



Policy guidance on supporting inclusion of Ukrainian refugees in education

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Policy guidance on supporting the inclusion of Ukrainian refugees in education:

Considerations, key principles and practices

Hundreds of thousands of children and young people are fleeing the war in Ukraine into the European Union. Estimates point to more than 3.5 million refugees so far¹, 90 percent of whom are women and children. They need shelter and they need to have access to education and training. This is crucial for ensuring the fundamental human right to education, and also for providing a sense of normality for children who have suffered the trauma of war and displacement. In this situation, EU Member States face the challenge to include children from another country quickly, to take care of their specific needs, provide them with sufficient help to learn a new language, to maintain a proficiency level in their native language, and to get acquainted to a new environment. To cope with the situation, many **Member States set up immediate programmes and adopted measures guiding education institutions on the inclusion of young refugees** (especially in schools and higher education institutions). They do not start from scratch. Indeed, with the substantial rise in numbers of refugees between 2014 and 2016, Member States have increasingly been concerned with developing strategies for effectively integrating young refugees into education and expertise can be drawn from this experience. The **influx of displaced Ukrainian children is nevertheless much larger** than what the education systems experienced before. This adds to the **already intense pressure** that schools and their support agencies have in coping with the ongoing disruption to education caused by the Covid-19 pandemic.

The **objective** of this paper is to provide policy guidance to Member States by outlining key principles and practices, which could help inclusion of refugee children and young people in schools, based on previous experience. Version 1 of this paper offers a set of suggestions for policy content in the seven areas identified below and is intended to offer a menu from which to select a realistic policy for schools to adopt and adapt in turning guidance into achievable actions in support of Ukrainian children and their families. Following versions will be enriched by further examples on how to turn policy into action.

A first point to consider is that **inclusion of refugees into education is not only about learning**. Indeed before displaced children can return to learning they need to be comfortable, composed and settled in their new school. Educational inclusion of refugee students can take place when education practices address three dimensions²:

- **learning needs** (e.g. learning of the language of instruction, catching up on schooling, and adjusting to the new education system)
- **social needs** (e.g. communication with others, including non-refugees, feeling a sense of belonging and bonding, and developing a strong personal identity)
- **emotional needs** (e.g. feeling safe, coping with separation, loss, grief, and trauma by restoring self-awareness, self-control, and interpersonal skills).

¹ [UN calculations](#), updated on 21 March.

² Cerna, L. (2019[25]), "Refugee education: Integration models and practices in OECD countries", OECD Education Working Papers, No. 203, OECD Publishing, Paris, <https://doi.org/10.1787/a3251a00-en>.

The immediate priority is to offer refugee children a place where they feel secure and can access education, together with addressing psychological trauma and language barriers. This requires a **comprehensive approach**, which combines limited elements of

1. Reception and admission
2. Prepare education institutions and educational staff to include refugee children
3. Prepare education systems to include Ukrainian teachers and Early Childhood Education and Care (ECEC) staff
4. Targeted activities facilitating inclusion of refugee children in education
5. Reaching out to refugee families and communities
6. Long-term measures to promote inclusive education
7. Measures relevant for ECEC in particular, such as information and financial support to access ECEC

1) Reception and admission

The number of new pupils that are arriving in Europe's schools is unprecedented. This represents a major logistical challenge, as well as social responsibility. Children are likely to be present in greater concentrations in some regions than others. At the start, they will be predominantly in the countries bordering Ukraine and these Member States need immediate help, but soon other destinations in Europe may host bigger groups of children and will need particular support. In many countries, this will require substantial additional capacities, both in terms of infrastructure and staff. Additionally, the number of unaccompanied and separated children fleeing the conflict in Ukraine is also a reality that needs to be fully acknowledged from the educational perspective. Reducing the delay in integrating these children into educational systems should be a priority to avoid any type of jeopardizing of their rights to education and further delays in their future pathways.

The immediate priority is to ensure education continuity primarily by integration in the mainstream education system or, if this is not possible, in temporary reception classes. Reception classes could ease capacity constraints, but should operate only on a temporary basis (where immediate integration is not possible, e.g. due to capacity constraints) to prepare integration in education system of the host county or as a temporary solution until return to Ukraine. Additional urgent needs in relation to Ukrainian refugees concern clarification of the procedure applied for the graduation of final grades in the current school year and the delivery of certificates, and for access to the next level of education (new information on this topic will be provided by the Ukrainian authorities shortly).

Ensuring reception and admission of refugee children may require a series of actions, such as:

- **Expanding capacities:** developing infrastructure, including transformation, rental and building of new facilities, purchase of equipment to increase capacities in early childhood education and care facilities and schools as well as emergency reception centres for unaccompanied minors and separated children.
- **Removing administrative, legal and financial barriers to access to education:** this entails a review of funding arrangements for newly arrived migrant learners and refugees, including targeted financial support to cover fees, waivers for fees, providing free transport, meals or vouchers to cover such expenses. Non-financial barriers to access to formal, non-formal and informal education should also be tackled in parallel.
- **Establishment of temporary reception classes:** different local situations will call for different combinations of direct integration into the local education system and temporary reception classes. Reception classes should actively prepare refugee children to enter mainstream education, including through acquisition of the host country language, while also providing instruction in Ukrainian language.

- **Competence assessment of newly arrived refugee children:** a comprehensive and multi-dimensional assessment of migrant learners upon reception, encompassing literacy, language and other key competencies could help successful inclusion. Based on the assessment, individual needs could be identified to allow differentiated learning and teaching.
- **Access to digital devices, online tools and resources:** equipping families with digital devices and providing support for internet access, and training in digital skills, as needed
- **Online education (e.g. MOOCs) to students in Ukraine** in order to allow them to continue their education. Developing on the experiences and tools developed through the COVID-19 crisis, provide the possibility for students staying in Ukraine to complete their education. Share online education resources with Ukrainian schools in case they are ready to continue education activities virtually during the crisis.

2) Prepare education institutions and educational staff to include refugee children

Education institutions and staff cannot face the challenges of integrating refugees alone. To meet the diverse needs that refugee learners may have, the staff must include a sufficient number. They also need to adjust teaching and learning to the specific needs of the newly arrived migrants and refugees. Important aspects are the educational staff skills and expertise to address psycho-social needs of refugee children – trauma in particular - and to teach in multi-lingual, multi-cultural contexts. Access to specialist resource centres or advisory teams as well as investment in Initial Teacher Training (ITT) and Continuing Professional Development (CPD) programmes, including Early Childhood Education and Care staff are key considerations. It is also important to recognise the problem of dealing with and spending resources on a new refugee crisis in education institutions, while continuing to deal with extensive consequences caused by the COVID-19 pandemic. This issue should be handled with care. If students and parents do not get the support they need to mitigate the educational effects of the pandemic, there is a risk that they turn against refugees. Action at a national or regional policy level, and coordinated efforts between schools are needed. At the school level, the support and clear vision of the school leadership as regards inclusion of refugee children in the school community are key. Moreover, school leaders are in a key position to organise the use of space and scheduling, in which the idea of blended learning can be useful to apply.

Specific actions to support education institutions and educational staff to integrate newly arrived migrants and refugees may include:

- **Additional staff:** recruiting additional teaching and support staff, including staff with Ukrainian language competences to support integration of refugee children. When recruiting additional teaching and support staff, it is important to address also non-academic requirements linked to safety of children (such as checking criminal record background, for example).
- **Collaboration and communities of practice:** enabling staff exchanges, peer learning, and peer support among teachers, trainers, and other educational staff and professionals, through networking, seminars and multi-professional learning communities that foster collaborative learning, collaboration projects, and communities of practice.
- **Guidance:** adapting to specific contexts existing methodological guidance on how to include refugee children and young people. Given the pressures on schools guidance should focus on their most urgent and important needs including guidance on: raising staff understanding of the past and present experiences of refugee children and their possible effects; applying effective whole school strategies for the induction of displaced children into the school community; providing additional support for displaced children’s social and emotional learning and general wellbeing; implementing effective strategies to ensure the safety and

the wellbeing of refugee children in and around school and whenever using the internet; and forming a supportive partnership with the parents / carers **Specialist resource centres:** creation of or access to specialist resource centres or advisory teams (e.g. teaching assistants, social pedagogues, psychotherapists and other specialised support staff), to equip schools with the necessary tools and pedagogies for supporting newly arrived migrant learners and working across multiple localities and schools. Volunteers can also assume relevant roles in the practices.

- **Appropriate training:** training of school leaders, teachers, trainers and other staff to work with refugee children and their parents/carers, in particular to understand: the recent, often traumatic, experiences of displaced children and the effect on their well-being and mental health, i to provide additional support to restore social and emotional wellbeing; to develop competences to teach in multilingual and multicultural settings; to ensure safety in and around the school and prevent bullying, unconscious bias and discrimination (e.g. including against Russian students); to help ensure safe and responsible behaviour when using the internet and social media in particular; and to build a trustful partnership with parents and families - helping them continue restoring their children's wellbeing in the home. Establishing learning communities and platforms allowing for peer exchanges contribute to such trainings. Professional development courses are offered by the [School Education Gateway](#).
- **Support 'caring for the caregiver' activities:** support activities such as psychosocial support for teachers, to address the specific crisis-related needs of educators and other education personnel. Support maybe extended beyond the school environment to parents and other staff in recognition of their primary responsibility of children's wellbeing.

3) Prepare education systems to include Ukrainian teachers and Early Childhood Education and Care (ECEC) staff

In order to help preparing education systems to integrate refugee children, particular attention should be paid to integrating Ukrainian teachers and ECEC staff. Education systems will need to draw on their expertise and more widely on those with knowledge in the Ukrainian language to help learners integrate in classrooms.

Specific actions to support integration of Ukrainian teachers and ECEC staff include:

- **Fast track mechanisms:** fast tracks for teachers with a migration and/or recent refugee background into the education system and build on their insights and experiences for curriculum and pedagogical purposes. This can be done by removing administrative barriers for entry, recognition of prior qualifications, via alternative pathways to the teaching profession.
- **Support from the school community:** as the need for staff increases immensely, teachers could increasingly take the role of coordinating activities as pedagogical experts together with volunteers, with parents as assistants and coordinate the inclusion of Ukrainian teachers effectively in their classes and schools.
- **Networking and professional communities:** it will also be important to encourage teachers and other educational staff, including the Ukrainian colleagues, to benefit from networking and professional communities in which they can share effective practices and enhance their sense of belonging, such as eTwinning and the School Education Gateway.
- **On-line pedagogical materials and support in Ukrainian language:** the existing platforms in Member States for educational materials and pedagogical innovations developed during the pandemic should be enriched with the specific materials of Ukrainian language and other home languages and be available for every teacher and supportive staff. The EU's School

Education Gateway provides already a list of available [online educational resources in Ukrainian language](#). Ukraine's education system shifted to remote emergency schooling to continue education under martial law, with the “**National Online School**” being the main platform for distance learning and featuring lessons in all subjects, both for primary and secondary school pupils. This is a useful and accessible resource also for Ukrainian students, teachers and families outside the country, along with other resources listed on the School Education Gateway.

4) Targeted activities facilitating inclusion of refugee children in education

Newly arrived migrant children often have complicated, sometimes multi-country trajectories behind them and may have acquired an uneven pattern of linguistic and other skills in different languages. Effective support measures, and in particular language support measures, for newly arrived migrants require interventions from their reception and assessment, their initial placement and admission up until their inclusion within the educational and social life of the school. Non-formal learning (such as extra-curricular, sport and cultural activities) as well as an effective strategy to avoid any type of segregation during the school hours, and to promote extending learning times to contribute to their learning recovery, can largely support social integration and enhance participation.

Targeted activities that facilitate inclusion of refugee children in the education systems include:

- **Acquisition of the language of schooling:** early immersion within mainstream classes and curricula, with additional specific support to accelerate social and academic learning. There is a growing trend in a number of Member States to provide in-class support to migrant students to develop the language of schooling alongside subject-specific knowledge using innovative, inclusive and multilingual pedagogies, such as the use of ICT, offering language education across the curriculum through language sensitive teaching and Content and Language Integrated Learning (CLIL). When an important number of refugee children are present in the same municipality, dedicated preparatory classes could be organised in support of language learning, with some gradual immersion into mainstream classes and/or contacts with host country peers as soon as possible.
- **Maintaining existing languages:** access to home language instruction (including teaching materials), encouragement to speak existing languages on a day-to-day basis, creating a welcoming environment for children that values their languages, culture and home backgrounds from early childhood education and care, involvement of parents and community to facilitate communication. These elements foster children's sense of belonging and bonding, personal identity and bridges the gap between home and the school. The role of family and community participation will be crucial to do so, as teachers cannot be trained in these languages, so family or community volunteers can support on this endeavour.
- **Diversifying learning approaches and tools (“blended learning”):** this includes pedagogies applied by teachers, such as embedding of different tools for learning, and supporting learning that combines different environments to enrich the learning experience and enable personalised learning as appropriate to the age, abilities and circumstances of the learner.
- **Individual learning support:** individual support for refugee children is essential to help them catch up and bridge potential learning gaps. Learners with special educational needs will require additional attention. Individual learning support can include support from peers via peer-to-peer mentoring schemes (such as buddy and Ambassador programmes), both as beneficiaries and mentors; extra learning time during the school year and/or holiday period. These supports should be always agreed with the families and avoid any type of separate placements or reducing the exposure to mainstream classrooms for these students. These

individual supports can be arranged outside of the school hours, as additional services and extra opportunities for these students.

- **Psycho-social support:** refugee and newcomer students often meet educational and psychological challenges linked to recent arrival in the country, interrupted previous formal education, being without parents, family, previously established social networks, suffering from traumatic experiences in their countries of origin and during travel. They may also face difficult conditions in reception centres. These challenges may result in psycho-social and educational problems, with different degrees of severity. These should be addressed with:
 - professional and community based responses and continued psycho-social support to strengthen resilience and social inclusion and address mental health issues of those in need. Social and emotional support should be embedded in a broader and cross-sectorial scheme to take into account all children's specific needs, in collaboration with social and health services, mental health agencies and all other relevant services and agencies. Interventions may address the individuals, groups and / or families.
 - "refugee competent schools" aware of refugees specific needs of where the staff and community is equipped with appropriate competencies and skills (CPD).
 - integration of psycho-social support as part of the educational practices to tackle both objectives at the same time and avoid any type of learning delay while caring for social and emotional wellbeing.
- **Enhancing access to non-formal learning opportunities:** this includes organisation of extra-curricular activities, summer camps and intensive language courses during school holidays. Attention should be paid that such experiences include interactions with peers from the host society.
- **Administrative and procedural support:** for overcoming challenges related to the refugees legal status as well as paying special attention to the needs of undocumented and/or unaccompanied children.

5) Reaching out to refugee families and communities and ensuring multi-stakeholder, cross-sectoral cooperation

Reaching out to refugee families and communities can help refugee children integrate into schools and achieve higher academic and well-being outcomes and families' inclusion into host societies. The actions to consider include:

- **Guidance materials, help-centres and hotlines:** to provide parents with information about organisation of the education system and ways to access it
- **Psychological support:** providing access to psychological support for children and their families in their mother tongue, guidance and mentorship programmes (or buddy and Ambassador programmes).
- **Promoting collaborative and multi-disciplinary approaches:** enhancing communication and cooperation with parents and refugee communities by promoting collaborative approaches between schools, parents, local authorities, civil society, etc. and multi-disciplinary teams of professionals (from both in and outside of learning institutions, such as mediators and teaching assistants) for supporting both children and their families. **Specific activities for and with parents:** promoting schools as learning communities where all families are encouraged to actively participate in the decision-making; developing activities for and with parents and families to ease inclusion of their children (such as language learning or involving them in curricular and non-curricular activities), including with the help of cultural mediators.

- **Synergies and collaboration with other policy areas:** ensuring synergies and collaboration with other policy areas (such as health, social services, employment, housing, etc.) at all levels, and between different levels of governance of the education system (national, regional, local), as well as cooperation with any other relevant agencies, governmental bodies, NGOs, and stakeholder organisations.

6) Long-term measures to promote inclusive education

Beyond immediate measures aimed at including refugee children, further measures may be needed to make education institutions more inclusive. Most education systems are faced with significant equity challenges. Learners with migrant background score behind their peers in basic skills and inequalities may have been exacerbated by the Covid-19 pandemic. In this context, it is essential that immediate actions for refugee children are accompanied by structural measures aimed at ensuring access to quality education for all. This should include inclusive pedagogical approaches, where **cultural and social identities** of migrant students are **seen as assets rather than as deficits or limitations**, monitoring educational outcomes of migrant learners, assessing the impact of integration measures and preventing segregation. Moreover promoting multilingualism where refugees' language(s) and culture(s) are valued alongside those of the host country can also improve academic achievement, while also reinforcing a sense of belonging.

Actions could include:

- **Inclusive pedagogical approaches and learning environments based on dialogue with all actors:** learning content and pedagogical approaches that foster inclusion should be promoted with the involvement of all sides. This entails focus on social, civic and intercultural competences, promotion of development of critical thinking skills and media literacy education, promoting European values and fostering an inclusive and democratic learning environment, the role of history education, etc.
- **Building “language awareness” in schools:** a broader multilingual and multicultural learning framework – where refugees' language(s) and culture(s) are valued – has two significant educational benefits: firstly it helps them learn the language of instruction more easily; and secondly it also gives them a chance to recompose their self-identity in a positive way, as their own language(s) and culture(s) are valued alongside those of the host country.
- **Actions to prevent discrimination and segregation:** actions to prevent discrimination could include teacher training on unconscious bias, managing diversity in the classroom, new methods of teaching in inclusive, multicultural settings; non-discriminatory, inclusive teaching methods based on dialogue and participation; providing additional targeted support in mainstream settings, etc. Structural measures to prevent segregation with special focus on admission criteria and active desegregation measures may also be necessary.
- **Monitoring and evaluation:** monitoring learners' outcomes would be needed to account for the effectiveness of the measures and to demonstrate that they help to narrow the attainment gap between migrant learners and their peers. This includes monitoring and evaluation of learning, personal and social outcomes, and mechanisms for reporting and holding schools and policy makers accountable, and the involvement of national school inspectorates.

7) Measures relevant for early childhood education and care in particular

While all of the above listed measures are relevant for schooling and early childhood education and care (ECEC) alike, some of the specificities of the ECEC sector warrant specific focus. Notably ECEC attendance is not obligatory in many EU Member States, and fees might thus be applicable. Depending on the region, ECEC might also face a shortage of places and staff.

Welcoming small children in quality ECEC settings will require:

- **Financial support:** ensuring financial accessibility to ECEC through specific financial support to families or waiving of fees
- **Capacity:** investing in additional places and recruiting additional staff, including of Ukrainian origin
- **Overcoming obstacles:** identifying additional obstacles that might render refugee families less likely to enrol their children in ECEC as opposed to native families
- **Targeted support:** alternative / emergency programmes (e.g. play hubs in NGOs, social and health services, community centres, refugees' reception centres, etc. or play-based sessions in existing ECEC settings (integrated with peers from the host-community children) will play a particular role in supporting children and their families, e.g. for language acquisition and emotional support
- **Multi-disciplinary cooperation:** cooperating with public services specialised in early childhood development, such as services in prenatal, postnatal, and preventative health care.

Annex I: Example of inspiring practices

There is a wealth of projects that focus on **supporting the integration of refugees in education** and some schools are already implementing many of the recommended actions. The sample selected below illustrates some of the aspects highlighted in this document for further inspiration. They provide practical tools, resources, and approaches which can be further adapted to local realities. These practices could be analysed during specific sessions of the dedicated Working Group Schools with a view to implement the EU Education Solidarity group for Ukraine in the field of school education.

1. **The Including Children Affected by Migration (ICAM) programme. A guide and resources for schools including displaced Ukrainian children in their community**



The Including Children Affected by Migration (ICAM) programme trains and supports school staff with a talent for promoting child social and emotional wellbeing to lead a whole school development designed to make lasting improvements to the inclusion in schools for 10.5 million of the most disadvantaged and needy children in Europe so that they can access the quality education which is their right under the European Child Guarantee.

Visit the ICAM website for full information about the programme <https://www.icamproject.eu/>

[Immediate and practical help for school communities welcoming and including Ukrainian children](#)

In response to the crisis for children from war torn Ukraine and the resulting pressures for schools throughout Europe, the ICAM programme has produced a guide and practical resources for schools to help restore social and emotional wellbeing and a return to learning for these displaced and disadvantaged children. The guide and resources focus on 5 features of schools who successfully include displaced children in their community

1. Raising staff understanding of the past and present experiences of refugee children and their possible effects.
2. Applying effective whole school strategies for the induction of displaced children into the school community
3. Providing additional support for displaced children's social and emotional learning and general wellbeing
4. Implementing effective strategies to ensure the safety and the wellbeing of refugee children in and around school and whenever using the internet.
5. Forming a supportive partnership with the parents / carers

A short video is available about the help for schools <https://youtu.be/Lx3Zzvy9NZw>,

A short guide and packs of resources for schools can be seen online and downloaded here: <https://www.icamproject.eu/urgent-support-for-european-schools-welcoming-ukrainian-child-refugees/>

2. Psychosocial support for adolescent refugees and migrants in schools



The project, co-funded under Horizon 2020, developed interventions to promote the well-being of refugee adolescents in schools. They have been piloted and assessed in several countries. They are available in the project's website with related manuals and implementation material. In particular:

- a) An **in-service teacher training intervention** to enhance teachers' insight into how refugee /migration experiences may impact young people's psychosocial well-being and school functioning upon resettlement in a new country.
- b) A **"welcome to School" intervention** consisting of 15 sessions that bring refugee and migrant adolescents of a class group together in small discussion groups under the guidance of their teacher. The units seek to build bridges between the past, the present and the future, and cover a range of themes. Throughout the programme, adolescents are encouraged to share experiences, thoughts and difficulties, and to collectively identify ways of dealing with certain stressors or problems. Emphasizing non-verbal techniques, such as drawing and drama, the adolescents will discover mutual difficulties and identify opportunities to co-construct solutions and ways forward – fortifying the social support networks of these young newcomers.
- c) **Teaching Recovery Techniques intervention** based on trauma focused cognitive behavioral therapy. It includes seven sessions for young people and two for the caregivers.
- d) A classroom "Drama" intervention where refugee and migrant adolescents in multi-ethnic schools work around the construction of group stories that support the construction of identity and meaning, aiming to establish bridges between past and present and to engage with themes of migration, exclusion, pluriform identities and cultural adaptation in host societies.
- e) A 'Peer Integration and Enhancement Resource' which develops a participatory approach to supporting safe, positive peer interactions and social relationships in multi-ethnic schools. Through clustering pupils with migrant and non-migrant background in small collaborative groups working together on establishing social connection and participatory activities in the school context, the intervention aims at strengthening school belonging and promoting dialogue between minority and majority groups.

More info: [Refugees Well School, Psychosocial Support for Migrants](#)

3. REFUGE-ED: Effective practices in education, mental health and psychosocial support for the integration of refugee children



Education, well-being, and a sense of belonging are essential to all children's development. Child refugees and asylum seekers are no exception. For them, there is even more at stake – namely their successful integration in their new homelands and communities.

REFUGE-ED brings together two fields of expertise: education and mental health and psychosocial support (MHPSS) in humanitarian settings to improve academic achievement and the dynamic integration of migrant, refugee and asylum-seeking children.

In close collaboration with children and families, communities, civil society organisations, local service providers, schools, and teaching staff – including school counsellors or other focal points focusing on MHPSS needs in the educational arena – and policymakers, the project will develop a catalogue of educational practises that can be scaled and adapted to fit specific contexts and needs

More info: <https://www.refuge-ed.eu/>

4. Migrant Children and Communities in a Transforming Europe



Micreate objective is to stimulate inclusion of diverse groups of migrant children by adopting child-centered approach to migrant children integration on educational and policy level.

The project developed an Integration Lab proposing novel ways for stimulating integration of migrants, fostering the values of inclusive societies and tolerance among all children in educational systems.

In the integration lab two information-communication (IC) tools are developed to stimulate language learning, creativity, expression and the participation of all children and to provide innovative ways of addressing cultural dialogue in schools:

- digital storytelling application
- awareness raising application

In line with specific requirements and circumstances connected to the framework of the integration of migrant children, the objective is to develop a toolkit for teachers, which will contribute to their capacity-building in relation to diversity management, multicultural education and a child-centric approach. The Integration Lab develops guides for teachers dealing with:

- multicultural education and diversity management;
- preventing inter-ethnic conflicts in the school environment;
- art-based practices and measures for promoting inclusion;
- migrants' conceptualization of well-being;
- organization of everyday school life.

The Integration Lab entailed the establishment of a Children Advisory Board, consisting of migrant children from different schools included in the fieldwork research activities. The Children Advisory Board participated in Integration Labs already in the stage of developing the practices.

The project has also developed a Policy Lab i to translate subjective children's views and their understanding of well-being into policies that tend to deal with objective measures and indicators of integration and to develop child-centred migrant integration policy based on adjustability, flexibility and contextuality and migrant children participation.

SNAPSHOT OF GOOD PRACTICES FOR INTEGRATION OF MIGRANT CHILDREN:
<http://www.micreate.eu/wp-content/pdf/WP2/Snapshot%20of%20Good%20Practices%20for%20Integration%20of%20Migrant%20Children%20.pdf>

SNAPSHOT OF INNOVATIVE APPROACHES FOR INTEGRATION OF MIGRANT CHILDREN:
<http://www.micreate.eu/wp-content/pdf/WP2/Snapshot%20of%20Innovative%20Approaches%20for%20Integration%20of%20Migrant%20Children.pdf>

<http://www.micreate.eu/>

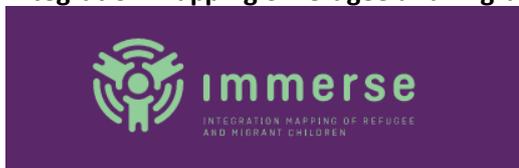
5. Children Hybrid Integration: Learning Dialogue as a way of Upgrading policies of Participation



CHILD-UP aims to provide schools, social services, reception centres, education and mediation agencies, as well as policy makers, with knowledge about dialogic methods that can support professionals working with children, thus combining innovation with well-proven traditions and flexible quality standards, and enhancing the understanding of how to contribute to excellent participative learning and integration as well as high quality education and protection.

<http://www.child-up.eu/>

6. Integration mapping of refugee and migrant children (IMMERSE)



IMMERSE aims to enhance the socio-educative inclusion of refugee and migrant children in Europe in order to foster the construction of inclusive and cohesive societies.

IMMERSE main goal is to define a new generation of indicators on the integration and socio-educational inclusion of refugee and migrant children in Europe.

IMMERSE aims to incorporate all relevant stakeholders (children and their families, researchers, NGOs, policymakers, educators or learning institutions) in the co-creation and validation of a dashboard of indicators. This will lead to data that best reflects the particular needs and expectations of the relevant stakeholders.

IMMERSE researchers will collect and monitor data related to the selected indicators from children age 6-18 years old in 6 European countries: Belgium, Germany, Greece, Ireland, Italy and Spain. IMMERSE will develop an innovative and ICT-supported solution to carry out data collection (onboarding platform) and data visualization and analysis (dashboard of indicators).

More info: <https://www.immerse-h2020.eu/>

7. “EDINA - Education of International Newly Arrived migrant pupils”



Education of International Newly Arrived
migrant pupils

Erasmus+ co-funded project “EDINA - Education of International Newly Arrived migrant pupils” developed by policymakers, schools and researchers from Finland (Helsinki), Belgium (Ghent) and The Netherlands (Rotterdam and Utrecht). The main objective of EDINA is to provide support to municipalities, schools and teachers in the reception and the integration of newcomer pupils into primary and secondary school education. There are tools for **reception, observation, differentiation, assessment and communication**.

More info: [Edina | The EDINA-toolkit! \(edinaplatform.eu\)](https://www.edinaplatform.eu/)

8. The Language Friendly School



The “Language Friendly School” network operates within formal primary and secondary education settings. This programme is an initiative of the Rutu Foundation for Intercultural Multilingual Education, a non-profit organisation based in Amsterdam, the Netherlands. The programme started in 2019 and since then it has been implemented in ten schools in the Netherlands, one school in Spain, one school in Canada, and one school on the Island of Saba, the Netherlands. The Language Friendly School concept aims to address **the increasing multilingualism present in schools and societies due to migration flows**. Within a Language Friendly School, all languages spoken by students, parents, and other school stakeholders are welcomed and valued. The practice applies a bottom-up whole school approach that is adjusted to the context of the school by developing a language plan that involves all school members (i.e., students, teachers, and the rest of the school staff). This plan is adapted to meet the school’s own needs and aims at creating an inclusive and language friendly learning environment for all students. The Language Friendly School programme does not provide a blueprint of what schools should do. Rather, it assesses what schools need and what they can realistically accomplish. By connecting with other Language Friendly Schools, a Language Friendly School can share good practices and teachers can be inspired to take initiative. Being part of the network of Language Friendly Schools provides access to an online portal with practical and academic resources, videos and webinars on multilingual teaching strategies. Additionally, the network’s online portal also provides a space for schools to exchange experiences and ideas. Rutu foundation was a consortium partner in project EDINA.

More info: [welcoming all languages - Language Friendly School](https://www.welcomingalllanguages.nl/)

9. Dannewerkschule Schleswig



Dannewerkschule
Schleswig

Dannewerkschule Schleswig, Germany is a comprehensive lower secondary school offering grades 5-10, to students aged 10-17. The school gathers 600 students, 70 teachers and additional staff, with a range of different certifications. 130 students have a migratory background: a good part of them are refugee children, learning German as a second language. About 40 of them have the basic level in a „DaZ-class“(D – German/ a – as/ Z – second language), some of them not yet literate.

The school’s mission statement is: encourage – discover – develop. The school aims to be a place of learning where students with their talents and different personalities are welcome. The Dannewerkschule stands for joint, digitally assisted, academically and pedagogically challenging learning, using a wide blend of learning environments and tools

More info: [DWGS goes Brüssel / Dannewerkschule Schleswig \(dannewerkschule-schleswig.de\)](http://www.dannewerkschule-schleswig.de)

10. IENE KNOWLEDGE HUB - Migrants and Refugees

IENE KNOWLEDGE HUB

Migrants and Refugees

The overall goal of this Erasmus+ co-funded project was to create an online curriculum, including learning tool for health professionals and volunteers, involving academics, educators and civic society, to enable them to provide support on **parenting and child-family health care under unique and difficult conditions**. The target groups included health and social care professionals, and volunteers that are working with migrant and refugee families and children. Overall, the project created 20 online learning tools for professionals, volunteer and parents and collected 27 stories from parents mostly from Syria, Afghanistan and Iraq. All these resources are available on the **multilingual Knowledge Hub** . The project enhanced the development of intercultural competences in professionals and volunteers, all of which contributed to the development and implementation of project activities.

More info: <http://www.ienerrefugeehub.eu/>

Annex II: Additional sources

- Articles, resources and professional development opportunities to support the integration of Ukrainian refugees into education can be found on the [School Education Gateway](#). It also includes a list of [online resources in Ukrainian](#), and a link to the [eTwinning platform](#) that supports networking among teachers and students, including on refugee education.
- [Inclusion of young refugees and migrants through education prepared](#) by the members of the ET 2020 Working Group on Promoting Common Values and Inclusive Education. Other fiches prepared by the same working group (such as Citizenship [Compendium](#) of inspiring practices on inclusive and citizenship education, [Building bridges through inclusive and cross-border history education](#), [Uses and abuses of \(modern\) media](#)) can also be relevant in the current context.
- [Integrating Asylum Seekers and Refugees into Higher Education in Europe: National Policies and Measures](#): this 2019 report shows how national systems are able to respond to the needs of asylum seekers and refugees in higher education. While there is a strong potential demand for higher education among refugees and many have previously been enrolled in university programmes in their home country, it cannot be taken for granted that this demand is easily met. This report can also bring useful lessons for today, to support Ukrainian refugees who were students or researchers until just a few weeks ago.
- [Eurydice policy brief on integrating students with a migrant background in schools in Europe](#) presents an analysis of some of the key policies that can enable schools to welcome students from diverse linguistic and cultural backgrounds and to take into account students' social and emotional needs in order to encourage their learning and development
- [The Potential Economic Benefits of Education of Migrants](#) in the EU report of the European Expert Network on Economics of Education (EENEE) highlights that education is key to help migrants break out of social and economic disadvantage. Public spending on education of migrants can be a profitable social investment: it may yield long-term economic returns through accelerated growth and better sustainability of public finances. Closing gaps in language, cultural knowledge, and skills early is especially profitable. However, the authors also highlight that there are no “one size fits all” policies for better education of migrants, as populations with immigrant background in the Member States are highly diverse.
- [School Segregation of Immigrants and its Effects on Educational Outcomes in Europe](#) report of the European Expert Network on Economics of Education (EENEE) points out that the flow of immigrants into Europe has increased sharply in recent years, leading to an increase in the share of immigrant pupils in schools. Immigrants usually concentrate in less affluent neighbourhoods, and natives tend to abandon schools with a high share of immigrants in favour of institutions with fewer or no immigrants, reinforcing segregation patterns. The existing evidence indicates that both natives and immigrants benefit from a lower share of immigrant students in the class or school.
- The [Toolkit for inclusive Early childhood education and care](#) includes a section on approaches to provide ECEC to refugee children. Further sources are the 2019 Council Recommendation for high-quality ECEC systems that recognises that refugee children, due to their vulnerable situation, need enforced support.
- Eurydice report [Integrating students from migrant backgrounds into schools in Europe - Publications Office of the EU \(europa.eu\)](#) investigates what top-level education authorities across Europe do to promote the integration of students from a migrant background in schools (in the reference year 2017/18). It presents a comparative mapping of a wide range of national policies and measures aimed at placing newly arrived migrant students in schools and addressing their language, learning and psycho-social support needs. It also offers a deeper analysis of some of the key policies that can enable schools to be welcoming for

students from diverse linguistic and cultural backgrounds and to take into account students' social and emotional well-being in order to create an optimal state for their learning and development.

- [Migrants in European schools - Publications Office of the EU \(europa.eu\)](#) Supporting newly arrived migrant children to master the language of schooling alongside maintaining and further developing their personal linguistic repertoire is key for their successful reception and integration, as well as successful teaching. Unlike their native peers, newly arrived pupils often have complicated, multi-country trajectories behind them and have accumulated varied levels of proficiency in multiple languages. This linguistic diversity is a rich and often unexploited source of social and cultural capital. At the same time, however, acquiring the language of schooling is not only key for education, but also for the labour market and wider society. This presents a conundrum as to how best to recognise social and linguistic difference as an asset within Europe's schools, while helping migrant children to thrive and become active citizens by learning the language of schooling.
- A 2017 [NESET report provides an overview of the existing approaches of policies and initiatives for ensuring continuity of learning for refugees and asylum seekers](#), especially in Belgium (Flanders), Finland, Germany, Greece, the Netherlands, Sweden, the United Kingdom (UK), and Italy.
- [Language teaching and learning in multilingual classrooms - Publications Office of the EU \(europa.eu\)](#) For the children of migrants, learning the language of instruction and assessment so that they can enter school or carry on their education is paramount. Enabling such children to access teaching and learning quickly is critical to ensuring they can reach their potential and progress to higher education and employment to the same degree as non-migrant children. In the process the children themselves gain linguistic and meta-linguistic skills from learning the language of instruction and assessment in addition to their mother tongue.
- [Rethinking language education and linguistic diversity in schools - Publications Office of the EU \(europa.eu\)](#) - Thematic report from a programme of expert workshops and peer learning activities (2016-17)