign-trained teachers and campaigns among the second generation.

5. Positive action measures as foreseen under the Race and Employment Equality Directives can help increase the number of educational practitioners with a migrant background⁴⁴. The EU should facilitate and encourage Member States to implement such actions also with an aim to promote the equal treatment of learners of migrant background in the education system.

Expanding peer-to-peer mentoring for learners with a migrant background

1. The EU should encourage discussion about the role of mentoring programmes as part of a broader picture of education that takes place outside the classroom and strengthens the development of social skills.
2. The continuation of mentoring projects⁴⁵ is often threatened by project-based subsidies. Mentoring projects should be up-scaled to national and EU level to secure long-term funding and to ensure the training of a growing pool of dedicated mentors.

Creating effective support for newly arrived migrant learners

1. Based on the results of its study on Newly Arrived Migrant Students⁴⁶, the EU should facilitate and support cooperation among its Member States on how to develop inclusive and individualised mainstream education that is also effective at meeting the needs of newly arrived children. The EU can also ensure that the needs of migrant

44. European Commission (2011). Developing Anti-Discrimination Law in Europe; The European Network of Legal Experts in the non-discrimination field (2011) European Anti-Discrimination Law Review; Equinet (2013). Equality Law in Practice. Report on the implementation of the Race and General Framework Directives.

45. A successful example of a mentoring project is the SUPREME-mentoring project which works on developing talents and preventing student drop-outs, funded from 2012 to 2014 under the Leonardo da Vinci – Lifelong learning programme. <http://www.supreme-mentoring.eu/>.

learners are addressed in discussions on making schools more responsive to the individualised needs of all learners.

2. The Commission should explore how to support Member States in assessing prior learning and knowledge of newly arrived children from EU and non-EU countries for appropriate placement.
3. As newly arrived migrant learners are more likely than their peers to leave school early, the EU should consider them as an important target group for monitoring within the EU 2020 strategy to reach their target of reducing early school leaving to 10 percent and increase youth employment.
4. Future enforcement of the EU family reunification directive 2003/86/EC should take into account the effect of conditions and ‘integration’ measures on delaying applications, which has negative long-term integration effects on the education and employment outcomes of immigrating children. The older migrant learners are when they enter school education, the less time there is for them to integrate into the school system and excel academically⁴⁷.

46. European Commission (2013), Study on educational support for newly arrived migrant children.

47. OECD (2013). Pisa in Focus 29. Do immigrant students’ reading skills depend on how long they have been in their new country?

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Endorsements for the Agenda and Recommendations on Migrant Education

- **European Association for the Education of Adults (EAEA):** EAEA is happy to endorse the recommendations coming from the SIRIUS network as they complement our work in adult education. Access to learning for migrants must be a priority from early childhood to adulthood.
- **European Association of History Educators (EUROCLIO):** Supports the SIRIUS Agenda for Migrant Education in Europe and in particular its call for more inclusive educational systems and approaches, in line with EUROCLIO's principle of high quality history, heritage and citizenship education that embraces cultural, religious and linguistic diversity as a way to foster social cohesion and contribute to intercultural dialogue.
- **European Network against Racism (ENAR):** Endorses the document A Clear Agenda for Migrant Education in Europe along with its Recommendations to Educational Authorities in Member States.
- **European Network of Migrant Women (ENoMW):** If we want to live in a just society, education is the place to start with. If we want migrant girls to be a part of that society, education is a real place to support them.
- **European Network to Promote Linguistic Diversity (NPLD):** Fully supports the SIRIUS Network recommendations and works to ensure an equitable approach to multilingualism, including state languages but also regional, minority, lesser-used as well as migrant languages.
- **European Parents Association (EPA):** Parents' associations all over Europe are aware of the challenges migrant families are facing when trying to adjust to a new country and a new education system. The European Parents Association finds it very important that all children are supported in their education in a way that serves their

best interest and at the same time parents are also given all necessary state support as stated in Article 18 of the UN Convention on the Rights of the Child.

- **European Students' Union (ESU):** ESU was founded on the idea that every student should be respected and represented. We view these recommendations and their focus on a learner-centred approach as integral in achieving this and allowing all students to prosper within the education system regardless of socio-economic background. For this reason we fully endorse the document.
- **European Youth Forum (EYF):** EYF demands quality and inclusive education for everyone. The EU rate of early school leaving being almost double for foreign-born learners points to difficulties and barriers that EU leaders must take urgent action to tackle. These recommendations, produced after careful study by the SIRIUS group, show what action is essential for the inclusion of young migrants and those with a migrant-background and we urge EU leaders to act to implement them.
- **International Migration, Integration and Social Cohesion Research Network (IMISCOE):** The Clear Agenda for Migrant Education in Europe along with its Recommendation to Educational Authorities in Member States came into being with the support of IMISCOE.
- **Migration Policy Group (MPG):** Through SIRIUS, education stakeholders, migration stakeholders, and immigrant-run initiatives have finally come together at both national and EU level to create and endorse a common agenda for an inclusive and equitable education for immigrant learners. MPG hopes that these and other actors will take up and implement these recommendations at national and EU level, leading to greater mainstreaming, better coordination and more effective policies on the ground.
- **Migration Policy Institute (MPI) Europe:** Policies that support migrant students in their educational trajectories, from early childhood through secondary, vocational and adult education, are essential to improve outcomes and successful integration efforts for migrant children and their families. MPI Europe endorses the SIRIUS policy network's recommendations on improving education for children and young people with a migrant background and their goal of promoting access to high quality learning opportunities for all.

- **Network of Education Policy Centers (NEPC):** Endorses SIRIUS in its work to provide equal educational opportunities for all in European Union. NEPC believes that education policy at all levels of education should be driven by the principles of social justice and the need to remove all forms of inequity from our educational systems which are crucial for creating societies based on values that EU promotes. The promotion of equal opportunities is not just the responsibility of policy makers but all the stakeholders in education who should strive for continuous improvements in this aspect.
- **The Open Society Foundations** endorses the call from the SIRIUS network for a clear agenda to affirm and support the equal right to education in inclusive settings for all European residents, including children and youth with migrant backgrounds. We welcome the recommendations put forward here by SIRIUS to strengthen education inclusion and equity—they are important for improving the quality of education overall and crucial for building a stronger and fairer Europe. We endorse the agenda for this conference and urge Member States to incorporate these principles in their education policies.
- **Organising Bureau of European School Student Unions (OBESSU):** OBESSU strongly believes that each learner has the right to high-quality education, regardless of socio-economic background. These recommendations, focusing on one particular aspect of social inclusion in education, are completely in line with OBESSU's views on the topic and we therefore fully support it.
- **Platform for International Cooperation on Undocumented Migrants (PICUM):** As well as the challenges that all migrant children may face to enjoying their education and realising their full potential, undocumented children face specific discrimination in European education systems due to their migration or residence status. Policy makers and service providers should ensure inclusion of undocumented children in measures to improve educational outcomes for migrant children, and address the specific status-related barriers, to enable all children to have access to high-quality education at all levels, without discrimination.
- **Association de la Fondation Etudiante pour la ville (AFEV), France:** For the French SIRIUS partner, hospitality and attention to the educational success of newly arrived children are fundamental issues. The AFEV has been involved for 15 years in a specific mentoring program for children and youth with migrant background thus promoting an inclusive school and a welcoming society. The Afev endorses

the recommendations made in the SIRIUS report and wishes to underline how committed youth and especially students can be a key lever in this process, for the benefit of children and youth with migrant background.

- **Centre for Migration and Intercultural Studies (CeMIS), Antwerp University, Belgium:** As an academic research institute, CeMIS has a central focus on research themes related with the disadvantaged position of many immigrant and ethnic minority groups in European societies. Our research findings on topics like segregation in primary education, school careers of immigrant pupils in secondary education and early school leaving encourages us to endorse the SIRIUS Agenda for Migrant Education in Europe and the supporting recommendations for EU institutions and for Member State authorities.
- **Centre for Research and Intervention in Education of the Faculty of Psychology and Education Sciences of the University of Porto (CIIE/FPCEUP), Portugal:** Since its beginning, CIIE/FPCEUP has been committed to contributing to increased social justice, reducing social and educational inequalities and empowering vulnerable social groups and individuals within and outside educational and social systems. CIIE/FPCEUP's concern on inclusion and promotion of research and education for all is noticeable on former and current research projects and networks on: migration and citizenship, social and cultural diversity, early school leaving, multicultural education, social and educational inequalities, participation processes of minority and excluded groups. Therefore, CIIE/FPCEUP fully endorses the Agenda for Migrant Education in Europe.
- **Claudia Köhler, european forum for migration studies (efms):** Equal educational chances are not a reality, yet. The recommended policy improvements carry the potential to bring equal chances into reality and help children to develop their individual potentials.
- **Cyprus Pedagogical Institute, Cyprus:** The Cyprus Pedagogical Institute is a department of the Ministry of Education and Culture and endorses the Agenda for Migrant Education in Europe and the supporting recommendations for EU institutions and for Member State authorities. We aim to promote and coordinate a new migrant education policy in Cyprus which will enable high achievement of all students regardless of their sociocultural background. The SIRIUS recommendations for Member States authorities will be the cornerstone for this process.

- Economic and Social Research Institute (ESRI), Ireland:** The ESRI would be delighted to endorse the document; we feel that it is important that migrant children would reach their full potential in the receiving countries. Many migrants face ‘step-wise’ educational disadvantage during their schooling career due to existing structural inequalities in the education system. This is likely to have long-term consequences as education and subsequent occupation are major determinants of the later life chances of these young people. In order to ensure success for these young people, the importance of inclusive school practices and the embeddedness of institutional inequalities have to be highlighted and acted upon.
- Education and Teacher Training Agency (Agencija za odgoj i obrazovanje – ETTA), Croatia:** Endorses the document A Clear Agenda for Migrant Education in Europe along with its Recommendation to Educational Authorities in Member States, in line with ETTA’s role in the national education system and the European context, and with the aim of further supporting policymakers, schools and teachers to provide more inclusive education for migrant students to help them realize their potential in today’s and tomorrow’s diverse society.
- Education Department of the Generalitat de Catalunya, Spain:** We hope this Agenda will be an opportunity to contribute to the school success of students with a migrant background as well as to make possible that they become citizens in an open, plural and cohesive society.
- ERDISC Research Group of Universitat Autònoma de Barcelona (UAB), Spain:** Endorses the document A Clear Agenda for Migrant Education in Europe along with its Recommendation to Educational Authorities in Member States.
- Forum for Freedom in Education, Croatia:** We think that this is a very important and extensive document providing all relevant resources for the improvement of migrant education taking into account relevant studies, relevant literature and the experience of SIRIUS member organisation in advocating quality migrant education in their respective countries and around EU.
- Global Development Institute (GDI), Latvia:** Education means caring for everyone’s future.
- Institute for Policy Studies in Education, London Metropolitan University, United Kingdom:** As one of the leading UK educational research institutes that focus on social justice and inclusion in educational policy, we wholeheartedly support the

SIRIUS networks findings on the policies needed to support migrant educations into European society. We believe that this is one of the most important issues facing European education over the next decade, and that substantial initiatives need to be introduced into all European Union countries and at EU level.

- **Multi Kulti Collective (MKC), Bulgaria:** The vision of SIRIUS is in line with the goals of Multi Kulti Collective especially with our work on supporting migrants' integration and equal access to rights, including access to high quality vocational education and training.
- **Public Policy and Management Institute, Lithuania:** The Agenda for Migrant Education in Europe and the supporting recommendations for EU institutions and for Member State authorities prepared by SIRIUS network is a comprehensive collection of policies and recommendations uniting visions of all stakeholders (i.e., policy makers, experts, researchers, practitioners, migrant youth, etc.) on what should be the main features of education system in order to provide all learners with the skills, opportunities and resilience to realize their potential in today's diverse society. Public Policy and Management Institute fully supports the Agenda for Migrant Education in Europe and the supporting recommendations for EU institutions and for Member State authorities and will continue contributing to raising and spreading a stronger and more common agenda for a more inclusive education policy including for immigrant learners.
- **RISBO – Research Training Consultancy, The Netherlands:** Risbo wants to contribute to educational systems that assure that children with a migrant background get the same opportunities to reach excellence and personal development as all children should have.
- **Spanish Ministry of Education, Culture and Sport, Spain:** Agrees with the outcome of the European Policy Network on the education of children and young people with a migrant background (SIRIUS). We also support the project results, as one of the principles of the Spanish education system is the transmission and implementation of values that favor personal freedom, responsibility, democratic citizenship, solidarity, tolerance, equity, respect and justice. The Spanish education system also includes measures to overcome any kind of discrimination and to prepare young people for the exercise of citizenship and for an active participation in the economic, social and cultural life, with a critical and responsible attitude and adaptability to the changing situations in the knowledge society.

- **Trasversale srl, Italy:** Endorses the “Agenda for Migrant Education in Europe and the supporting recommendations for EU institutions and for Member State authorities” since it addresses the issue of education of children with migrant background in a comprehensive way. In particular, we encourage all Member States to promote a successful school-to-work transition and/or entry into higher education for the target groups.
- **Universidad Autónoma de Madrid (UAM), Spain:** In the 21st century one of the most important challenges for all educational systems should be to promote and develop the full potential, capacities and knowledge of all learners – and especially for those with a socially disadvantaged background – so they can become active and transformative citizens in the diverse societies in which we live today. For this reason it is very important to improve education for children and young people with a migrant background in order to promote full human development in all learners, reducing all forms of discrimination and exclusion, and guaranteeing social inclusion and equal access to opportunities for all citizens. Education must be a key element in the construction of more socially just societies.
- **verikom – Verbund für interkulturelle Kommunikation und Bildung e.V., Germany:** The NGO in Hamburg has been realising several projects with secondary education pupils, their parents, and with university students from migrant families which have demonstrated that there are numerous systemic factors acting as impediments for equal access to education and careers. There are many good practice examples, as well as concepts and methodologies that have proven to be effective to overcome these impediments. What is needed most urgently is the political will to implement them on a larger scale, so that many more migrant children can profit from them. The declaration will contribute to the creation of a broad consensus that Migrant Education needs to be high on the agenda. Additionally, good schools for migrant children are good schools for all children.

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SIRIUS European Policy Network on the education of children and young people with a migrant background is a European platform that brings together key stakeholders in migration and education from around Europe, including policy makers, researchers, practitioners and representatives of migrant communities. SIRIUS transfers knowledge and influences policy developments in order to help pupils from a migrant background achieve the same educational standards as their native peers. SIRIUS aims to:

- Encourage **high-quality, inclusive education** for all, with specific measures to improve the support for migrants both inside and outside the school system.
- **Mainstream migrant education into education policies** so that it becomes a cross-cutting issue in national and European migration and education debates.
- **Promote better policy implementation that encourages lifelong learning** for all disadvantaged pupils.
- **Develop European-wide collaboration** between stakeholders of all levels.

SIRIUS concentrates its efforts in the following areas:

Implementing policies and networking

- Compares national policies on migrant education;
- Encourages cooperation on policy implementation;
- Develops policy recommendations;
- Communicates the SIRIUS results to migration and education stakeholders both online and offline.

Improving interactions in the classroom

- Develops professional capacity building in schools;
- Encourages teacher diversification;
- Scopes citizenship education across Europe.

Involving the community in education

- Supports knowledge exchange between education support projects;
- Highlights successful parental involvement.