SIRIUS WATCH 2019

Mapping prior learning of newly arrived migrant pupils in Europe

Synthesis report

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PPMi

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About SIRIUS

SIRIUS is the international Policy Network on Migrant Education, active since 2012 and co-funded by the European Commission. Its overall objective is to support the major education policy debates with evidence by analysing and co-creating knowledge on the main challenges and policy approaches for inclusive education in Europe, by mobilising migration and education policy stakeholders and building the capacity of migrant and grassroots education initiatives.

SIRIUS Watch is one of the Network's tools to achieve this objective. It monitors and informs policy development and implementation at different governance levels in the field of inclusive education, with a particular focus on migrant and refugee learners.

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3

Contents

List of tables, figures and boxes

Tables

Figures

Boxes

Chapter 1: Introduction

1.1 Setting the context

Between 1990 and 2017, the total number of international migrants grew from 153 to 258 million people, an increase of 69 % (OECD, 2019). The slow but continuous increase in the number of migrants, refugees and asylum seekers globally is predicted to continue in the future (European Education and Training Expert Panel, 2019a; IOM, 2017). Increase in migration is particularly crucial for the European labour force in light of the falling birth rate and the ageing population in Europe. At the same time, it results in more ethnically, culturally and linguistically diverse classrooms (De Backer et al., 2016), posing both challenges and opportunities for education systems in Europe and calling for current teaching, learning and assessment practices to become more culturally and linguistically sensitive (Miller, 2018).

Table 1 Migrant children by type

	2013	2014	2015	2016	2017	2018
Asylum applicants below the age of 18	116 825	160 145	384 945	398 255	213 970	197 435
Of which unaccompanied minors	12 725	23 150	95 205	63 250	31 400	19 750
Migrants from outside the EU below the age of 15*	137 832	189 292	356 978	278 657	248 656	249 223
Intra-EU migrants below the age of 15*	94 832	123 405	133 180	124 486	119 164	114 961

Data missing for IE, EL, MT, AT, RO, SI and UK.
Source: Eurostat [migr_imm1ctz] Euorstat [migr_asyunaa] and Eurostat [migr_asyappctza]

The table above indicates that the rate of migration has drastically speeded up in recent years (including those who arrived in Europe as asylum-seekers, particularly in 2015 and 2016). Moreover, countries of origins as well as socio-cultural backgrounds of new arrivals are much more diverse. Additional complicating factors, such as traumatic experiences, play a prominent role in shaping migrant (especially refugee) children's learning and integration process (Herzog-Punzenberger et al., 2017). Students' schooling trajectories are also becoming more complex. Young learners are increasingly confronted with several cultures and habits, may change school systems and languages they study in more than once, and are likely to develop unequal competences in different disciplines. The linguistic and cultural landscape of modern classrooms is further shaped by growing mobility within Europe and changing educational and labour market goals for its citizens. Learning mobility is among the main goals and visions of the European Education Area, an initiative to support Member States to "harness the full potential of education and culture as drivers for job creation, economic growth and improved social cohesion, as well as a means to experience European identity in all its diversity" (European Commission, 2019b, p. 3). The European Education Area envisions exchange programmes and studying abroad as a future norm in Europe, in the light of which the recognition of qualifications and competences gained in different countries across the EU schools will need to advance and become more comprehensive and user-friendly.

However, countries within Europe experience and embrace this diversity differently. The proportion of pupils with a migrant background varies widely among EU Member States with some countries experiencing recent increase of newly arriving migrant pupils (such as Malta, Cyprus, Sweden, Finland, Slovenia, etc) (see Table 2). This suggests that all education systems need to reflect this change of the school population - not only countries that are traditionally viewed as being on the receiving end of migration, but also all other countries, which have to deal with circular migration having similar effects on children in terms of adaptation in a new education system.

Table 2 Percentage of pupils with a migrant background, 2015 and 2018

Country	% of foreign born		% of native born with parents born abroad	
	2018	2015	2018	2015
LU	24.5	21.4	30.4	30.6
IE	9.8	11	8.0	3.4
SE	9.6	7.6	10.9	9.8
CY	9.6	8	5.2	3.2

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6

UK	8.4	8.8	11.3	8.0
BE	7.8	8.7	10.2	9.0
AT	7.8	7.6	14.9	12.7
ES	7.3	9.1	4.9	1.9
MT	6.6	3.5	2.1	1.5
DE	6.5	3.7	15.7	13.2
SI	5.2	3.3	3.6	4.5
FR	4.7	4.5	9.6	8.7
IT	4.6	4.8	5.5	3.2
FI	3.3	2.2	2.5	1.8
EL	3.2	3.8	8.5	7.0
PT	3.0	4.1	4.0	3.3
NL	2.7	2.2	11.0	8.6
DK	2.2	2.8	8.4	7.9
HR	1.3	1.8	7.7	9.0
LV	0.9	1.0	3.6	4.0
EE	0.7	0.7	9.6	9.3

Source: PISA 2015 and 2018, OECD
Note: Countries where less than 5% of the pupils have a migrant background are not included in the table.

These challenges surface in educational achievement: the target of having not more than 15 % of underachievers in basic literacies (reading, math, science) in the EU has not been met yet (the ratio of underachievers is 21.7 % for reading, 22.4 % for math and 21.6 % for science) and there are large gaps in performance between migrant and native-born students (European Commission, 2019a). The situation is usually worse for pupils born abroad (their underachievement rate exceeds 50% in Greece, Germany, the Netherlands and Sweden) than for native-born pupils with parents born abroad. Greece has the highest underachievement rate in the EU among foreign-born pupils (58%), while Germany is the country with the widest gap in underachievement rates in reading between pupils born abroad and pupils without a migrant background (40 percentage points) (Ibid). Being born and growing-up in the country of assessment is an advantage compared to moving there as a child or a young person. Learning the language of instruction and getting familiar with the country and its education institutions is helpful, but it is not usually sufficient to reach the same levels as pupils with a non-migrant background. New arrivals face several challenges when entering host school systems, such as language barriers, often complicated and traumatic personal experiences of immigration and the process of readjusting in a new environment and making sure that they can use the knowledge and skills gained previously to serve as a foundation for their further learning in the host country.

However, many schools find themselves compelled by the changing circumstances to re-think their existing learning processes to better include students speaking languages other than the language of schooling. The challenge for schools is to ensure that these children develop the necessary level of competence in the language of schooling and, at the same time, provide continuity of learning based on the knowledge these children acquired previously, including their language competences. Some of the difficulties faced by schools include:

- Lack of a comprehensive assessment of learners' prior knowledge in many Member States (Bunar, 2017), as well as limited availability of assessment during the learning process that is culturally and linguistically sensitive.
- Differences in the academic attainment of newcomers. Teachers need to be well prepared to help children develop the language(s) of schooling, while at the same time ensuring progress in academic subjects, taking into account the different levels achieved by the students (Herzog-Puzenberger et al, 2017). Some newly arrived students may have no previous formal education at all, especially those arriving from war zones. In many countries, a number of newcomers enter the education system at the age of post-compulsory schooling, without having sufficient educational attainment.
- Lack of school capacity to provide sufficient attention to each child's first language as an important dimension of their academic success. The surveys conducted by the Meridium Project in six Member States demonstrated that teachers and parents had limited awareness of the usefulness and benefits of children's first languages[1].

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[1] The Meridium (Multilingualism in Europe as a resource for immigration) Project, www.meridium.unistrapg.it.

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7

One particularly challenging aspect of diversity in education is that it inherently implies an uneven set of competences in different languages and subjects, especially for students who have moved frequently. When moving to a new school or language environment, these students need support to successfully transfer their existing knowledge from one language to another, as well as further develop their learning potential (Herzog-Puzenberger et al, 2017). However, for many teachers this is a challenge, given that the majority of teachers have been trained to work in mainly monolingual and monocultural school systems and are now often expected to draw on their own resources when it comes to supporting learners' development and carefully assessing their educational backgrounds. Practices employed in assessing previously gained knowledge are not yet comprehensive in many Member States. In some cases, children's limited knowledge of language of instruction may stand as a barrier for adequately assessing children's educational background. As a result, children may end up being enrolled in school grades that are significantly below their age and cognitive abilities. Misplacement, linguistic barriers and various other factors contribute to a large share of migrant children among low achievers in PISA.

1.2 SIRIUS Watch 2019

Focus and structure

The changing social realities driven by increasing migration and mobility discussed above call for teaching and learning strategies to be adapted, to take account of learners' linguistic and cultural diversity, their previous educational background and capitalise on this potential. In order to ensure that education response of the host country builds on the strengths and already acquired knowledge of newly arrived pupils, schools need to have capacity and tools to map and adequately assess competences these learners already have.

Only few studies have been carried out on the strategies, procedures and mechanisms used by countries and schools to determine the competences and talents of migrant children, furthermore, considering specific needs of different groups of newly arriving pupils with migrant background. Having a comprehensive procedure in place is especially critical in the cases of refugee and asylum-seeking children who often embark on the journey of migration with no documentary proof of their previous educational experiences and achievements. Adequate placement of these children in schools and developing learning plans building on their strengths is a key determinant for their future educational success and therefore their chances in the labour market and society afterwards.

To address this evidence gap, the SIRIUS Watch report attempts to provide a map of existing policies and examples of institutional-level practices in understanding and assessing newly arriving migrant children's prior learning. It covers the first stages of reception of newly arrived migrant children starting from children's arrival to the host country (to document the moment in time when the mapping and assessment of child's previous learning takes place) to the process of assessment itself and child's integration into the mainstream schooling.

Figure 1 Analytical framework of the report: process of assessment of prior learning
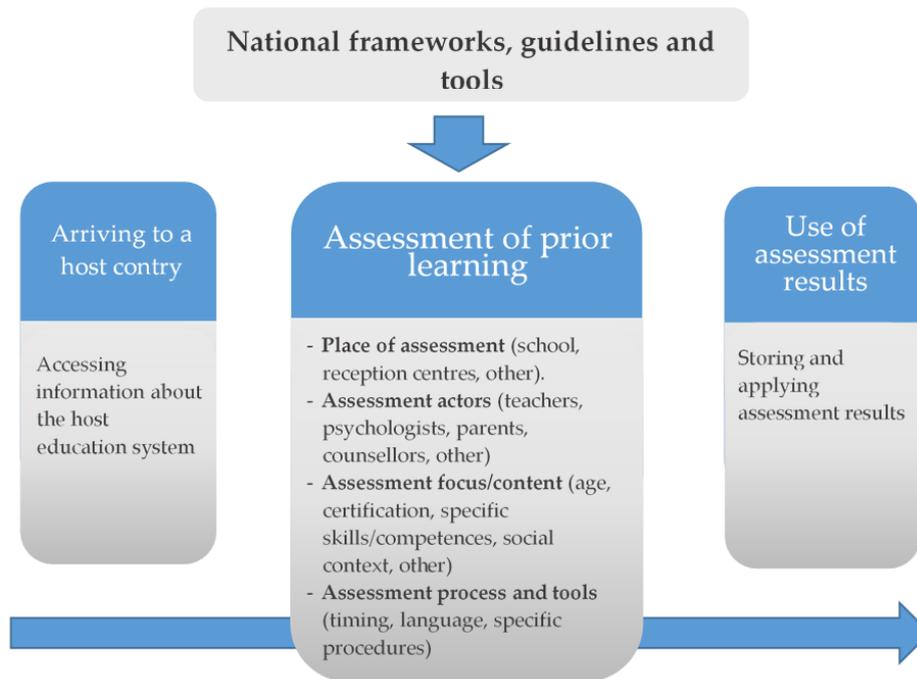
Source: authors based on literature review.

In the light of the above, the report provides answers to the following research questions:

Box 1 Research questions

1. **What are the current procedures and frameworks across Europe to assess competences[2] and talents that newly arrived migrant children bring to the classrooms?**
2. **How are these procedures and frameworks implemented on the ground?**

This report does not aim to provide an exhaustive overview of all practices implemented across Europe as in the absence of national frameworks schools are often coming up with different techniques themselves. Instead, it aims to map existing national level policies, strategies and guidelines shaping and supporting the process of assessment of prior learning and zoom into to a handful of local practices inspired by national frameworks or designed by grassroot actors independently to meet the needs of the specific communities. It attempts to identify which practices are effective and what could be done or improved nationally and locally to better assess the prior knowledge of migrant children.

The report is structured into five chapters. Following the introductory *Chapter 1*, *Chapter 2* of this report briefly reviews the status quo of the discussion on the assessment of prior learning, placing it into the overall debate around the issues of validation and recognition of prior learning in the EU. It argues that little information is available and little work has been done nationally and at European level to develop systems and approaches to the recognition of prior learning at the school level in particular. *Chapter 3* builds on the results of the national data collected for this report. It introduces existing national frameworks for assessment and recognition targeted specifically at migrant children. *Chapter 4* further discusses what happens in schools in the light of the existing national frameworks or in the absence of these. It describes examples of different practices of assessment implemented across European countries when it comes to the place of assessment, actors that are involved in the process, as well as tools used by these actors. Importantly, Chapter 4 also discusses the available evidence on the effectiveness of existing assessment

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[2] Competences are a combination of knowledge (facts, figures, concepts, ideas and theories), skills (ability and capacity) and attitudes (disposition and mind-set), as it is defined in: Council Recommendation of 22 May 2018 on key competences for lifelong learning, (OJ C 189, 04.06.2018, p. 7).

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9

procedures. Finally, *Chapter 5* synthesizes all findings by concluding on the key gaps and opportunities present in the field of assessment of prior learning of migrant children and provides recommendations for improvement.

Methods and scope

The analysis provided in this report is based on literature review and contributions of SIRIUS national partners through a SIRIUS Watch questionnaire (see Annex 1). In each of the 17 EU Member States covered by this report[3], researchers and experts from SIRIUS partner countries carried out desk-based research and interviews with relevant stakeholders to explore practices for assessing migrant children's previous education experiences on the ground[4]. It should be acknowledged however, that the national reviews cannot be considered exhaustive. They rather aim to provide a picture on different arrangements that are practiced in various Member States at different levels. Some of the examples described in this report are the initiatives of particular regions or cities, rather than nationally mainstreamed practices. The figure below outlines the sequence of research steps taken for the preparation of this report.

Figure 2 Research process

Scoping literature review → Design of research tools → Field work in 17 SIRIUS partner countries → Analysis and synthesis → *Peer-review* → **Final SIRIUS Watch report**
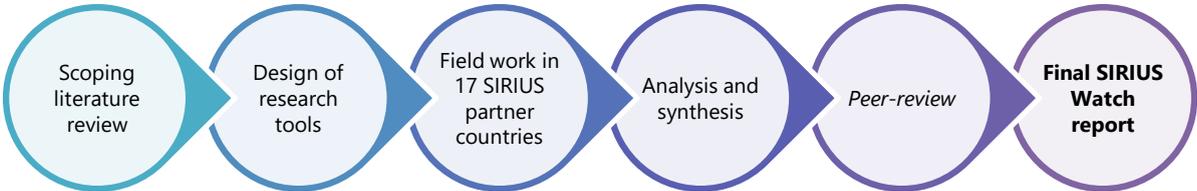
Source: authors.

A descriptive analysis approach was used to synthesise the key issues and themes arising from the responses to the questionnaire, as well as other evidence and reports from national, regional and international organisations.

Throughout the report, various terms and concepts have been introduced and discussed. The following box provides the key terms and how they should be understood in the context of this report.

Box 2 Key concepts used in the report

The term **children with migrant background** includes "all foreign nationals below 18 years old who are forcibly displaced or migrate to another country, be it with their (extended) family, with a non-family member (separated children) or alone (unaccompanied children), whether or not seeking asylum". Within this umbrella term, the following categories are mentioned throughout the report:

- **Refugee and asylum-seeking children** are those children who have fled their home country and applied for international protection in the host country. Refugees are those who have been granted asylum, while asylum-seekers are still in the process of obtaining that status. The human right to education specifies that the status of a child should not influence his/her access to education, meaning that children in reception centres; asylum-seeker centres and other facilities should be granted access to education on the same basis as native children.

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[3] Bulgaria, Croatia, Estonia, Finland, France, Greece, Ireland, Germany, Lithuania, Netherlands, Norway, Poland, Portugal, Slovenia, Spain (Catalonia), Sweden, UK (England).

[4] The list of sources and interviews consulted at the national level is provided in the Annex 2 to this report. The full completed questionnaires are unpublished, but they can be made available upon request.

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10

- **Unaccompanied minors** are children who have moved to another country without parents, guardians or other adult supervisors. Special attention must be given to ensure access to education for these children as they are not in the care of another person. Unaccompanied minors are therefore more likely to be excluded from protection.

- **Regular migrant children** belong to parents or guardians who made the willing decision to migrate, for example for work, study or other purposes. These children usually come from families with enough resources to ensure that the child has access to education. However, the lack of support systems for these migrants means that parents must proactively search for information on the education system and enrolment procedures.

- **Returning migrant children** have moved abroad for a period of time and returned to their country of origin. As a result, they have to be re-enrolled in the national education system. Although parents may be more aware of how the system works compared to other migrants, the child still needs to go through assessment to determine the right grade and learning path (IOM, 2019).

Prior learning – Competences (knowledge, skills and attitudes) acquired in earlier study and work or through experience (ILO, 2018). These competences can be obtained in a variety of settings, such as formal education, non-formal education and informal education.

Formal education – education that occurs in an organised and structured environment (such as in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources) (Cedefop, 2008). Formal learning is intentional from the learner's point of view. It typically leads to certification. Formal education programmes are thus recognised as such by the relevant national education authorities or equivalent authorities, e.g. any other institution in cooperation with the national or sub-national education authorities. For the purposes of this review we looked at the formal education provisions at the **primary and secondary education levels**. **Informal learning** is the learning gained through biographical experience in everyday life. It is realized without curriculum, without credits and it is taught by subjects with experience (for example: parents; grandparents; friends etc.). This form of learning is gradual, passive and accumulated through time. **Non-formal learning** is the type of learning which is realized outside of compulsory education without a learning target. This kind of learning can be structured or not. It is flexible, practice oriented and learner-centred and a teacher or a group leader leads it. This learning does not always result in a formal certificate but leads to the achievement of learning goals[5].

Recognition of prior learning (RPL) - The process of identifying, documenting, assessing and certifying formal, non-formal and informal learning outcomes against standards used in formal education and training. Thus, RPL provides an opportunity for people to acquire qualifications or credits towards a qualification or exemptions (from all or part of the curriculum, or even exemption from an academic prerequisite for entering a formal study programme) without going through a formal education or training programme (ILO, 2018). This process may also be referred to as **Accreditation of prior learning** or **Validation of prior learning**.

To avoid confusion with the formal assessment process to claim full or partial completion of the programme (which RPL mostly refers to), in this study we use the term – **Assessment of prior learning** (also referred to as **mapping of prior learning**). This concept should be understood as the process of assessing competences and talents of children with migrant background for the purpose of enrolling them in suitable educational levels and to provide adequate learning support. Contrary to the definition of RPL, this assessment does not necessarily aim to provide children with a qualification or with credits, but aims to determine their knowledge, skills and talents, as well as assess their emotional well-being and motivation, to be able to provide the best learning opportunities for these children within the host education system, building on their background and potential.

Source: literature review.

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11

Chapter 2: Recognition of prior learning: a key condition for ensuring learning continuity

In the past years, the recognition of prior learning has emerged as an area of interest for policymakers across the world in the context of promotion of lifelong learning. Since 2005, EU countries have embarked on a path to develop national qualification frameworks (NQFs), aimed at classifying qualifications according to a set of criteria for specified levels of learning achieved.[6] NQFs were meant to provide transparency and clarity about the levels of education and make them easy to use for national citizens, but also for foreigners accessing learning and employment opportunities in the host country (Cedefop, 2009). Soon after that, the European Qualification Framework (EQF) was adopted in 2008 to facilitate recognition of learning among Member States. Countries were invited to link their NQF to the EQF to allow for comparison of qualifications and knowledge between countries.[7]

> *The European Qualifications Framework helps to compare and communicate between qualification systems across Europe. It includes eight qualification levels with corresponding learning outcomes (knowledge, skills, responsibility and autonomy) that are required at each*

At the same time, the policy focus and discussion have shifted from the concept of "education" to the concept of "learning", recognising that knowledge and skills can be obtained through different methods, in different places and at different stages of life (Andersson et al., 2013). The recognition of such learning aimed to contribute to social justice, providing access to and participation in various educational programmes and employment for all (Lima and Guimaraes, 2016). In line with this discussion, the *Strategic Framework for Education and Training (ET 2020)* of the European Union called on its Member States to "pay particular attention to the validation of non-formal and informal learning"[9], which is often an important source of skills development for disadvantaged groups having limited access to high-quality formal education. Recognition of such learning would not only help achieve just and cohesive societies, but also advance economic development. Economic function of RPL has been emphasized in recent years, with for example, the EQF and related initiatives being concentrated more on professional qualifications and job-related competences (Lima and Guimaraes, 2016). This, in turn, can also contribute to the achievement of social justice by providing support for securing employment.

Focus on employment and growth has encouraged lot of effort by Member States to advance recognition frameworks in the area of VET and higher education focusing on job-related skills and knowledge. Validation and recognition of learning taking place in primary and secondary schools has not been the priority of policy makers to date. Even though, learning mobility is more and more encouraged and its benefits are increasingly recognised, including for younger school students, limited research has been done on the practices and needs for recognition of learning experiences abroad in compulsory education. There is also lack of instruments in place to map knowledge and skills acquired during such periods. In its 2018 *Council Recommendation on promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad,* the EU highlighted its desire to create a European Education Area by 2025, in which all obstacles to recognising qualifications at (upper secondary) school level are removed. The Recommendation highlights that ample work is still needed to achieve this goal.[10]

Box 3 Key gaps in recognition of qualifications in the EU (at upper secondary education level)

- Lack of unified quality assurance mechanisms in education and training (including VET) across Member States, therefore there is a lack, or low level of transparency and mutual trust.

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[6] Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications (OJ L 255, 30.9.2005, p. 22).

[7] Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning

[8] European Commission (2018) The European Qualifications Framework: supporting learning, work and cross-border mobility. 10th Anniversary. Luxembourg: Publications Office of the European Union.

[9] Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ('ET 2020'), (OJ C 119, 28.5.2009, p. 9).

[10] Council Recommendation of 26 November 2018 on promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad (OJ C 444 10.12.2018).

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12

- Lack of clarity and consistency in the (automatic) recognition of qualifications and outcomes of learning periods abroad between different Member States. This hinders opportunities and access to further learning, as well as to mobility.
- Lack of certainty in access to higher education in a different Member State to where secondary education qualifications has been acquired (giving access to the holder of qualification to higher education in that Member State). The uncertainty is greater in the case of the recognition of qualifications from vocational education and training.
- Lack of vision and agreement for the recognition of longer learning periods abroad (between three months and one year).

Source: Council Recommendation of 26 November 2018 on promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad (OJ C 444 10.12.2018)

However, while introduction of unified validation tools is key to further promote and facilitate learning mobility, additional mechanisms allowing to better map competences and talents of mobile learners are necessary to promote learning continuity and reinforce the benefits of mobility and diverse skills learnt in other contexts. In the framework of EQF, validation merely indicates that certain education certificates are legally recognised as valid within the national education system, but it does not yet provide tools to reflect the actual skills, knowledge and abilities of a person, be it a short-term exchange student or a learner with a migrant background.

Despite the increasing numbers of migrant children throughout European countries the procedures to assess their prior learning achievements when entering compulsory schooling in the host countries receive limited attention. Most of the existing research focuses on recognition of migrants' skills and competencies to facilitate their integration into the labour market or enter higher education. For instance, a study carried out by OECD (2017) indicates that the recognition of foreign qualifications enhances the labour market prospects of immigrants, regardless of their category, field of expertise or the origin of their degree. The VINCE project co-funded by the EU Erasmus+ programme and coordinated by eucen has provided comprehensive guidelines for newcomers and refugees on validation procedures that can help them proceed to higher education in Europe. Recent UNESCO's Global Education Monitoring report (2018) in addition highlights the importance of recognition of prior non-formal and informal learning to facilitate migrant's access to the foreign labour market.

However, some scattered literature does highlight the need to ensure learning continuity for pupils with migrant background from early stages of education. For instance, Koehler (2017) and Eurydice (2019) provide some insights on the migrant children prior learning assessment practices in countries across Europe. The Eurydice study indicates that a) an initial assessment of newly arrived migrant students is not widely carried out. In addition, Koehler (2017) indicates that the procedures for assessing refugees' prior learning and connecting their experience with their current educational programme (e.g. through individualized learning plans) are not in place across the European countries; b) at primary and lower secondary levels, a child's age, and at upper secondary level, school certificates are the main factors that determine the grade and further learning of newly arrived migrant; c) less than a third of the education systems set national level criteria and guidelines for the assessment of prior learning and use this for determining school grades. In most of the European countries the assessment is based on child's age or knowledge of host country language. Of the 28 education systems where education authorities require or recommend that the level of host country language competences or prior learning should determine the grade of a newly arrived child, 18 have included prior learning assessment criteria in the policy documents to support the migrant integration. In the remaining ten EU systems there are no criteria included in the national policy to guide schools regarding child's prior learning assessment (Eurydice, 2019). In other words, the assessment is usually organised at the school level and has an ad hoc nature. These reviews also conclude that there is limited research and evaluation evidence on which school practices actually work for the benefits of migrant learners. In an attempt to address this knowledge gap and systematise existing resources and good practices in the area of support, assessment and validation at the school a new Erasmus+ project has been launched in 2018 - Towards Inclusive Education for Refugee Children (TIEREF). One of the expected project outcomes is the online tool for assessment methodology for refugee students' prior knowledge and recognition and validation of the learning outcomes gained during the learning process.

Literature and consultations with stakeholders suggest that the main obstacles to consistent assessment of prior learning and therefore, ensuring continuity of migrants' learning are related to:

a) lack of physical evidence or documentation of prior learning achievements. Migrant children (especially irregular and undocumented) and refugees may be unable to provide physical evidence of their qualifications and certificates. Partial documentation sometimes may

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13

be sufficient, but it requires assessment organisations in host countries to be flexible and apply alternative ways for understanding comprehensively students' background and strengths (Bryce and Ortiz, 2016).

b) language barrier, which many schools face having to conduct assessment in languages migrant pupils are not proficient in.

c) lack of information on school enrolment among different groups of newly arrived migrant families or lack of access to such information.

d) lack of suitable tools to measure diverse set of skills and competences, which are culturally and linguistically sensitive.

e) Lack of policy focus and recognition of the importance of consistent guidelines at the system level and platforms for knowledge sharing and learning within the system and cross the systems at the EU level.

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14

Chapter 3: Availability of national frameworks and guidelines on assessment of prior learning of migrant children

Across Europe, education must be ensured to all children of the mandatory schooling age (which varies across countries), irrespective of their nationality or knowledge of the language of instruction. However, the way newly arrived migrant pupils are integrated into education systems, how they are placed into schools and how their competences and prior learning are assessed vary significantly and as a result not always provide the best educational opportunities for all learners and ensure continuity of learning. Some countries have rigid frameworks for the process of registration of students as well as the assessment of prior learning, while in other countries only general guidance exists (if at all), leaving the specifics to school leaders and practitioners.

Nevertheless, there are some overarching general features which characterise the majority of the EU countries, including SIRIUS partner countries. According to Eurydice (2019), in 19 countries the time period from application for the residence permit, asylum or international protection until the enrolment of children of schooling age in public education institutions is legally defined, although the time itself varies. The table below indicates the maximum time period (in countries where such a time period is set) for schools to enrol newly arrived migrant children and young people. The time period varies between immediate enrolment upon application (for example, in Belgium – French Community and Liechtenstein) and 91 days (Latvia). However, as Koehler (2017) points out, in practice in the case of children and young people with short term leave to stay, asylum seekers or irregular migrants schooling may be delayed or refused in almost all countries.

Table 3 Maximum time period for schools to enrol newly arrived migrants in primary or general secondary education (days)

Country	BE (NL)	BE (FR)	BG	CZ	DK	DE	IE	EE	EL	ES	FR	HR	IT	FI	NO	LI	IS
Days	60	0	x	x	21	x	x	84	84	x	x	x	x	x	28	0	84
Country	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	SE	EN	Wales	NRI, SCT
Days	84	91	30/90	84	x	x	x	3	x	x	90	90	84	28	20	20	x

Source: European Commission/EACEA/Eurydice (2019) "Integrating Students from Migrant Backgrounds into Schools in Europe: National Policies and Measures" Eurydice Report. Luxembourg: Publications Office of the European Union.
Note: Estonia and Cyprus: Data applies only to refugees of compulsory school age. Greece, Romania, Slovenia, Slovakia and Iceland: Data applies to asylum seekers who have submitted their request for protection. Latvia: Data refers to refugees and asylum seekers. Lithuania: 30 days (one month) refers to all children and young people from migrant backgrounds who have a residence permit; 90days (three months) refers to asylum seekers. Austria: Data refers to compulsory education. United Kingdom (ENG/WLS): Data refers to unaccompanied minors who have applied for asylum ('looked-after' status). Norway: Data refers to compulsory school age refugees and asylum seekers.

Although, both at primary and lower secondary levels, a child's age, and at upper secondary level, evidence of pervious educational attainment, are the key factors in assigning a newly arrived pupil to a particular school grade, many countries also tend to recommend that the level of the host country language proficiency and prior learning could or should be used in determining the school grade and learning support for new arrivals. some sort of assessment of migrant children when enrolling them into schools. However, these recommendations differ significantly in terms of content and obligation of implementation. According to Eurydice (2019) less than a third of education systems across Europe have developed national-level criteria for the assessment of language competences or prior learning. In Germany, Spain, France, Luxembourg, Romania, Finland and Switzerland, these include criteria for both host country language and prior learning.

Figure 3 Existence of national-level criteria for the assessment of prior learning and competences in the host country language across Europe
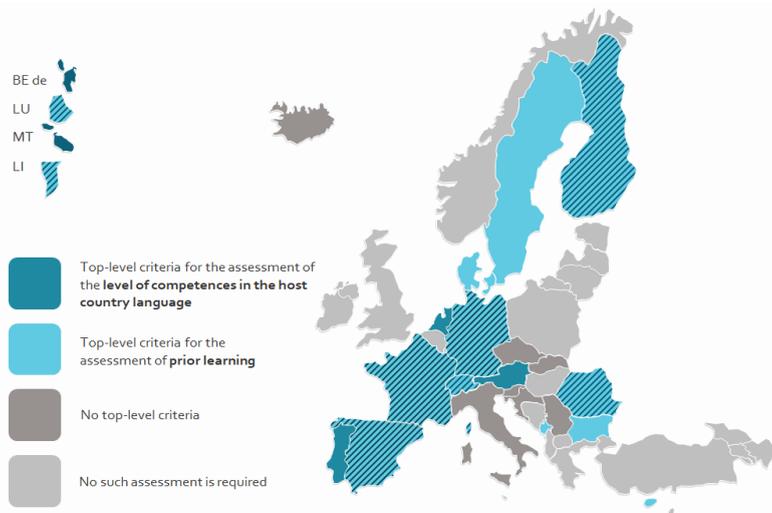

Source: European Commission/EACEA/Eurydice (2019) "Integrating Students from Migrant Backgrounds into Schools in Europe: National Policies and Measures" Eurydice Report. Luxembourg: Publications Office of the European Union, p. 81

The Table 4 provides more details on specific regulations and guidance materials that exist in SIRIUS countries involved in this study.

Table 4 Existence of national or regional frameworks and support tools in SIRIUS member countries

Country	National or regional laws, strategies or guidelines	Examples of national or regional tools and instruments (if any)
Bulgaria	- Ordinance No. 11 of 1 September 2016, on the Evaluation of the Learning Outcomes of Students defines "the conditions and the procedure for recognition of completed periods of school education, the degrees of education and professional qualification acquired during training in schools in foreign countries or schools within the European Schools system, as well as the equivalence of the obtained grades" - There are different procedures for children with and those without documents indicating prior education. For those without documents, assessment procedures are less clearly defined on a national level.	- The national guidelines provide clear instructions on how to assess prior learning of children who can present documents indicating their prior learning experience. - Significant freedom is given to school to organise the assessment of prior learning of children without documentation. - When the number of refugee students increased, the Ministry of Education organised a training for school staff responsible for assessing prior learning.
Croatia	- No standardised procedures exist in national laws or policies - High level of school autonomy	- There are no assessment guidelines or tools on the national level. - Collaboration of stakeholders is rare, but there have been examples of teacher trainings organised by local education authorities and teachers were prepared to work with foreign
Estonia	- No official regulations - Local governments are obliged to make sure that students in their administrative territory receive basic education	- A guideline for schools providing step-by-step instructions on how to organize the learning process when a mother tongue of a child is other than the language of instruction is available on the webpage of the Foundation Innove (state-owned education competence centre). It also provides an example interview for assessing language and literacy skills, previous educational experience, health conditions and cultural practices.

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16

Finland	- According to the law 2011, all immigrant children need to be interviewed when enrolling into schools to determine literacy skills, Finnish and Swedish language proficiency, learning skills and individual strengths, as well as previous educational background[11]. - Such assessment is the responsibility of schools.	- The Finnish National Agency for Education guides schools all around Finland on the processes of recognizing or evaluating the competences or qualifications of migrants. - The project ´AHOT in High Schools´ (AHOT korkeakouluissa) financed by the Ministry and the EU (2014) aimed to develop tools for assessing the skills gained out of the host school system (including those acquired through non-formal and informal learning).
France	- Education authorities at national level provide regulations and guidelines on how the school placement and assessment have to be organized - The Academic Centre for the Schooling of Newly-Arrived Allophone Students and Children from Traveling Families and Travelers (CASNAV) is tasked with the assessment of NAMs	- CASNAV support schools with the integration of the newly arrived migrant children.
Germany	- No national strategies as education policy is under the authority of Bundesländer (states) - Significant autonomy for Bundesländer to determine assessment procedures.	- No national support tools. - Baden Wurttemberg has developed quite detailed materials and is conducting training seminars for the implementation of the '2P' testing. - Hamburg is applying a questionnaire for first assessment interviews. This questionnaire is currently being revised in order to enable a more comprehensive assessment. - Materials for assessments provided by other Bundesländer primarily target the assessment of German language skills but hardly take any account of other competences. Assessment tools for mother tongue competences exist in most Bundesländer.

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[11] Valtioneuvoston asetus kotoutumisen edistämiseen liittyvästä alkukartoituksesta 26. May, 2011. https://www.finlex.fi/fi/ laki/ alkup/2011/20110570

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17

Greece	- Assessment is regulated nationally and there is no autonomy for schools to develop tests. - Guidelines at national level are provided before the beginning of each school year (Annual Ministry of Education circulars about pupil registration at Early Childhood and Primary Schools). - Pupils with no prior education experience in the Greek state education system are normally placed at DYEP (Education Reception Structures for Refugees) structures, unless such structures do not exist in their immediate location. In that case, pupils can register at a mainstream morning Greek State School. - According to Law 3879/2010, article 26, Zones of Education Priority are defined which refer to school units of Primary and Secondary Education at geographical areas with low education index, high school drop-out, low access to Tertiary level of education, as well as Low socioeconomic indexes. The aim of ZEP is the equal inclusion of all students at the education system through the functioning of supportive actions for the learning achievement, such as the reception classes, classes of reinforcement learning, summer classes and classes for teaching the first languages of immigrant students. - In the same line are the Ministerial Decrees in 2017 (FEK 1403), in 2018 (FEK 3900) and the Circular in 2019 (Φ1/73808/Δ1/2019) for the establishment and functioning of Reception Classes ZEP for the school year 2019-2020 (first stage). Also, the latest Ministerial Decree in 2019 for the inclusion of School Units of Primary Education in ZEP, where Reception Classes ZEP could function (Φ1/108909/Δ1/4-7-2019). At these parallel Reception Classes ZEP refugee students who attend the morning school programme are enrolled.	- Program of Studies for the Greek Language in Reception Classes in Primary and Secondary Education, including Greek Language Assessment Tests for newly arrived migrant students who have registered for Reception classes - Each year, the respective Ministry of Education circulars reproduce the tools and materials that work as diagnostic criteria for the Greek Language Assessment Tests. - Consequently, the Circular 104463/ΓΔ4/28-06-2019 defines the instruments, guidelines and standardized assessment forms for the evaluation process regarding the school year 2019-2020. - The teachers are provided with specific instructions and standardized assessment forms in order to perform the assessment and grade the tests. The tests are simple, and no special training is required.
Ireland	- EAL assessment toolkits are available to use at primary and secondary school level. Schools that apply for EAL allowance are advised to use the toolkits to assess the language proficiency levels of the EAL Guidelines for using these toolkits are available at both levels. - Authorities do not provide regulations on how the school placement and assessment/mapping of prior educational experiences of NAMS should be organised.	- Aside from the assessment toolkit, no other assessment materials are provided on a national or regional level, though training has been offered by the Professional Development Service for Teachers (PDST).
Lithuania	- There is a clear order for the procedure of enrolment of newly arrived migrants, outlined in order No. ISAK-556 'On the approval of Description for the consecutive learning under the general education programme'. - The regulations indicate how the newly arrived migrants' enrolment to the general education should	- Regulations indicate how the newly arrived migrants' enrolment to the general education should be organised, but no precise methods or instruments are mentioned. - There are no instruments developed to aid the assessment process

	be organised, but no precise methods or instruments are mentioned. Thus, schools have a lot of autonomy in the way they carry out the assessment process.	
Netherlands	- No national framework for assessment exists, which leads to a high level of differentiation on how schools organise this process.	- Various resources have been produced by different actors in education, mainly for teachers working with migrant children.
Norway	- National law includes the right to education and the initial steps but how the assessment should be organised is not regulated; however, there are guiding materials developed at the national level. - It is mandatory for every school to assess the students' Norwegian language skills in order to provide sufficient training. - At the same time, each school has great autonomy over the assessment process	- There are various national/regional support tools. - Schools have great autonomy to decide which tools and material to be used - three of the most common tools (provided by National Centre for Multicultural Education (NAFO): - Competence in Basic Norwegian - TOSP (Two languages). The assessment of linguistic skills in two languages. - The assessment of school subject skills.
Poland	- National educational regulations include the right to education and equal status for migrants and Polish citizens. - A general framework is provided for school placement and grade placement. - High level of autonomy for schools over the details of the process of schools placement and use of assessment tools.	- Some local authorities initiated the development of tools to support school heads in the assessment process of newly arrived students. - One of the examples is a tool-kit for school heads and teachers working with migrant students in primary and lower-secondary schools co-developed by the Education Office of the City of Warsaw including basic prior educational achievement test, and guidelines for monitoring language of instruction acquisition.
Portugal	- There are various laws that regulate the recognition and comparison of foreign diplomas, as well as procedures on how to formalise attests of prior learning when no documents are available.	- The Reception Guide – preschool, primary and secondary education (2016) includes recommendations for schools on how to assess prior learning of migrant children.
Slovenia	- There are various laws, strategies, guidelines and recommendations for the integration of immigrant children into the educational system in Slovenia provided by the Ministry of Education, Science and Sport (MESS/MIZŠ) - Guidelines (2012 and 2017) regulate the process of integration and adaptation of immigrant children in the educational system in Slovenia, at the level of the recommendations (not mandatory).	- Standardised test exists only for Slovene language and not for other subjects - Language tests are conducted by the Centre for Slovene as a Second / Foreign Language or by the school - Completion of A2 level language test is mandatory for students to continue education at upper secondary level.
Spain	- The central government has the obligation to facilitate the migrant pupils' school integration during compulsory education. - The Catalan Education Law provides that the administration must "establish and provide schools with resources and guidelines to assess the pupil's prior learning on host country languages, and basic academic skills".	- Prior learning assessment consists of two standardized tests provided by the Administration. These tests cover prior learning in two curricular areas: one test for language and one test for mathematics.
Sweden	- There are national guidelines and the assessment of prior learning is mandatory for primary and lower secondary education. The materials can be used for upper secondary level as well, but it is not mandatory.	- Guidelines of the National Agency for Education are provided to the municipalities and school management. The guidelines and the materials, as well as links to helpful websites, research, training courses, supporting documents

	- Guidelines and regulations for the assessment/mapping of prior educational experiences and schooling are the responsibility of the National Agency for Education (appointed by the Swedish Government).	are available on the website of the National Agency for Education
		- A special assessment portal exists (developed by the Agency) to support assessment of newly arrived students:
		    - on the implementation and on how the material can be used for assessment, decision and planning.
		    - information on when a mapping is to be carried out, what knowledge is to be mapped and how the mapping becomes the basis for decisions on placement and teaching group.
		    - provides standardized assessment forms, training for teachers to carry out assessment procedures, developed test/assessing materials for evaluating prior learning.
		- The National Agency for Education provides training for everyone who works with guidance, mapping, school placement or assessment of competence and prior learning on their website.

UK (England)	- There are regulations and guidelines regulating the placement of newly arrived children, but nothing related to assessing their prior learning or acknowledging previous educational experiences.	- In England, children are placed in classes according to their age. Their ability to speak the language (i.e. English) is addressed via EAL (English as another Language) provision - often there is a long waiting list for this and it can delay their access to education, but their prior learning and educational experience is not taken into account.

Source: Country profiles, compiled by authors.

As demonstrated in the table above, national guidelines or regulations mainly refer to the registration process, which consists of two main elements: the enrolment of newly arrived migrant students in the education system and their placement in schools. They usually specify the type of documents needed for enrolment and the method of school choice, e.g. free school choice by parents, or based on catchment area requirement. The guidelines in most countries also specify the procedure of registration – in some cases even distinct steps – including the role of assessment of prior learning within the registration and integration process. Logically, in countries where regulation or guidance is available, the education authorities have a more active role in the registration process, while in countries with limited or no national-level guidelines, the schools become the central actors.

Box 4 Process of enrolment and the assessment of prior learning in Slovenia and Sweden as defined by national laws and guidelines

The process of enrolment and assessment of prior leaning in elementary schools (primary and lower secondary education) as determined by **Slovenian** national legislation and policies
- Enrolment is mandatory for all students who are under 15 years of age, therefore documentation of prior learning (from foreign schools) is not obligatory for entering the education system. The school can obtain the certificates of prior education experience based on their own initiative.
- There is no defined procedure for assessing prior knowledge of newly arrived students in individual subjects.
- The registration is carried out by a school counselling service within the given school, including an interview with the students and their parents in order to acquire information on the pupil's prior education, their strong areas of knowledge and interests, and to select the appropriate grade for the pupil to enter (most often by age).

- Students are immediately included in regular classes, at the same time, they need to participate for 2-3 months in an intensive Slovene language course. Subject teachers are responsible for the assessment of prior knowledge of newly arrived migrant students (by written or oral exams) only after some time the child is included in regular classes
- For two years students may not be assessed in subjects with Slovene language instruction and can still progress to higher levels.

After the increase in immigration in **Sweden**, the Education Act was amended to include the following provisions:
- All newly arrived pupils' knowledge must be assessed, whether such an assessment is clearly necessary or not. Such an assessment must also be made for certain other students who have been resident abroad, if necessary.
- The assessment should be used to make decisions about which grade and teaching group the student should go in, how the teaching should be planned and how the time in the subjects should be laid out.
- The school principal must appoint the staff who will perform the assessment. These may include teams where mother tongue teachers and subject teachers are included.
- The Swedish Government appoints the National Agency for Education to develop guidelines and regulations on the basis for assessment/mapping of prior educational experiences and school placement.
- For high school students, the national Language Introduction programme will be available to students who have attended less than four years in Swedish school.
Furthermore, the Education Act states that newly arrived students have the right to extra adjustments and special support under the same conditions as other students if they need it.

Source: Gril et al. (2019), Assessment of prior learning in Slovenia. Country report prepared for the SIRIUS Watch 2019 synthesis report. Unpublished manuscript; Denkelaar, M. (2019), Assessment of prior learning in Sweden. Country report prepared for the SIRIUS Watch 2019 synthesis report. Unpublished manuscript

Even though, in most SIRIUS partner countries some sort of framework exists, the content and focus of these guidelines and regulations on reception and assessment of newly arriving pupils with migrant background vary across countries. Many define **the responsible actor**, who is then in charge of developing the appropriate tools as well as the process in general, rather than defining the assessment process already in the guidelines. Although the responsibility of the assessment of prior learning is typically in the hands of the schools, there are some countries where this is not the case. For example, in Bulgaria the regional education authority is responsible for the assessment (Ivanova, 2019), while in Slovenia, school counselling services at secondary level and the teachers of the given school in primary education are tasked with assessment of the Slovene language knowledge (Gril et al, 2019). In France, the responsible actor is the Academic Centre for the Schooling of Newly-Arrived Allophone Students and Children from Traveling Families and Travelers (CASNAV) (Auger, 2019).

While the responsible actor is usually determined, **the scope of assessment**, the content and the specific methods of the assessment and mapping of prior learning are rarely indicated in national guidelines – except for the general school subjects which should be assessed. Ireland, Sweden[12] and Greece are the only countries where a standardised, mandatory assessment kit is provided at national level for compulsory schooling. In Germany, where education policy belongs to the authority of the Bundesländer, there are diverse approaches to the mapping of prior skills and knowledge. Among these approaches, for example, in Hamburg, the School Information Centre (SIZ) conducts the assessments for all students with migrant background in the form of a consultation (Koehler, 2019). Another example is Baden Wurttemberg, which is the only region with a standardised procedure for mapping of prior knowledge of newly arrived students – although the application of this assessment tool is not mandatory (see Box 5).

Box 5 Standardised assessment procedure in Baden Wurttemberg, Germany

Baden Wurttemberg is the only **Bundesland of Germany** that has implemented a standardised assessment procedure for the validation of prior learning of newly arrived migrant students, called '2P – Potential & Perspective'. The procedure '2P' entered into force in October 2016 with a piloting stage and has been finalised by the end of the year 2018. The tests are web-based with automated evaluations, designed for various age groups, and can be conducted by teachers or other actors. The test consists of seven independent components, each assessing different competences and skills:

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[12] This only counts for newly arrived migrant pupils in primary and lower secondary education. The materials can be used for assessment at upper secondary as well, but it is NOT mandatory.

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21

– Basic cognitive competences
– German language
– Mathematics
– English language
– Professional orientation
– Methodological competence
– Biographical information

Although it is the first diagnostic tool which can be used across schools, which is culturally sensitive and requires low level language proficiency, it is not mandatory to apply '2P' when mapping prior learning of newly arrived migrant students.

Source: Koehler, C. (2019)), Assessment of prior learning in Germany. Country report prepared for the SIRIUS Watch 2019 synthesis report. Unpublished manuscript; and http://www.2p-bw.de/,Lde/Startseite

Although governments rarely provide mandatory assessment tools, some have developed optional supporting materials (e.g. in Norway) or this responsibility has been assumed by other education stakeholders (e.g. in the Netherlands). As a result, schools can rely on existing materials that can be adapted or used directly. In countries where no such materials exist, schools alone are responsible for the development and use of assessment tools.

Box 6 The Individual Development Plan framework developed by the organisation Lowan in the Netherlands

Lowan is a support organisation for newcomers in the Netherlands, which provides various educational tools and support to teachers educating refugee children. The organisation does not only support the assessment process of prior learning (or in some cases the learning process), but also helps pedagogical workers, who teach refugee children without the appropriate educational background and experience to prepare individual development plans. The individual development plan provides a framework designating the areas about which information needs to be collected. These are the students' age, past education, linguistic skills, physical and mental condition, global IQ, knowledge of the Dutch language and arithmetical skills as well as their time stayed in the Netherlands.

Moreover, the individual development plan also offers guidelines for teachers how to assess the level of acquisition of skills and competences, including:
– cognitive skills,
– social-emotional skills,
– work-related skills, such as the ability to work independently,
– motivation of pupils.

In addition, general skills (required by the school) are also assessed within this framework. This practice can be used during the registration and enrolment process as well as within the two years the newly arrived migrant students are in the newcomer groups.

Source: Koster, L. and Van Leeuwen, R. (2019) Assessment of prior learning in The Netherlands. Country report prepared for the SIRIUS Watch 2019 synthesis report. Unpublished manuscript

In Spain, due to their high level of decentralisation, **regional education authorities** have responsibility over the reception and integration of newly arrived migrant students. National level provisions solely state that the integration of newly arrived migrant students should take into account "the migrant pupil's personal circumstances, academic background, age and prior schooling"[13] for determining grade-placement. At the same time, at regional level – e.g., in Catalonia – the general process of the assessment is determined, and the school staff responsible for the assessment of newly arrived migrant students is appointed, with the assistance of EAP (the Administration team that provides external psycho-pedagogical assistance to schools) and the ELIC (the Administration team that supports all the processes of late reception at schools) (Essomba, 2019).

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[13] Act nº 2/2006, of May 3, on Education (LOE), and Act nº 8/2013, of December 9, for the improvement of educational quality (LOMCE).

Chapter 4: Assessment of prior learning: what happens in practice

The analysis in this chapter is based on the reflections of practitioners and experts across SIRIUS partner countries on the adequacy of existing frameworks and guidelines, as well as numerous solutions developed by educational institutions themselves, starting from reception mechanisms to the development of individualised learning strategies for migrant learners in mainstream education.

4.1 Reception

Upon arrival in the host country, migrant families often do not understand their educational rights and obligations, nor do they know how to navigate the education system to find out what opportunities or support are available. They face challenges in obtaining information because they do not know who to ask or do not have necessary proficiency in the language of the country. Parents may also meet difficulties – linguistic and cultural – in relating to the school, which may deter them from becoming involved in their children's education (Eurydice, 2019). Information, advice and guidance at this stage is key to helping migrant families navigate their way around the education system. Countries across the EU have different approaches to informing migrant families about the enrolment, school requirements and assessment procedures, and there are a variety of actors responsible for providing such information across the EU Member States (see Figure 4 below). Where and at which point such information is provided depends on the status of newly arriving migrant family, as well as age of migrant children.

Figure 4 Various actors providing information on education in the host country
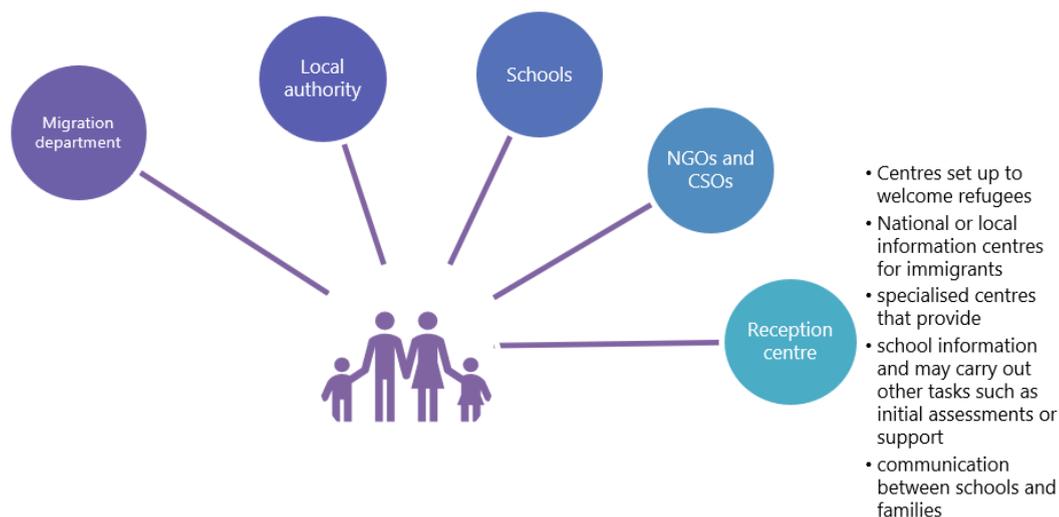
Source: Country profiles, compiled by PPMI

M**igration status** is often a defining factor in the way the reception of newly arrived migrant children is organised. There is a common belief that refugee and asylum-seeking children are best informed about education opportunities, as they usually receive this information at the moment of asylum application. E.g., in every reception centre in Bulgaria there is at least one social worker directly responsible for the children's school education, who is tasked to facilitate the educational provision for newly arrived migrant families. Also as discussed above, many countries define the maximum period of time until the refugee or asylum-seeking child has to be enrolled in school. However, in practice these terms are often violated, and children's school enrolment is not always guaranteed. For instance, in Germany, refugee and asylum-seeking children might not always have access to regular schools or even to reception classes (e.g., 'AnkER-Zentrum' in Bavaria) (Koehler, 2019). Similarly, in the UK, refugee and asylum seeking children's entry to education is often delayed by long waiting lists (particularly for ESOL /English for Speakers of Other Languages/ places in Scotland); complex online applications processes that family members are unable to navigate; and in-year arrivals. Alongside this, a number of Local Authorities are experiencing a diminishing of in-house expertise as a result of the reduction in the number of specialist

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23

UASC teams across the UK (Kakos, 2019). Gladwell and Chetwynd's Refugee Support Network (RSN) report (2018) notes that there is a 20 school-day target for accessing education for all of the Unaccompanied Asylum-Seeking Children (UASC) in their care, but this target is rarely met.

Providing information to refugees, asylum-seekers (and other irregular migrants) is generally more coordinated, as there are more legal provisions on the reception process of irregular migrants. In most cases, **migration authorities, agencies or councils for refugees and reception centres** have the responsibility to provide all necessary information on education to the newly arrived families. Relevant migration agencies or offices are appointed for this task in Slovenia, Sweden and England, councils for refugees are responsible for informing migrant families about the education system in the Netherlands and Portugal, while reception (or refugee) centres and their social workers play a key role for this task in Bulgaria, Greece (appointed Refugee Education Coordinators have this responsibility), Lithuania, Norway and Poland. Regardless of the specific institution, this can be highly beneficial for migrant families, because they do not have to take additional steps to collect information as they are already in touch with these authorities, – the Netherlands is the only country where parents need to be proactive if they aim to gather information which is specific to their situation (Koster and Van Leeuwen, 2019).

Box 7 The role of the migration office in providing information to irregular migrants in Slovenia

The first information on the education system in **Slovenia** is provided to immigrants (refugees, asylum seekers, unaccompanied minors, irregular migrants) at the Migration Office or when arranging documents for residence (economic immigrants / regular migrants and returning Slovenes). The Migration Office informs the Ministry of Education, Science and Sports about the number of immigrant children and the residence. The Ministry of Education checks the enrolment options, taking into account the principle of dispersal of immigrants in various schools, and informs the Migration Office where the children will be placed. Then, the Migration Office informs parents or guardians about the appropriate school and parents independently approach the school. The school's counselling service informs parents and children about the education system, the organization of lessons and school rules.

Source: Gril et al (2019) Assessment of prior learning in Slovenia. Country report prepared for the SIRIUS Watch 2019 synthesis report. Unpublished manuscript

Other migrant groups (e.g., regular migrants and returning nationals) usually receive information about the education system and enrolment procedures from **government institutions (e.g. Ministry of Education), agencies working with migrants (e.g. migration offices) or municipalities**. The channels and the content of the information may differ: government institutions provide general information on their website, the government agencies working with migrants offer information on the education system through more direct contact and municipalities/local authorities are also often involved in supporting school placement or enrolment, besides providing information, they also offer in some cases welcome kits as it is e.g. in Poland or Lithuania.

Box 8 Public information providers in Portugal (for regular or returning migrants)

Depending on the location of the migrant family, the institution providing the information can be Ministry of Education offices, consulates, migrants associations, and municipalities, as well as one of the three National Support Centre for Migrants Integration (CNAIMs) or Local Support Centres for Migrant Integration (CLAIMs). Moreover, migrant families can acquire information by phone through the Migrant Support Line or online at the website of the High Commission for Migration (ACM)[14].

Source: Silva et al. (2019) Assessment of prior learning in Portugal. Country report prepared for the SIRIUS Watch 2019 synthesis report. Unpublished manuscript

In case of regular or returning migrants, the government institution or agency is usually not the only actor involved in this process, but rather provides initial, general information. Once the family starts the enrolment process, other actors come into play, such as the local municipality or schools themselves. Still, the authorities or information centres are the first contact point where families receive information on the education system. In countries where the allocation of children to schools is regulated based on the 'catchment area' (and not based on the family's choice) the migration department can facilitate this procedure. However, many stakeholders highlight that still many migrant families (including returning nationals – see Box 9) face barriers in accessing the required information, due to the language barrier or complexity of the system itself. In

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[14] See https://www.acm.gov.pt/estudar/ensino-em-portugal (Accessed: 13.11.2019)

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24

Germany, for example, many Bundesländer attempt to ensure informing newly arrived migrant families by establishing contact points, although, according to experts, the system is quite complex and not transparent which makes it difficult for migrant parents to find these contact points. One of the few exceptions is Hamburg, where – due to its small size – the access to information is easier, by a central contact point, which organises events, aiming to reach newly arrived families (Koehler, 2019).

Box 9 Challenges of returning migrant families in accessing information in Estonia

A survey in Estonia found that parents had experienced several problems after they had returned to the Estonian school system. For example, over half of the responding parents stated that they are not aware of any assessment of their children's prior learning or of their needs for support services. Even among those who reported about such assessments, many claimed that the specific needs of the child were not considered during school entrance tests. In some cases, the assessments were conducted at an unsuitable time for the family, and some parents reported that they could not get a place for the child in their preferred kindergarten or school.

Source: Murasov and Mägi, E. (2019) Assessment of prior learning in Estonia. Country report prepared for the SIRIUS Watch 2019 synthesis report. Unpublished manuscript.

In Estonia, Catalonia and Sweden, **municipalities** play an important role in providing information about the education system and facilitating enrolment procedures (for regular and returning migrants). Once the migrant family is registered as residing in the territory of a municipality, the local government has the responsibility to provide information about enrolment (Estonia), or to ensure that the children are enrolled in school (Sweden). Newly arrived migrant children in Stockholm, Sweden are first sent to the START Stockholm centre[15] for information about the Swedish school system. Then they are offered school placement (Denkelaar, 2019). Municipalities, however, are not tasked to provide information to refugee and asylum-seeking families – as mentioned above, this is the primary responsibility of institutions they are in touch with from the arrival to the country.

Box 10 The role of municipality in assigning children to schools in Catalonia

In **Catalan** municipalities, a Commission of Guarantees of Schooling, formed by representatives of the Administration, the local Administration and the schools in the district, is responsible for assigning migrant children to a school wherever possible. In order to guarantee non-discrimination and avoid the school ghettoization in a district, a circular procedure of pupil's distribution is followed for newly arrived children. Contrary to former linear procedure the newly arrived pupils are not assigned to the school with more places in the same district - which is usually the least desired and most ghettoized school. They are distributed equally among all the schools in the district, regardless of the number of places they may have.

Source: Essomba, M. (2019) Assessment of prior learning in Spain (Catalonia). Country report prepared for the SIRIUS Watch 2019 synthesis report. Unpublished manuscript.

Schools themselves can also be the first contact points with education system in some countries. In the Netherlands, for example, schools take a more pro-active role in informing regular and returning migrants about education opportunities. The school invites migrant parents and their children for an intake interview. During this interview, information is given about the Dutch education system and the particular school, including the school curriculum and the expectations towards the child and the parents, in terms of school rules and presence at school (Koster and Van Leeuwen, 2019). Schools in Norway have a significant role in providing information also for refugee and asylum-seeker families. Although the reception centres are the key actors in bringing the children to the school of enrolment (the local schools in most cases), the school provides the most relevant information to the family during the first meeting, about the education system and what is expected of the child (Andersen, 2019).

Besides the channels mentioned above, **NGOs and international organisations** play a supporting role in ensuring that migrant families are informed about the education system and they enrol their children in school in most EU Member States. NGOs develop brochures in multiple languages or organise events that explain the education procedures. These NGOs often have a greater capacity to provide tailored information

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[15] START Stockholm is mandatory for public schools and free of charge, but free schools need to pay for this service. Very few free schools actually take advantage of this offer.

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25

and reach different groups of migrants and are able to guide migrants to government agencies that can support them further. They support migrants in understanding the system, which may seem highly complex and provide a solution. In Greece, NGOs work in cooperation with the Ministry of Education is crucial for providing education continuity for migrant families (mostly in relation to refugees and asylum-seekers, see the Box below). In Bulgaria, the organisations working mostly with refugees and asylum-seekers are the Bulgarian Red Cross, Carita, the Council of Refugee Women and the International Organisation for Migration (Ivanova, 2019).

Box 11 NGOs provide information on the education system in Greece for refugees and other irregular migrants

The **Greek** Ministry of Education cooperates with IOs and NGOs that closely work with refugee communities and that can contribute to the provision of information. Due to their status, it is quite hard to locate and inform irregular migrants about the right and obligation for children to attend education. In refugee camps, the NGO responsible for hosting refugees usually guides them about where to ask for information on the Greek education system. In collaboration with the Refugee Education Coordinators, NGOs inform refugees mostly on a door-to-door basis. NGOs offer an important work at the refugee camps, with specialized staff, teachers, social workers, a multi-scientific team that puts a lot of effort. Learning, social activities and sports are offered to refugee children. In addition, the International Organization of Migration (IOM) supports significantly refugee students. IOM, the UN Migration Agency, ensured the safe transportation of migrant and refugee children from open accommodation centres to primary and secondary schools and the distribution of necessary school material. With support from the European Commission - Humanitarian Aid and in close collaboration with the Ministry of Education, Research and Religious Affairs and the Ministry of Migration Policy, IOM Greece contributed to the implementation of the formal education plan for the inclusion of migrant and refugee children into the public education system.

Source: Palaiologou, N. (2019) Assessment of prior learning in Greece. Country report prepared for the SIRIUS Watch 2019 synthesis report. Unpublished manuscript.

In almost all countries involved in the study, the work and initiatives of various actors are supported by the **development of informational materials** such as leaflets, brochures, websites, welcome kits, books, and other documents as well as events. These materials usually contain information to migrants in general about arrival to the country and include several aspects such as employment, housing, social security, as well as education. In several countries, these leaflets, whether developed by authorities on different levels or NGOs, are provided in several languages, usually the ones of the largest migrant communities. In Norway, the information prepared by the National Parents' Committee for Primary and Lower Secondary Education is provided in 21 languages to ensure that the information can reach all migrant families (Andersen, 2019).[16] However, even if the information is translated into several languages it might not be available in the migrant family's native language, or for example in the case of the Netherlands, materials are only provided in Dutch (Koster and Van Leeuwen, 2019). This can significantly hinder access to information; moreover, without a dedicated contact point, migrant families will need to look for these materials proactively.

4.2 Process of assessment

Assessment timing and actors involved

A review of assessment practices across Europe demonstrated a link between the timing of the assessment and the actors involved. Generally, when the child is assessed prior to enrolment, school staff is less commonly involved in the assessment process. If the child is enrolled first and assessed later, the school staff is the main actor conducting the assessment. Despite the rather significant role teachers and school staff have in the process of mapping of prior learning, available training generally does not provide teachers with the tools to monitor migrant children for the purpose of identifying those in need of additional support (Eurydice, 2019). Moreover, less than half of all countries across Europe have regulations or strategies which provide for continued assessment of migrant students' educational progress (beside the regular entry assessments in the school), which means that assessment in most cases takes place only once, upon enrolment.

Table 5 Relation between timing of assessment and actors involved in assessment

Timing	Before enrolment in school	Upon enrolment in school	After a longer period of time
Actors	Specialised organisations	School staff and teachers	Teachers

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[16] See http://www.fug.no/materiell-paa-andre-spraak.155836.no.html (Accessed: 21.11.2019)

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26

Source: PPMI based on country profiles.

In only few countries, assessment of prior learning starts **before the child is enrolled in school**, which also determines the actors involved in the assessment process, as specialised organisations become the primary assessor in these cases. In France, CASNAV is normally (when the school is far from a city where CASNAV services are available a teacher may have to assess by himself) the main responsible body for this assessment, which delivers the results of the assessment to the designated school, in order for teachers to adapt their learning programmes (Auger, 2019). In Germany, different regions and municipalities have different regulations about the location and time of assessment. For example, in Hamburg, the School Information Centre (SIZ) conducts the first assessment interviews a few weeks after arrival of the child in the city (Koehler, 2019).

In the majority of countries involved in this study, the assessment of prior learning takes place **during or after enrolment in school**. The child visits the school and the staff conducts introductory interviews with the child. Further steps taken inside the school depend on the assessment system in place in this particular school. Generally, the head teacher/principal and the class teacher are the main actors involved in the assessment procedures. However, other staff can be involved as well. In Ireland, for example, specialists may be recruited when the psychological or emotional situation of a child requires additional support (Smyth and Ryan, 2019). In Poland national-level regulations place an obligation on the school to provide a person speaking the native language of the student to assist the interview. In cases where the school employs a cultural assistant (a school employee whose main duty is to facilitate foreign student learning and student-parent-school communication) it is common to involve this person in the interview (Gajewska and Wasilewska, 2019). In Portugal and Slovenia, school psychologists take part in the assessment of all migrant children (Silva et al, 2019; Gril et al, 2019). In Bulgaria, according to Art. 5 (4) the composition of the commission for the school age includes a Bulgarian language and literature teacher or elementary teacher, teachers in the subjects according to the age of the student, a psychologist or a pedagogical advisor, while other pedagogical specialists can be assigned if needed. However, both school principals interviewed for the purpose of this research shared that the commissions in their school do not include a psychologist even if they have one in school (not all schools in Bulgaria have one, it's to be decided by the principal) (Ivanova, 2019).

Normally, such assessment takes place in the beginning of the enrolment process. However, a few cases were mentioned when such assessment can be delayed. For instance, in Bulgaria it can take place at the end of the first school year when the students have a better understanding of Bulgarian language (the child is placed into grade according to his/her age in this case). Art. 125(7) of the Ordinance No. 11 of 1 September 2016, on the Evaluation of the Learning Outcomes of Students stipulates: "For a person who does not speak Bulgarian language and is unable to pass the exams before enrolling in the school where he / she will continue his / her studies, validation of the competences for a class or stage may be completed by the end of the academic year from which he / she continues his / her studies in school in the system of pre-school and school education." The government, however, does not provide any assessment instruments or materials and the **teachers usually develop the tests themselves**, reflecting general topics of the school curricula. The school principal interviewed considered this approach effective, since teachers know children individually and know how to pose the questions in order to stimulate children to perform as good as they can (Ivanova, 2019). A different example is one of the schools in Poland in which interviewed school head stressed a huge flexibility in relation to school placement and assessment. Migrant students are first placed in preparatory classes in one of three grades groups (1-3, 4-6, 7-8) however depending on the student's development based on teacher's assessments he/she can be moved between classes and into mainstream classes at any moment, or the stay in preparatory class could be extended. This means that grade placement taking place at the beginning of a child's education in this school is in fact not definitive as it can be changed by the decision of teachers' later on (Gajewska and Wasilewska, 2019).

Consultations with stakeholders and practitioners reveal that most of the actors (particularly at the school level) involved in assessment lack the necessary tools, competences and guidance on how to perform this process to benefit migrant learners. French experts commented on assessment as the sole responsibility of the teacher: "It is sometimes difficult to be all alone to assess. It is difficult to be sure we assess well." The **absence of the multi-expert assessment team** and lack of second opinions places teachers in a difficult position. If their judgement is wrong, a child's education career may be adversely affected by it (Auger, 2019). Dutch experts also commented on the need for additional expert teachers. A key challenge Dutch teachers face in the assessment process is that migrant children often show signs of trauma, behavioural or psychological issues at later stages during the year. The initial placement assessment is not suitable to consider these factors and therefore help is sometimes offered too late (Koster and van Leeuwen, 2019).

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27

Validation of previously obtained learning certificates/qualifications

An important element of the mapping of prior learning is that – when available – **certificates and qualifications,** which document and prove prior learning (e.g. primary school completion certificate), **need to be recognised** by the education system of the host country. Generally, the review of documents certifying prior learning plays an important role in the assessment process of migrant children. In various countries including e.g. Finland, Norway, Poland and Portugal, assessment starts with the evaluation of certificates and other documents provided by the family that go through (formal) translation. The document then is attached to the file of a migrant pupil. In these countries, schools themselves are responsible for translating and determining the validity of the certificate (Yeasmin and Kemppainen-Koivisto, 2019). In Poland documents do not need to be translated nor authenticated and they are mainly used to state the number of years a child spent in education, which is the main criterion used during grade placement (Gajewska and Wasilewska, 2019). Slovenian experts explained that the verification of certificates is a challenging task and this process is often supported by the Ministry of Education and the ENIC-NARIC Centre (which functions within the Ministry of Education, Science and Sport (MESS/MIZŠ) (Gril et al, 2019). Irish stakeholders, however, indicate that previous certificates generally provide little information which would be of benefit to the teachers as educational systems differ greatly from country to country (Smyth and Ryan, 2019). In the Netherlands, diplomas obtained outside of the Dutch education system are not always taken into account (Koster and van Leeuwen. 2019). In France, the review of certificates from the home country solely serves to recognise that prior learning took place. However, the certificate itself does not determine school and grade placement or the organisation of future schooling, only the assessment and interviews conducted by CASNAV is accepted for that purpose (Auger, 2019).

Although all newly arrived migrant students go through the same process of assessment of prior learning, there can be specific regulations concerning refugees and asylum-seekers (generally those under international protection). In Greece, for example, the Refugee Education Coordinators (RECs) are responsible for the verification of documents presented by children in refugee camps (Refugee Hospotality Centres) as well as for the monitoring and coordination of education programmes which are offered within these centres from non-public organizations, Greek or international. RECs have an important general administrative role as key staff in refugee education. RECs are perceived as a key integration measure at the education policy level which is implemented with success (Palaiologou, 2019).

One of the most significant challenges faced by refugee and asylum-seeker families (and other irregular migrants) is the **lack of any documentary evidence** related to prior learning – highlighted by country experts. Although legal provisions ensure the enrolment of these students without the mandatory documentation in most countries[17], it makes it more difficult to determine the specific educational experience of a child. In the Netherlands, migrants without diplomas can apply for a so-called "indication of education level" (ION). The ION- procedure is carried out by the cooperation organisation for vocational education, training and the labour market (SBB)[18]. Based on the applicants' story and desk research, these organisations advise on the applicants' level of education (Koster and van Leeuwen. 2019). In Lithuania, in case of missing documents parental interviews are conducted to understand children's education background (Strauka et al, 2019). Similarly, in Norway, assessment of competences functions to account for missing documents (Andersen, 2019). Polish schools may accept written statements of parents on the total years of schooling attended by the child (see Box 12 below).

Box 12 Review of foreign certificates and documentation as assessment in Poland

> Regular migrants in **Poland** generally provide the school with their child's certificates, often translated (though not required by the law), transcripts of records and other certificates and diplomas documenting various activities and achievements. Polish stakeholders however indicate that this information is often quite limited. An indication of children's interests and abilities can be deduced, but the assessment does not give details on specific competences and knowledge of a child. Documentation is mainly used to state the number of years a child spent in education, which is the main criterion to be used for grade placement.

Source: Gajewska-Dyszkiewicz, A and Wasilewska, O (2019) Assessment of prior learning in Poland. Country report prepared for the SIRIUS Watch 2019 synthesis report. Unpublished manuscript.

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[17] It is important to note that despite legal provisions for enrolment, irregular migrants without school documents, and asylum-seeker children in general have difficulties in many countries to access quality education mainly due to language barriers.

[18] Samenwerkingsorganisatie Beroepsonderwijs Bedrijfsleven, see more at: https://www.s-bb.nl/ (Accessed: 21.11.2019)

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28

Content of assessment

The content and focus of assessment vary greatly across, and within, SIRIUS partner countries covered by this report. In many countries, this aspect is left to the discretion of schools, which means that the **content of assessment depends on individual school practice and vision of integration**. Generally, there appears to be three main approaches applied by SIRIUS partner countries: 1) the assessment includes only the language of the host country; 2) in addition to the above the assessment includes a variety of subjects (such as maths, science, literacy); and 3) in addition to the above the assessment includes socio-emotional and psychological tests.

In many countries, the assessment of newly arrived migrant children revolves mainly around their **knowledge of the official language of instruction**. In Greece, a formal, standardised assessment of Greek is being conducted by all schools (Palaiologou, 2019). The Estonian approach is less standardised. It includes an introductory interview where the Estonian (and other) language skills are mapped, to understand the abilities of a child in terms of communication, reading and writing in different languages. However, some Estonian schools also test mathematics (Murasov and Mägi, 2019). A survey among Norwegian teachers demonstrated that most teachers only test linguistic skills of migrant children; however, focusing not only on the language of instruction but other multilingual competences of newly arriving students as well (see the box below).

Box 13 The content of assessment materials in Norway

Several support tools and materials have been developed in **Norway** for the education actors taking care of the assessment process. Schools themselves have the autonomy to decide which materials are used to assess the prior learning of children. These materials include linguistic tests (both for Norwegian and for native languages) as well as subject tests. Some materials were developed at a national level and some are created by schools. A survey conducted among teachers demonstrated which types of materials and content are most often used to assess the prior knowledge of migrant children. The results are presented in the following table and show that a vast majority of teachers assess only on language skills of migrant children.

Assessment materials	Share of teachers who have used these materials
Linguistic proficiency in Norwegian (Directorate of Education)	62%
TOSP (Two languages). The assessment of linguistic skills in two languages.	21%
Locally developed materials	20%
The assessment of school subject competence (NAFO)	5%
The school/I do not use assessment materials, but use our professional understanding	9%
Migranorsk (Fagbokforlaget – Subject Book Publisher)	4%
FLORO (Multilanguage word memory, RAN and word repetition)	1%
Other materials	36%

Source: Andersen (2019), Assessment of prior learning in Norway. Country report prepared for the SIRIUS Watch 2019 synthesis report. Unpublished manuscript

Language often serves as a defining factor for successful assessment. Firstly, the **language in which the assessment takes place** can significantly influence the results. If children do not comprehend the language well, they have no chance to show their full capacity. Consequently, children might be placed in a lower class. Various experts indicated that there are not always resources available for translations which would help avoiding the bias in the assessments results caused by language barriers. Secondly, a **limited scope of language testing** (for example by only assessing the country's official language) prevents children from demonstrating their other language skills. In Catalonia, children can only do the prior learning test in one language, which disregards a child's possible multilingual background (Essomba, 2019). Dutch experts pointed at the fact that tests are not adapted to children with a different mother tongue and do not take into consideration their level of proficiency in their mother tongue (Koster and Van Leeuwen, 2019). Norwegian teachers state that illustrations used in different language tests create a cultural bias due to the lack of illustrations relevant to each individual language (Andersen, 2019). Similarly, in Greece, the Greek language tests are considered to be too limited, as they do not cover the broad spectrum of the Greek language, they are not connected to the curriculum and illustrations in the tests are not age-appropriate. Consequently, the test results do not necessarily correspond to the level of Greek that a child is able to understand in class. In addition, these tests unfortunately don't take into any consideration refugee students' prior learning in their first languages (Palaiologou, 2019). Other experts voiced similar concerns, namely that language tests are too academic, focus on technicalities and vocabulary, and do not consider colloquial dimensions, as well as are rarely culturally sensitive. Slovenian stakeholders noted the need for schools to be provided with resources for interpreters, in order to better conduct initial conversations with newly arrived students (Gril et al, 2019).

Box 14 Perception on skills and subject testing from Estonia

According to the **Estonian** education agency "Foundation Innove" it is not very useful testing student's skills and knowledge upon enrolment. A teacher can ask if the student can read or calculate or let the student draw a family picture. On the other hand, the test results may not be adequate to determine the child's general condition; performance may depend on the day and mood, rather than reflect reality. Therefore, no definitive conclusions should be drawn from the performance of these tasks nor can the student be assigned to a class based on these skills. According to the expert from the Foundation Innove, the challenge is how to consider previous life experiences (e.g., a refugee child has worked at the market or has moved from one country to another). The actual assessment of competences and talents should take place later, during the normal course of study.

Source: Murasov and Mägi, E. (2019) Assessment of prior learning in Estonia. Country report prepared for the SIRIUS Watch 2019 synthesis report. Unpublished manuscript.

Assessment procedures in other countries and/or regions often include **multiple subjects**. In France, Catalonia, and various German states, the assessment includes literacy (native and host country languages) as well as maths. The Bulgarian assessment procedure includes all the main subjects (except for arts, music, sports) which are tested at the end of the first year. The tests are developed by teachers themselves (Ivanova, 2019).

Aside from basic knowledge, teachers in the Netherlands and Portugal include elements of **behavioural, social and emotional skills** in the assessment. Assessment procedures for both primary and secondary education in the Netherlands include social and emotional skills of the child, covering skills such as the ability to work independently and the motivation of pupils. The assessment form for teachers includes areas such as Neuro-Linguistic Programming, creative therapy and play therapy (Koster and Van Leeuwen, 2019). The Portuguese Reception Guide for preschool, primary and secondary education includes numerous tips for assessing Portuguese language taking into account observations of children's behaviour in school and the child's interaction with the teacher, with colleagues, and during small informal and spontaneous conversation between the assessor and the student (Silva et al., 2019). Lithuanian experts indicated their desire to conduct a more comprehensive socio-emotional assessment during the mapping of prior learning but were limited by insufficient methodological expertise and diagnostic tools for such evaluation (Strauka et al, 2019). Estonian stakeholders expressed similar concern, namely that there is a lack of competence in assessing the special needs of pupils with migrant background, especially in situations where the lack of language skills allows very limited communication (Murasov and Mägi, 2019).

All in all, only few countries, even if including other subjects beyond language, try to cover the competences and talents of children in relation to the curriculum that they will follow in the new school. The results of such assessments can determine whether extra support is needed in certain areas but should also indicate where the strengths of a child lie. Norway conducted a large-scale study on the perceived effectiveness of assessment procedures (see the box below). The study found that many teachers were unsatisfied with the assessment materials.

Box 15 Evaluation of assessment tools in Norway

The data used in the **Norwegian** evaluation was compiled through four broad surveys among a sample of school owners (both at municipal and county level), school leaders, teachers and students. Only 40% of the teachers were content or highly content with the assessment materials they were using. Around 50% of the respondents in the report experienced that the materials combined with their own professional assessment give a proper basis for decision making and planning of their teaching. However, there was a relatively large share of respondents who were dissatisfied with the assessment materials. The main argument presented by this group is that the assessment methods are too rigid and detailed and often provide fragmented and too technical picture of students' skills.

Source: Andersen (2019), Assessment of prior learning in Norway. Country report prepared for the SIRIUS Watch 2019 synthesis report. Unpublished manuscript.

Although evaluations of the effectiveness of assessment materials and processes are almost non-existent in other countries, various stakeholders across Europe are not entirely satisfied with the availability of assessment tools and focus of such assessments in their respective countries. The

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30

main concerns relate to the **scope of tests**. Existing assessment tests are often considered to be too narrow in terms of content they are trying to cover, which do not provide a comprehensive picture of children's abilities, talents and aspirations.

Box 16 Scope of assessment in Greece

According to Greek stakeholders, refugee children often have a high command of English language as they have been the interpreters for their family during the journey to Greece. This knowledge is not taken into account and they are placed in classes according to their command of Greek language which is usually very poor. So they are placed in a class where their English is usually much stronger than their Greek peers and they lose interest and motivation. Practitioners recommend including assessment of children in other basic skills, such as numeracy, IT literacy and English language and provide differentiated learning paths according to the results. The Institute of Educational Policy developed a *Teacher's guide on Descriptive Assessment in High School* in order to assist educators in better assessing not only their students' prior learning but designing their further schooling according to their needs. The guidelines allow teachers make an improved first estimation on their student's profile and a complete mapping of their cognitive and socio-psychological skills.

Source: Palaiologou, N. (2019), Assessment of prior learning in Greece. Country report prepared for the SIRIUS Watch 2019 synthesis report. Unpublished manuscript.

Furthermore, stakeholders in the Netherlands, Norway and Catalonia considered that current **assessments practices are outdated**, particularly for the current diverse group of migrant children enrolling in schools. They also express concern that current assessments are not sufficiently culturally and emotionally sensitive. For instance, a shortcoming of the assessment procedure in Hamburg, Germany identified by interviewed stakeholders is that many children are unable to demonstrate their full potentials and skills during the first assessment interview at the School Information Centre because they have just recently arrived, may be shy, insecure or traumatized. Often teachers only realize over time the real potentials of these students (Koehler, 2019). A Greek expert highlighted a good practice from the country, related to **informal assessment** on a day-to-day basis by the teacher (see the box below). These assessments are used to adapt learning programmes and place children in the appropriate classes. In Greece, this approach is particularly useful since the only official assessment test is about a child's proficiency in Greek. Without additional assessment in class by teachers, the full scope of a child's skills and knowledge would not be taken into consideration. Therefore, additional methods need to be used (Palaiologou, 2019).

Box 17 Informal assessment practices in Greece

A good practice in **Greece** has been parent-teacher meetings at host camps, organized by Refugee Education Coordinators, with the aid of appropriate interpreters. Such meetings are crucial in identifying students' needs and levels, as there are usually many details in students' school history that are unknown to the teacher, especially since students often cannot communicate in Greek or English. Another example in this regard is the use of a Communication notebook that students carry with them daily between school and home and that serves as a tool for teacher-parent communication. As English translation is readily found in refugee camps, this form of communication is more effective than telephone communication (there are no interpreters in schools). The programme of translators and interpreters from NGO Metadrasi which provides a team of trained interpreters is really helpful.

Source: Palaiologou, N. (2019) Assessment of prior learning in Greece. Country report prepared for the SIRIUS Watch 2019 synthesis report. Unpublished manuscript.

In Croatia, stakeholders were concerned with the amount of time that is allocated to assessment of prior learning of migrant children. Croatian experts state that the **assessment procedures are limited by time and instrumentation**, especially concerning aspects for inclusive education. Proposals are being made in Croatia to include other testing instruments as well (Pijaca, 2019).

Criteria for grade placement

Upon enrolment in the host education system, the actors involved in assessment must determine the grade or class in which the migrant child will be placed. Various factors can influence this decision, such as tests, age and linguistic capabilities. Most countries indicate that **age is a key determinant** for the placement of a child in a suitable grade. A review of practices across Europe shows that in most countries, age is the first

criteria for placement. The skills mapped during the assessment and the evidence of prior learning or years of schooling are of a supportive nature in this regard. E.g., in Catalonia, age is the sole criterion for grade determination. After placement in the grade, the assessment serves to gain additional insights in the knowledge and competences of the child and develop an individual learning path (Essomba, 2019). However, regardless of the good practice of placing children into grades corresponding to their age, many still take into account their gaps in learning and place children into lower grades in practice. However, countries do set certain standards. In Bulgaria, for example, a child cannot be placed in a grade which is more than three years below their age (Ivanova, 2019).

Other countries (e.g., Poland, Bulgaria[19], Portugal) refer to **prior years of schooling and prior learning experience in case such evidence is available as a key factor deciding upon the grade placement**. Age and assessment results are secondary criteria in these countries (Ivanova, 2019; Silva et al, 2019), in the case of Poland number of prior years of schooling is - according to the regulations - a main criterion, in practice however the age might prevail (Gajewska-Dyszkiewicz and Wasilewska, 2019). The results of the "Primary School Assessment Kit" are the main criteria for grade placement in Ireland (Smyth and Ryan, 2019), while in Greece, the results of the Greek language tests are determining (Palaiologou, 2019).

Many stakeholders agree that children should ideally be placed with their peers or in a class which is not too far from their age group. Children who are placed in a class appropriate to their age are better able to integrate in the group. They are at the same stage of development and have more common interests. If a child is placed in a classroom with significantly younger children, the child will not be able to achieve the socio-emotional skills that are expected of a child at their age. Therefore, the interviewed experts consider that **assessments are more effective if they take into consideration the age of the child**.

Box 18 Age considerations during assessments

Croatian stakeholders state the importance of enrolling children in classes with their peers - "putting older children in lower grades are completely demotivating and emotionally blocking for them". As a result of classical testing, migrant children often attend classes in which children are younger than they are. The Croatian experts believe that better practice would be to place them in classrooms with peers at the time of enrolment, and only then to make the assessment of the appropriate grade. More than that, after preparatory language and supplementary classes, and on the basis of multi-month work and results (rather than tests) such assessment was better and more useful.

Example of a practice in interviewed **Polish** schools seems common in relation to the placement of children of Ukrainian labour migrants. These children most often have school documentation from Ukraine. Usually, the school places these children in one grade lower than in Ukraine, which is (due to the difference in the school age among the systems) typically in line with their age. According to the school it is the best solution as it makes it easier for the child, it gives a child time to learn the language and at the same time is important for the relations in the peer group.

Source: Gajewska-Dyszkiewicz, A., Wasilewska, O. (2019) Assessment of prior learning in Poland. Country report prepared for the SIRIUS Watch 2019 synthesis report. Unpublished manuscript; and Pijaca, E. (2019), Assessment of prior learning in Croatia. Country report prepared for the SIRIUS Watch 2019 synthesis report. Unpublished manuscript.

Documentation and use of assessment results

Upon completion of the assessment, the results can be recorded for the purpose of information sharing about the child within the education system and as a baseline or starting point of the educational career of the child in the host country. As indicated above, the assessment results are almost always reviewed together with other criteria such as age and evidence of prior learning. The map below shows the approaches to documentation of the assessment results in the SIRIUS partner countries.

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[19] This is only valid for the students who have supporting documents. For the ones who can't present any documents, the key criteria are the age of the child and the level of Bulgarian language (Ivanova, 2019).

Figure 5 Documentation of assessment results across SIRIUS partner countries
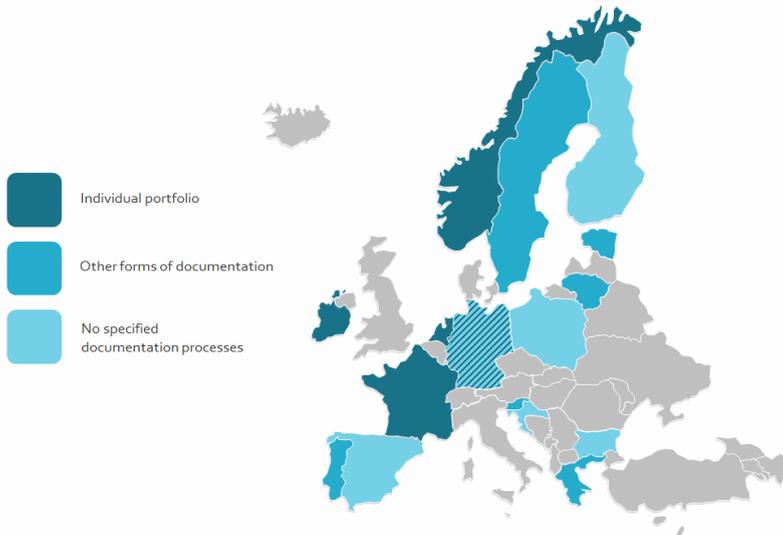
Source: PPMI, compiled based on country reports.

In most cases, the assessment results become part of the child's **individual portfolio** – a folder which includes all relevant academic and personal information of a child and can be used to track progress over a longer period of time. Experts from France, Germany, Ireland, the Netherlands and Norway explicitly mentioned the documentation of assessment results in such a portfolio.

Box 19 Use of portfolios in the Netherlands and Norway

In the **Netherlands**, the results of the assessment process are documented in the individual assessment plan of a newly arrived migrant child. This is a portfolio that teachers keep to assess the growth and improvement of the child during the year in the newcomer group. This portfolio includes the grading of the tests but also tracks the socio-emotional development amongst other things. After a year in the newcomer group is completed, the portfolio is put into a digital student system, so that the regular school teacher who continues working with the child after the first year can access this information.

The results of the assessment process of a migrant child in **Norway** are documented by providing a portfolio reflecting migrant children's skills and competence. When they finish a course or a school year, they are also provided with a certificate to prove completion.

Source: Koster, L. and Van Leeuwen, R. (2019) Assessment of prior learning in The Netherlands. Country report prepared for the SIRIUS Watch 2019 synthesis report. Unpublished manuscript; and Carlo Andersen (2019) Assessment of prior learning in Norway. Country report prepared for the SIRIUS Watch 2019 synthesis report. Unpublished manuscript.

Other forms of documentation of assessment results are also found across Europe. In Estonia, Portugal and Greece, documentation of assessment results mainly relates to the results of the language tests. The teachers assessing the knowledge of Greek language, grade the results according to specified diagnostic and assessment criteria, given by the Ministry of Education (Palaiologou, 2019). Assessment in Estonia is recorded in a map which identifies the languages that are used in and outside the family (Magi, 2019). Other countries indicated that there are **no clear national practices** on the documentation of assessment results. The documentation in Poland depends on individual school practice (Gajewska-Dyszkiewicz, Wasilewska, 2019). In some German Bundesländer, the assessment results are only used for the assignment procedure but are not further documented (Koehler, 2019).

The results of assessments can be used for various purposes. Ideally, the results inform the teacher about the strengths and weaknesses of a child, based on which the teacher, and other staff, can determine the best, individualised educational pathway for the child. Therefore, the more comprehensive the assessment procedure is, the more detailed the learning programme and additional learning support arrangements for the child are.

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33
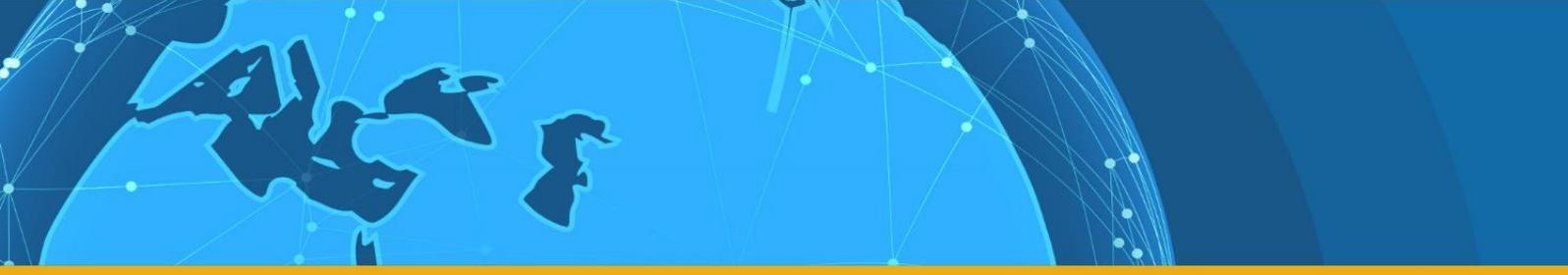
In Germany and Greece, assessment results are primarily used to determine the **school placement,** namely whether the child needs to be placed in preparatory/ reception classes or they can be integrated in mainstream education. In Greece, the type of reception classes is further distinguished in Class I or Class II based on the assessment results (Palaiologou, 2019).

Box 20 The use of assessment results and school placement practices in Germany

Although there are variations among and within the Bundesländer, the use of the assessment results is part of a three-step process in Germany. In the first step, the outcomes of the assessment inform the decision on whether to place the students in a preparation class or to enrol them in mainstream education. In the second step, the school for enrolment is decided – either where the preparation class is located or where the student should be included in mainstream classes. In the third step, for students who have been attending preparation classes, the mainstream school of enrolment is determined. For students attending these preparation classes, it is likely to be transferred to a mainstream class in the same school, even though it is possible to be reallocated to a different school after preparation class.

Beside the result of the assessment, the availability of places and the proximity of a school to the students' home are taken into consideration when choosing the school. The majority of newly arrived migrant students are placed in lower secondary schools preparing for vocational schools – where most of the preparation classes are operating – which limits their chances to access higher education or higher quality vocational training. Experts believe that this is an intentional practice which consequently increases the probability of newly arrived migrant students to remain in lower secondary education, reinforced by the interest of these schools for keeping migrant students there to avoid a potential closure of the school due to the lack of students. Moreover, there is no official procedure for newly arrived migrant students to move from a lower to a medium or higher secondary school after the first two years, and the teachers take the final decision in the matter.

Source: Koehler, C. (2019) Assessment of prior learning in Germany. Country report prepared for the SIRIUS Watch 2019 synthesis report. Unpublished manuscript.

Stakeholders in some countries reported that they try to use the assessment results to develop **individual learning plans** for migrant children. However, due to limited scope and lack of standardised practice these are not always informative enough to design a suitable learning programme for newly arrived students. In Lithuania, the Netherlands, Slovenia, Catalonia, Portugal and Sweden, the assessment results are used to determine the individual needs of a child and the best learning approach that addresses these needs. Particularly in preparatory or newcomer classes (e.g., in the Netherlands) the assessment results are used to determine what the child needs to learn during the year in order to enrol in mainstream education. Although various countries across Europe have national-level regulations on the provision of such learning support, the content of this learning support most often includes individualised support and differentiated teaching (teacher-level interventions). However, Eurydice (2019) found that individualised learning support is still mainly aimed at academic performance rather than socio-emotional support.

Box 21 Individual learning plans for migrant children in Catalonia and Slovenia

In **Catalonia**, both the reception teacher and the grade teacher meet to share the test results, and then they start to design the compulsory individualized learning plan (PI) for the migrant pupil. If the result of the assessment test identifies the migrant pupil shows serious learning or literacy gaps, he/she is not classified directly as a pupil with special needs, as it is considered that these gaps may be a consequence of the migration process. After the first assessment, the reception teacher or the grade teacher may recommend some other tests to migrant pupils to deepen in some specific aspects. However, these tests are not officially considered by the Administration.

Teachers of school subjects in **Slovenia** obtain information about the prior knowledge of the immigrant child individually, usually after some time the child is included in regular classes. They use written or verbal tests by which they assess the basic concepts of the subject and the level of understanding in relation to Slovene curriculum. On this basis, the teacher individually plans a learning program for an immigrant child. In some schools, team planning and monitoring of the immigrant child's learning is carried out within the whole teacher community working with an immigrant child. A rather widespread form of assessment, planning, monitoring and evaluation of learning, as well as social adaptation of an immigrant child, is the Individual Activity Plan, which is planned in the teams of teachers together with the immigrant child and parents.

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34

In some countries, the assessment results are used for individualised learning plans, but these assessments take place over the course of a specific learning period. In **Estonia**, after the acquaintance conversation the head teacher is recommended to convene the SEN (special educational needs) Coordinator, the class teacher and the language teacher to discuss the needs of the child, including support services. The need for an individual curriculum is decided. Once the child's actual competences and talents are identified (after the child has been enrolled for some period of time), the individual curriculum can be revised and complemented. Assessment results (information gathered during the acquaintance conversation plus documents about previous educational pathway if possible or relevant) are also used for placing the student into appropriate class. The formal decision is made by the teachers' council and the wishes of the parents are considered (Murasov and Mägi, 2019). Individual needs derived from assessments can also be considered in other aspects of school life. All staff in Estonian schools are informed of the special needs that a child may have and are instructed to pay attention to the particular needs and circumstances of the child (Murasov and Mägi, 2019). In Croatia, schools cooperate with NGOs to provide additional support at home or at the reception centre where the child is based (Pijaca, 2019).

Chapter 5: Final reflections

The number of refugees and migrants who reach Europe, escaping from conflicts and looking for new life opportunities, has increased dramatically in recent years. Their countries of origins as well as socio-cultural backgrounds are more diverse and students' schooling trajectories are more complex. Young learners are increasingly confronted with several cultures and habits, may change school systems and languages they study in more than once, and are likely to develop unequal competences across different disciplines. These newcomers face many challenges when entering European school systems. Ensuring continuity of their learning, building on the competences and experiences they have already acquired during their complex educational journeys before arriving to the final destination is one of them.

Many schools find themselves compelled by the changing circumstances to re-think their existing learning processes to better include newly arrived migrant students. In order to ensure that education response of the host country builds on the strengths and already acquired knowledge of newly arrived pupils, schools need to have capacity and tools to map and adequately assess competences these learners already have.

Only few studies have been carried out on the strategies and instruments used by educational stakeholders to determine the competences and talents of newly arriving migrant pupils. Most of the existing research focuses on recognition of migrants' qualifications to facilitate their integration into the labour market or enter higher education, but not at the level of transitions within compulsory schooling. Even though the recent debates and developments on the creation of European Education Area (targeted by 2025) call Member States to further enhance learners' mobility and remove all obstacles to recognising qualifications at (upper secondary) school level, ample work still needs to be done to achieve this goal, which also needs to go beyond official recognition of previously acquired qualifications and certificates, but also provide tools and guidelines on mapping actual skills, knowledge and abilities of a person, be it a short-term exchange student or a learner with a migrant background. **To date, this review demonstrates that mapping prior learning of migrant pupils has received limited attention on the policy level**. An initial (and continuous) assessment of newly arrived migrant pupils is not widely carried out, often happens ad hoc and focuses mostly on host language proficiency. Only a few European countries set national level guidelines and criteria for assessment of prior learning at the compulsory school level and use assessment results for developing suitable learning pathways for newcomers.

Based on scattered existing literature and stakeholder consultations conducted in the framework of this review, the main obstacles to consistent assessment of prior learning in European countries, and therefore, ensuring continuity of migrants' learning are often related to:

— **lack of physical evidence or documentation of prior learning achievements**. Migrant children (especially irregular and undocumented) and refugees may be unable to provide physical evidence of their qualifications and certificates. Partial documentation sometimes may be sufficient, but it requires assessment experts in host countries to be flexible and apply alternative ways for understanding comprehensively students' background and strengths.
— **language and cultural barriers**. Children's limited knowledge of language of instruction may stand as a barrier for adequately assessing children's educational background. As a result, children may end up being enrolled in school grades that are significantly below their age and cognitive abilities.
— **lack of information on school enrolment or limited access to it** among different groups of newly arrived migrant families.
— **limited capacity of practitioners to conduct culturally and linguistically sensitive assessments**. When moving to a new school or language environment, migrant children need support to successfully transfer their existing knowledge from one language to another, as well as further develop their learning potential. However, for many teachers this is a challenge, given that the majority of teachers have been trained to work in mainly monolingual and monocultural school systems and are now often expected to draw on their own resources when it comes to supporting learners' development and carefully assessing their educational backgrounds.
— **lack of suitable tools and instruments** to measure diverse set of skills and competences, which are culturally and linguistically sensitive.
— **lack of policy focus** and recognition of the importance of consistent guidelines at the system level and **limited availability of platforms for knowledge sharing and learning** within the system and across the systems at the EU level.

What is currently in place?

Key finding 1. **Only a handful of countries provide national level recommendations and criteria on assessment of prior learning and have developed comprehensive assessment instruments to grasp variety of competences of newly arriving learners. Even fewer of those are mandatory to use by schools and external assessment centres.**

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36

While progress is being made in the recognition of foreign diploma and certificates (mostly at the upper secondary education level and higher as part of the vision towards European Education Area), countries across Europe lack clear strategies, guidelines and tools for the assessment of prior learning of migrant children upon their admission to the host education systems. Few regulations and policies exist, and, where they do, they focus mainly on the process of enrolment (e.g., admission to *preparatory classes vs mainstream education;* enrolment based on *catchment area vs free school choice; age vs cognitive ability* as a main criterion for enrolment). Where national provisions on assessment exist, they rarely define the scope and content of assessment, but merely indicate that such assessment is recommended. As a result, schools are often left to rely on their own experience and best judgment on how the mapping of prior learning should be done and learning continuity should be ensured.

Inspirational examples of national level recommendations and toolkits on assessment include:

✓ **Finland**: by law, all immigrant children need to be interviewed when enrolling into schools to determine literacy skills, Finnish and Swedish language proficiency, learning skills and individual strengths, as well as previous educational background. The Finnish National Agency for Education provides comprehensive guidelines to schools all around Finland.

✓ **Sweden**: There are national guidelines and the assessment of prior learning is mandatory for primary and lower secondary education. The materials can be used for upper secondary level as well, but it is not mandatory. Guidelines and regulations for the assessment/mapping of prior educational experiences and schooling are developed by the National Agency for Education and are provided to the municipalities and school management. All the assessment materials, as well as links to helpful websites, research, training courses, supporting documents are available on the website of the National Agency for Education.

✓ **Germany**: several German lands have developed regional guidelines and tools for mapping prior learning of newly arrived migrant students. Baden Wurttemberg has developed quite detailed materials and is conducting training seminars for schools in the implementation of the '2P – Potential and Perspective' testing.

Key finding 2. **Even though access to compulsory education is usually guaranteed by law in all EU countries, not all the migrant groups enjoy equal access to schooling in practice. Not all the countries set maximum time limits within which migrants should be enrolled into education. Refugees, asylum-seekers and irregular migrants can be delayed or denied access to education. Furthermore, the information provisions on educational opportunities in the host country is not always transparent and accessible to all migrant groups.**

The right to access compulsory education is usually guaranteed by law in EU countries. However, the European **regulation that requires that children entering a Member State should be included in education within three months (article 14 (2) Directive 2013/33/EU) is not fully put in practice** in some EU countries due to prolonged procedures (multiple relocation, time lag in finding a school place, etc.). **It may take up to six months for children to enter a stable school setting and in some cases even longer than that**. In some countries, for example the Netherlands, Italy and Belgium, education is compulsory for all school age children regardless of their status, whereas in other countries, for example Sweden and Germany, some groups of refugee children (in Sweden refugee children whose asylum procedures are still ongoing or who do not yet have a residence permit, in Germany children in reception centres and unaccompanied children in preliminary care) are under no obligation to attend school.

Empirical evidence also reveals that **information on available educational opportunities is not always accessible to all newly arrived migrant families**. In some countries it is provided only in the national language of the country and no guidance and support is always available to explain how the system works. While such explanations are usually provided to refugee and asylum-seeking children in reception centres in a more systematic way, other migrant families find the communication system non-transparent and difficult to navigate.

Practice shows that information provision, guidance and advice to newly arrived migrant families is more accessible and transparent when:

✓ **it is provided centrally** – by Migration office which collaborates with the Ministry of Education (as in Slovenia), by municipality (as Stockholm START programme in Sweden), by regional academic reception centres (such as CASNAV in France), by national or local integration centres (such as National Support Centre for Migrants Integration (CNAIMs) or Local Support Centres for Migrant Integration (CLAIMs) in Portugal).

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37

- ✓ **there is a network of support services, which can provide further explanations and support** (as NGO support network in Greece or Bulgaria).
- ✓ **it is provided in multiple languages** (e.g., information prepared by the National Parents' Committee for Primary and Lower Secondary Education in Norway is provided in 21 languages).

Key finding 3. **A child's age in primary and lower secondary education, and evidence of previous schooling at upper secondary levels are the usual criteria for determining the school grade of new arrivals. However, in practice children can be placed in grades lower than their age in some countries if this is not explicitly regulated at the state level.**

Most countries indicate that **age is a key determinant** for the placement of a child in a suitable grade. The skills mapped during the assessment (if such assessments are conducted) and the evidence of prior learning or years of schooling are of a supportive nature in this regard. However, regardless of the good practice of placing children into grades corresponding to their age, many systems still place children into lower grades in practice due to potential knowledge gaps (often ill-assessed due to the lack of appropriate assessment tools). **Some countries do set limits** though (e.g., in Bulgaria a child cannot be placed in a grade which is more than three years below their age).

Key finding 4. **Since assessment of prior learning is not required by education laws in most countries, it happens inconsistently and on ad hoc basis. In such cases, schools are the ones to perform it and they usually do it right upon enrolment into preparatory/reception class or mainstream class.**

Although the responsibility of the **assessment of prior learning is typically in the hands of the schools**, there are some countries where this is not the case. For example, in Bulgaria the regional education authority is responsible for the assessment, while in Slovenia, school counselling services at secondary level and the teachers of the given school in primary education are tasked with assessment. In France, the responsible actor is the Academic Centre for the Schooling of Newly-Arrived Allophone Students and Children from Traveling Families and Travelers (CASNAV).

In most of the cases when, **assessment is not done continuously, but at one point in time – before enrolling into school or right upon enrolment**. Such practice is often questioned by educational stakeholders, as it does not allow comprehensive observation of children's abilities and potential and might not reflect the actually competence level due to various factors (such as emotional state of a child at the moment of assessment, language proficiency, etc.). Furthermore, despite the rather significant role teachers and school staff have in the process of mapping of prior learning, **available training generally does not provide teachers with the tools and competences** to monitor migrant children for the purpose of identifying those in need of additional support.

Practice shows that assessment of prior learning is more effective and beneficial for schools' planning and migrant children's further learning development, when it is done:

- ✓ **by a team of well-trained professionals** (involving specific subject teachers, social and health workers, psychologists, etc., which comprise assessment committees) as in Sweden and some schools in Portugal and the Netherlands.
- ✓ **continuously** over a certain period of time, which allows grasping academic, learning and emotional skills and well-being of newly arrived migrant children as in Sweden and some schools in Estonia.

Key finding 5. **In cases when assessment of prior learning is conducted, it usually focuses on the proficiency in the language of instruction and in fewer cases on basic literacy skills and specific subjects. Almost never this assessment is culturally and/or linguistically sensitive.**

The content and focus of assessment vary greatly across, and within, countries in the EU. In many countries, this aspect is left to the discretion of schools, which means that the **content of assessment depends on individual school practice and vision of integration**. In many countries, the assessment of newly arrived migrant children revolves mainly around their **knowledge of the official language of instruction**. Only in a few countries language assessment also includes the ability to communicate in other languages, including mother tongue of a child (e.g., Estonia and Norway). In some countries assessment also includes other subjects (e.g., France, Spain, Bulgaria). However, often **tests are not adapted to children with a different mother tongue** and do not take into consideration their level of proficiency in their mother tongue or potential cultural

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38

peculiarities. Aside from basic knowledge, elements of **behavioural, social and emotional skills** sometimes are also included in assessment (e.g., some schools in the Netherlands and Portugal).

Practice shows that assessment of prior learning is more effective and beneficial for schools' planning and migrant children's further learning development, when it:

- ✓ **is culturally and linguistically sensitive**.

- ✓ **takes into account resources of migrant children –** such as linguistic resources of children, including their mother tongue (as Estonia or Norway).

- ✓ **covers multiple aspects of children's development** – e.g., combination of linguistic competence, basic literacy, well-being, learning skills, talents and motivation (as in Sweden, some schools in the Netherlands and Portugal).

- ✓ **involves several assessment methods** – tests, interviews, observations, games and play therapy, etc (as in Portugal and Sweden).

Key finding 6. **In cases when assessment of prior learning is conducted, it usually serves as complementary information when deciding on the placement of a child (in preparatory or mainstream class) and provision of additional linguistic and/or academic support.**

Practice shows that the results of assessments can be used for various purposes, but it depends on particular educational setting. Ideally, the results inform the teacher about the strengths and challenges of a child, based on which the teacher, and other staff, can determine the best, individualised educational pathway. Therefore, **the more comprehensive the assessment procedure is, the more detailed the learning programme and additional learning support arrangements for the child are**.

Practice shows that mapping of prior learning of migrant children serves best for their further educational career when:

- ✓ the assessment results become part of the child's **individual portfolio** – a physical or digital folder which includes all relevant academic and personal information of a child and can be used to track progress over a longer period of time and which can be accessible to different professionals working with the child along his/her educational journey (as in some schools in France, Germany, Ireland, the Netherlands and Norway).

- ✓ schools use the assessment results to develop **individual learning plans** for migrant children. However, due to limited scope and lack of standardised practice these are not always informative enough to design a suitable learning programme for newly arrived students.

What should be done further?

This review demonstrated that assessment of prior learning of migrant children in school education is not yet systematically implemented across Member States, is often too narrow and does not provide necessary information to ensure learning continuity of migrant children in Europe. In this light, SIRIUS recommends the following to policy-makers, practitioners and other stakeholders:

Recommendations	Policymakers	Practitioners (school stuff and other professionals	Community (NGOs, Business, etc.)
Recognise and develop consistent strategy and guidelines Education authorities need to commit and invest into the development of comprehensive system of assessment of prior learning to support schools and other professionals to perform	●		

such assessments consistently in order to ensure continuity of learning for newly arriving migrant children.

Transparently and effectively communicate available educational opportunities

Effective communication channels (information toolkits, support stuff, interpreters) need to be in place so that newcomers are immediately and sufficiently informed and guided about educational opportunities in the host country.

Speed up enrolment processes

Governments should minimise the time periods when migrant children (refugees and asylum-seekers in particular) are out of school and ensure their immediate access to learning.

Engage different stakeholders in the design and establishment of the assessment and validation system

It is key that guidance and support is available to schools and other educational settings on the time, scope and content of assessment. For instance, mobile assessment teams (who provide guidance and assistance in assessment) can be organised. Partnerships between schools and non-formal education providers can be crucial for taking non-formal learning into account (when initially assessing and when developing individual learning plans)

Design innovative and culturally/linguistically sensitive tools

Existing assessment toolkits need to take into account potential cultural and linguistic biases. Countries could further explore the potential of modern technologies to make assessment more comprehensive, child-friendly and personalised by investing more in assessment research and innovation, cooperation with IT companies and representatives of sending countries.
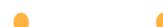
Train professionals

Host countries should aim to equip school stuff and other professionals with necessary skills and knowledge to perform culturally sensitive assessments. Such trainings should be provided both at ITE and CPD levels. Assessment professionals need to have tools and resources to deal with any type of learner, whatever his/her background and situation might be and be able to provide suitable educational pathway based on the results of APL.

Systematise knowledge and experiences and promote collaboration within and between countries

Countries should invest in creating or using existing platforms and exchange portals and encourage and support knowledge exchange, peer support, developing new tools and practices and storing effective approaches at the national level and EU level. Such platforms need to be available to multiple stakeholders (incl. policymakers, practitioners, integration workers, businesses, NGOs) to ensure effective cross-sectoral collaboration.

Monitor and evaluate

Education authorities and schools need to constantly monitor the effectiveness of existing mechanisms and practices in order to understand **success, progress and needs at**

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40

institutional level and continuously improve and innovate to make sure that educational response meets the needs of learners.

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41

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43

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44

Annex 1. Questionnaires for the national data collection

This questionnaire aims to support SIRIUS national partners in producing a country briefing, documenting existing policies at the national level when it comes to assessment of prior learning, skills and talents of newly arriving migrant children to determine and/or guide the school enrolment process, as well as provide examples of how such assessments are done in practice at the level of schools or other organisations tasked to perform such assessment.

The questionnaire consists of three parts:
- **Policy and practice review (Part I)**, where experts are asked to provide detailed information on existing policy regulations and guidelines regarding newly arrived migrants' prior learning assessment either at the national or regional level (if these regulations are defined at the regional/municipal level).
- **Examples of assessment practices (Part II)**, where experts are expected to provide information about the implementation of the assessment process on a school level (or another institution's level, based on where the assessment takes place). Here experts are asked to provide evidence on how the national/regional guidelines are actually implemented in practice, or in the absence of those, document a number of examples on what individual education providers are doing to guide migrant children's school enrolment process.
- **Key conclusions and policy gaps (Part III)**, where experts are asked to summarise the main findings and provide their expert opinion on the existing policy and or implementation gaps when it comes to ensuring continuity of migrant children's learning.

It is expected that **desk research** and **interviews** with key stakeholders would be the main methods for collecting information and answering the questions. Fort the desk research, the suggested types of sources include:
- National/regional education strategies;
- Specific educational guidelines, frameworks, recommendations for school enrolment and integration of migrant children;
- Websites of national education agencies and non-governmental organisations;
- Eurydice reports for your country;
- National research and policy studies;
- Grey literature and online resources.

Besides documentary analysis, experts are requested to conduct **3-4 interviews** with relevant stakeholders at the institutional level and policy level:
- **1 interview** with a **policy actor** working on or closely related to assessment of migrants' prior learning and integration into education system, if detailed information is not accessible online.
- **3 interviews** should involve **actors directly related to implementation of the assessment procedures.** These could include school heads, teachers or special officers responsible for the assessment of previous education background of newly arrived migrants.

Part I: Policy and practice review

This section is meant to review national or regional policy documents and strategies regulating the school placement process of migrant children and how the assessment of newly arrived migrants' prior learning at primary and secondary education levels should be organised. This part should be based on the review of secondary sources available in a country; however, an exploratory interview with policy actor can help answering some of the questions. Below the list of guiding questions is provided.

For each question **please consider whether different answers may be applicable for primary and secondary** (lower and upper) education levels. For example, in many countries at primary and lower secondary levels child's age is the main factor in determining the school grade, while in upper secondary education the more important determinant is the evidence of previous educational attainment in available school documentation.

Also, **please consider different profiles of migrant children** (e.g. asylum seekers, unaccompanied minors, regular immigrant children coming with their families or returning nationals in case of the Baltic States) and the procedures applied to them when answering the questions. For example, refugees' and regular migrants' prior learning might be assessed at different immigration stages and different places.

Table 6: Questions on national/regional policies

No.	Questions to be answered based on desk research

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45

	National/regional strategies and guiding frameworks for the mapping of newly arrived migrant children's prior educational experiences
1.	Do education authorities (at national, regional or local level) provide any regulations or guidelines on how the school placement and assessment/mapping of prior educational experiences of newly arrived migrant children have to be organised? If so, what do they say? Some points to consider when answering this question: - Are these procedures mandatory? - How much of autonomy does the school have over the assessment process? Please refer to specific policy documents. If there are no regulations and strategies at the moment, is there anything planned to be introduced in the future?

Type your answer here

2.	Are there any national/regional level support tools/instruments/materials for the education actors taking care of the assessment process? Examples of such instruments could include specific guidelines for evaluation process, standardised assessment forms, training for teachers to carry out assessment procedures, developed test/assessing materials for evaluating prior learning, etc.

Type your answer here

	I Stage. Arriving to a host country: informing migrant families
3.	How newly arrived migrants are informed about host country's education system and assessment procedures? Who is responsible for providing this information? And when such informing happens? Are migrants expected to proactively seek for the information about the education system and recognition of prior learning? Are there any measures to ensure that the information reaches every migrant family? Does the procedure differ for primary and secondary school, as well as depend on the time of arrival of a student? Does the procedure differ depending on the status of newly arrived migrant student? Please consider the following groups: — Regular migrant — Refugees and asylum seekers — Unaccompanied minor — Irregular migrant — Returning national.

Type your answer here

	II Stage. Assessment process
4.	Where and when does the assessment of prior learning take place? Is it carried out before enrolling to a particular school or after? If the assessment takes place not in schools but in other designated institutions, is there additional evaluation procedure initiated by schools? How these centres communicate and translate the assessment results to receiving schools? Does the procedure differ for primary and secondary school, as well as depend on the time of arrival of a student?

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46

	Does the procedure differ depending on the status of newly arrived migrant student? Please consider the following groups: — Regular migrant — Refugees and asylum seekers — Unaccompanied minor — Irregular migrant — Returning national.

Type your answer here

5.	Who are the key actors taking part in the assessment process? What kind of educational professionals are involved in the assessment (e.g. teachers (of what subjects?), interpreter, psychologist, facilitators, etc.)? Are different stakeholders involved at different stages of mapping (for example, certain professional evaluates migrants' background documents, teachers assess children's knowledge and skills, psychologists talk with parents and evaluate child social and emotional skills, etc.) Does the procedure differ for primary and secondary school, as well as depend on the time of arrival of a student? Does the procedure differ depending on the status of newly arrived migrant student? Please consider the following groups: — Regular migrant — Refugees and asylum seekers — Unaccompanied minor — Irregular migrant — Returning national.

Type your answer here

6.	What are the key criteria used to determine the grade and educational pathway for newly arrived migrant student? Examples of such criteria could be age, documented evidence of prior learning and/or prior assessment, specific competences/skills evaluated through tests, the level of competences in the host country languages, psycho-social well-being. How each criterion is being assessed and how do they rank in importance in the grade placement? Does the procedure differ for primary and secondary school, as well as depend on the time of arrival of a student? Does the procedure differ depending on the status of newly arrived migrant student? Please consider the following groups: — Regular migrant — Refugees and asylum seekers — Unaccompanied minor — Irregular migrant — Returning national.

Type your answer here

7.	What type of documents are accepted as a proof of prior learning and obtained education? Who is responsible for analysing this documentation – is it a central body, local authorities or schools themselves? Do they have the appropriate resources to read and analyse school documentation from pupils' home countries?
	What happens if certain documents are missing (e.g. proving prior education or age)? Do countries test pupils' knowledge in another way?

Type your answer here

8.	During the assessment of prior learning, what subject areas and competences are being mapped/assessed? (e.g. maths, literacy, host country's language, cognitive skills, socio-emotional skills, psycho-social well-being, other)
	In what language such evaluation takes place?
	Are there standardised tests for such evaluation?
	Are the applied practices/assessment tools linguistically and culturally sensitive?
	Does the procedure differ for primary and secondary school, as well as depend on the time of arrival of a student?
	Does the procedure differ depending on the status of newly arrived migrant student? Please consider the following groups:
	— Regular migrant
	— Refugees and asylum seekers
	— Unaccompanied minor
	— Irregular migrant
	— Returning national.

Type your answer here

III Stage. Outcome of the assessment procedure

9.	How the results of assessment process are documented? For example, by providing certificate or portfolio documenting migrant children's skills or competences.

Type your answer here

10.	How the assessment results are used? And who are the main users of these results?
	Examples could include, for placing pupils into appropriate mainstream education grades, developing individual learning plans, assigning language of instruction classes, etc.

Type your answer here

Research evidence on the effectiveness assessment procedure

11.	Has any research on the assessment of newly arrived migrants' prior learning been carried out in your country?
	If yes, please indicate these studies. What was the research design (e.g. case study, longitudinal studies, policy report, etc.) for the analysis of outcomes? Was the effectiveness of the assessment procedures evaluated? What was the outcome? Please provide evidence.

Type your answer here

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48

Part II: Examples of assessment of prior learning at the institutional level

The aim of this section is to investigate how the strategies and frameworks described in Part I are implemented in practice and in case there are no national requirements for school placement and assessment of prior learning, document a set of examples of the procedures that various individual actors design to ensure the continuity of learning of newly arrived migrant pupils, building on their earlier acquired skills and talents. Please describe 3 practical examples on how the assessment process is implemented based on the interviews with practitioners.

The interviews should target actors directly involved in the implementation of the assessment procedures. These could include school heads, teachers, psychologists or specific professionals in the assessment or reception centres responsible for the assessment of newly arrived migrants. The type of the stakeholder to be invited for the interview depends on how the assessment procedure is carried out in a country. For example, in France, in primary education, initial assessment is carried out by a person specifically nominated for this task by the French inspectorate, with the help of trainers from CASNAV (academic centres for the schooling of newly arrived non-French speaking students and students from traveller families). Thus, in France's case, the aim would be to interview the nominated person or if not possible a well-informed representative from CASNAV.

The way assessment is carried out in both primary and secondary education should be explored through the interviews. Please consider the following groups:
— Regular migrant
— Refugees and asylum seekers
— Unaccompanied minor
— Irregular migrant
— Returning national.

Guiding questions for the interviews with practitioners

Context and framework

- What is the interviewee's role in the migrants' assessment process?

- How does the identification of a school and school grade that are the most suitable for newly arrived migrant children is carried out in your institution? Please describe the steps starting from the moment of arrival of a pupil to the moment of enrolment into mainstream education.

  o Please describe if the process is different for different migrant groups (regular migrants, refugee and asylum seekers, unaccompanied minors, returning national)
  o At which stage in this process the assessment and mapping of prior learning takes place?

- Which guiding documents/frameworks you are using for performing the assessment? Who developed them? When they were developed?

- Have you received any support (e.g., training or guidance) to build up your assessment competences? Is any training available to other professionals involved in the assessment process?

- To what extent the practices applied in your institution/school are common in other schools in your country? Do you share knowledge and experience with each other?

Assessment process

- Is there a strict procedure that you have to follow in order to evaluate migrant's prior learning or is the evaluation process flexible and can differ for each case? How did this procedure evolve? Was it based on any previous practice in your country or other country?

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49

- Who are the stakeholders (consider parents, children, educational professionals as well as other specialists, like psychologists, representatives from governmental institutions, etc.) involved in the assessment/mapping process? At which stages they are involved?
- What are the assessment criteria? How the different criteria rank in importance? And who decides on the criteria and their importance?
- What type of documents are accepted as a proof of prior learning and obtained education?
    - o Who is responsible for analysing the documentation?
    - o Are there appropriate resources to read and analyse school documentation from pupils' home countries?
    - o What happens if certain documents are missing (e.g. proving prior education or age)?
- What is being assessed in the process of mapping prior learning and educational experiences? (e.g. maths, literacy, host country's language, socio-emotional skills, psycho-social well-being, motivation, talents, etc.)
    - o What kind of instruments are used (tests, forms, interviews, games, etc.)?
    - o If there are available documents proving migrant's prior learning, would knowledge/skills be still assessed separately?
    - o In what language the evaluation takes place?
    - o Are the instruments culturally sensitive and adjusted?
- Are the assessment results recorded/documented in any recognised formal way?
- How the assessment results are used?
    - o Are individual learning plans being developed according to the assessment results? Are they available for all migrant children?
    - o Are children being placed to mainstream education right after the assessment or separate provision is available?
    - o Who are the main users of the assessment results?
- What challenges do the practitioners and migrant pupils face related to the assessment process? Are there certain stages, tools, regulations in the assessment process that doesn't work and need to be changed? Why are they ineffective?
- What additional support is necessary or would be good to have in carrying out the assessment and ensure continuity of learning of migrant pupils in your school/country?

| 1. | **Description of practice 1** (based on the summary of interview 1 and review of secondary sources (if available). |

Type your answer here

| 2. | **Description of practice 2** (based on the summary of interview 2 and review of secondary sources (if available). |

Type your answer here

| 3. | **Description of practice 3** (based on the summary of interview 3 and review of secondary sources (if available). |

Type your answer here

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50

Part III: Key findings

This section aims to summarise the main findings and provide expert opinion on the existing policy gaps when it comes to ensuring effective assessment of prior learning with the aim to facilitate migrant and refugee inclusion.

Key conclusions and policy gaps
1.
2.
3.
...

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51

Annex 2. Sources consulted during the national data collection

Bulgaria

Ordinance No. 11 of 1 September 2016, on the Evaluation of the Learning Outcomes of Students, https://www.lex.bg/en/laws/ldoc/2136905302
Law on School and Pre-School Education, https://lex.bg/bg/laws/ldoc/2136641509
Art. 1 (3), clause 1, Ordinance No. 11 of 1 September 2016, on the Evaluation of the Learning Outcomes of Students, https://www.lex.bg/en/laws/ldoc/2136905302
Art. 2, Ordinance No. 11 of 1 September 2016, on the Evaluation of the Learning Outcomes of Students, https://www.lex.bg/en/laws/ldoc/2136905302
Art. 105 (1) Ordinance No. 11 of 1 September 2016, on the Evaluation of the Learning Outcomes of Students, https://www.lex.bg/en/laws/ldoc/2136905302
Art. 105 (3) Ordinance No. 11 of 1 September 2016, on the Evaluation of the Learning Outcomes of Students, https://www.lex.bg/en/laws/ldoc/2136905302
Art. 73 (1), Law on Pre-School and School Education defines that the Bulgarian system consists of primary and secondary education. The primary one has two stages – elementary (from I to IV grades) and junior high school (from V to VII grade). The secondary one has two stages too – first high school stage (from VIII to X grade) and secondary (from XI to XII grade). https://lex.bg/bg/laws/ldoc/2136641509
Art. 109 (1), Ordinance No. 11 of 1 September 2016, on the Evaluation of the Learning Outcomes of Students, https://www.lex.bg/en/laws/ldoc/2136905302
Art. 109 (2), (3), Ordinance No. 11 of 1 September 2016, on the Evaluation of the Learning Outcomes of Students, https://www.lex.bg/en/laws/ldoc/2136905302
Art. 109 (4), Ordinance No. 11 of 1 September 2016, on the Evaluation of the Learning Outcomes of Students, https://www.lex.bg/en/laws/ldoc/2136905302
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Ordinance No 3 of 6 April 2017 on Conditions and Procedures for Admission and Training of Asylum Seekers or Beneficiaries of International Protection, https://www.mon.bg/upload/4160/nrdb3_2017_obuchenie.pdf
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Attachment No 2 of the Ordinance No 3 of 6 April 2017 on Conditions and Procedures for Admission and Training of Asylum Seekers or Beneficiaries of International Protection, https://www.mon.bg/upload/4160/nrdb3_2017_obuchenie.pdf
Law on Asylum and Refugees, https://lex.bg/laws/ldoc/2135453184
Art. 73 (1), Law on Pre-School and School Education defines that the Bulgarian system consists of primary and secondary education. The primary one has two stages – elementary (from I to IV grades) and junior high school (from V to VII grade). The secondary one has two stages too – first high school stage (from VIII to X grade) and secondary (from XI to XII grade). https://lex.bg/bg/laws/ldoc/2136641509
Art. 73 (1), Law on Pre-School and School Education defines that the Bulgarian system consists of primary and secondary education. The primary one has two stages – elementary (from I to IV grades) and junior high school (from V to VII grade). The secondary one has two stages too – first high school stage (from VIII to X grade) and secondary (from XI to XII grade). https://lex.bg/bg/laws/ldoc/2136641509
Art. 109 (1), Ordinance No. 11 of 1 September 2016, on the Evaluation of the Learning Outcomes of Students, https://www.lex.bg/en/laws/ldoc/2136905302
Art. 109 (4), Ordinance No. 11 of 1 September 2016, on the Evaluation of the Learning Outcomes of Students, https://www.lex.bg/en/laws/ldoc/2136905302
Art. 105 (1) Ordinance No. 11 of 1 September 2016, on the Evaluation of the Learning Outcomes of Students, https://www.lex.bg/en/laws/ldoc/2136905302
Art. 105 (3) Ordinance No. 11 of 1 September 2016, on the Evaluation of the Learning Outcomes of Students, https://www.lex.bg/en/laws/ldoc/2136905302

Art. 73 (1), Law on Pre-School and School Education defines that the Bulgarian system consists of primary and secondary education. The primary one has two stages – elementary (from I to IV grades) and junior high school (from V to VII grade). The secondary one has two stages too – first high school stage (from VIII to X grade) and secondary (from XI to XII grade). https://lex.bg/bg/laws/ldoc/2136641509

No of interview	Date of interview	Profile/position of the interviewee
Interview 1	11 June 2019	UNCHR Bulgaria Integration Officer
Interview 2	13 June 2019	A school principal in Sofia
Interview 3	14 June 2019	A school principal in Harmanli
Interview 4	29 August 2019	Representative of the Ministry of Education, Regional Education Management, Sofia

Croatia

Law on International and Temporary Protection, Official Gazette 70/2015
Report of The Ombudswoman of Croatia http://ombudsman.hr/hr/izvjesca-2017/izvjesce-pp-2017/send/82-izvjesca-2017/1126-izvjesce-pucke-pravobraniteljice-za-2017-godinu (pg.49)
Bužinkić, E. (2017). *Uključivanje djece izbjeglica u hrvatski odgojno-obrazovni sustav.* Zagreb: CMS, GOOD Inicijativa, Inicijativa Dobrodošli
Rule book about implementation of programs and assessment of knowledge of asylum seekers, asylees, aliens under temporary protection, subsidiary protection regarding access to educational system of Republic of Croatia (Official Gazette, 89/2008);
Act on education and upbringing in elementary and secondary school (Official Gazette, 87/08, 07/17)
Rulebook about preparatory and additional lessons for students who do not know or insufficiently know Croatian language (Official Gazette, 15/2013)
Rule book on determining of mental and physical condition of child, pupil and composition of expert committee (Official Gazette, 67/2014)
Project Article 28: http://28.korakpokorak.hr/);
Association for psychological help (https://dpp.hr/category/publications/)
Ajduković, D at al. (2019), Izazovi integracije izbjeglica u hrvatsko društvo: stavovi građana i pripremljenost lokalnih zajednica, Vlada RH; Ured za ljudska prava I prava nacionalnih manjina, Zagreb.

No of interview	Date of interview	Profile/position of the interviewee
Interview 1	June 16th 2019	Representative of Step by step Association, Croatia
Interview 2	June 25th 2019	School teacher in the school in Zagreb that is placing migrant children

Estonia

Act on Granting International Protection to Aliens [Välismaalasele rahvusvahelise kaitse andmise seadus], *Riigi Teataja,* entry into force 01.07.2006. https://www.riigiteataja.ee/en/eli/ee/529032019003/consolide/current
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Luure, A., 'Samm-sammult : õppekeelest erineva emakeelega õpilase õppekorraldus' [Step-by-step: organization of studies of a child whose mother tongue is other than the language of instruction], *Foundation Innove.* https://innovesa.sharepoint.com/sites/YHA/oekeskus/oppek-yksus/kke/Uussisserndajad/Forms/AllItems.aspx?id=%2Fsites%2FYHA%2Foekeskus%2Foppek%2Dyksus%2Fkke%2FUussisserndajad%2FMuu%2 0kodukeelega%20laps%2F2%2E%20Materjalid%20koolidele%20ja%20%C3%B5petajatele%2FJuhend&p=true
Ministry of Education and Research, 'Põgenike perede laste haridus' [Education of children of refugee families], *Ministry of Education and Research,* February 12, 2019. https://www.hm.ee/et/tegevused/alus-pohi-ja-keskharidus/pogenike-perede-laste-haridus

Õpilase kooli vastuvõtmise üldised tingimused ja kord ning koolist väljaarvamise kord [Conditions and procedure for admission of a student to school and the procedure for expulsion from school], *Riigi Teataja,* entry into force 01.09.2010. https://www.riigiteataja.ee/akt/13359746

Please also specify the list of interviewees:

No of interview	Date of interview	Profile/position of the interviewee
Interview 1	August 27, 2019	Expert from the Ministry of Education and Research
Interview 2	August 28, 2019	Expert from the Foundation Innove
Interview 3	September 2, 2019	Headmaster of school
Interview 4	September 4, 2019	School teacher

Finland

City of Rovaniemi 2011, Maahanmuuttajaopetus: https://www.rovaniemi.fi/loader.aspx?id=4fdd59b0-8a79-4f05-8171-fe8be1a24ceb

European Commission, EACEA National Policies Platform Finland, Eurydice. https://eacea.ec.europa.eu/ national-policies/eurydice/content/finland_en

Finlex, ´Basic Education Act 628/1998´. https://www.finlex.fi/en/laki/kaannokset/1998/en19980628.pdf

Finlex, ´Varhaiskasvatuslaki 580/2018´. https://www.finlex.fi/fi/laki/alkup/2018/20180540

Ministry of Education and Culture, ´Legislation on early childhood education and care (540/2018)´, September 1, 2018. https://minedu.fi/en/legislation-ecec

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Ministry of Education and Culture, ´Policies and development´. https://minedu.fi/en/policies-and-development-general-education

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No of interview	Date of interview	Profile/position of the interviewee
Interview 1	April 26, 2019	Representative of the CASNAV, Montpellier, Inspector National Education
Interview 2	June 2019	School teacher responsible for the assessment of prior learning of newly arrived migrant students in middle-school in Sète, French teacher in UPE2A and French mainstream classroom.
Interview 3	June, 2019	School teacher, member of the School committee, responsible for the assessment of prior learning of newly arrived migrant students, teacher in UPE2A in 3 schools (from 6 to 11). She teaches all content.

Germany

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No of interview	Date of interview	Profile/position of the interviewee
Interview 1	July 22, 2019	Professor of University of Hamburg, Institute for Intercultural and International Comparative Pedagogies

Interview 2	July 22, 2019	Author of several studies on the education of refugees and practices of preparation classes in Germany
Interview 3	July 31, 2019	Representative of Hamburg Ministry for School and Vocational Training
Interview 4	August 2, 2019	Professor of Protestant University of Berlin, Author of several studies on the education of migrants and refugees, especially in Berlin

Greece

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56

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No of interview	Date of interview	Profile/position of the interviewee
Interview 1	June 26, 2019	Refugee Coordinator, Head of Refugee Camp in Athens Municipality
Interview 2	July 16, 2019	Head of Sector of Refugee Education at Institute of Education Policy
Interview 3	July 17, 2019	Head of Sector of Refugee Education and Monitoring at the Greek Ministry of Education and Religion

Ireland

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58

No of interview	Date of interview	Profile/position of the interviewee
1.	May 28, 2019	Principal, Educate Together national school – DEIS
2.	May 30, 2019	The ESOL Development Officer with an education training board
3.	May 31, 2019	EAL Coordinator with school from an education training board
4.	June 05, 2019	Principal of a DEIS national school
5.	June 17, 2019	Deputy Principal, Educate Together national school - DEIS school
6.	July 01, 2019	Alternative education centre

Lithuania

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No of interview	Date of interview	Profile/position of the interviewee
Interview 1	April 26th, 2019	School teacher, member of the School committee, responsible for the assessment of prior learning of newly arrived migrant students.
Interview 2	July 2nd, 2019	Representative of Vilnius Lithuanian home (Vilniaus lietuvių namai)
Interview 3	July 31st, 2019	Deputy for educational affairs at Rukla Jonas Stanislauskas school-multifunctional centre.

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No of interview	Date of interview	Profile/position of the interviewee
Interview 1	June 13, 2019	Primary school teacher, member of the School committee, responsible for the assessment of prior learning of newly arrived migrant students.
Interview 2	June 13, 2019	Primary school teacher, member of the School committee, responsible for the assessment of prior learning of newly arrived migrant students.
Interview 3	June 18, 2019	Secondary school teacher, member of the School committee and coordinator of the newcomer's school program, responsible for the assessment of prior learning of newly arrived migrant students.

Norway

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No of interview	Date of interview	Profile/position of the interviewee
Interview 1	September 9th, 2019	School leader (deputy principal, responsible for the assessment of prior learning of newly arrived migrant students.
Interview 2	August 27th, 2019	School leader (deputy principal, responsible for the assessment of prior learning of newly arrived migrant students.

Poland

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Kolanowska, E. (2018), *The System of Education in Poland 2018*, Foundation for the Development of the Education System, Warsaw, 2018
https://eurydice.org.pl/wp-content/uploads/2018/09/TheSystem2018.pdf

No of interview	Date of interview	Profile/position of the interviewee
Interview 1	15.05.2019	- Policy-maker (local level) - Teacher and teacher trainer specialised in the field of migrant education
Interview 2	27.06.2019	School head (secondary level) - responsible for decisions regarding school placement and the assessment of prior learning of newly arrived migrants, mainly returning nationals
Interview 3	27.06.2019	Deputy school head (primary school with preparatory and mainstream classes accepting mainly children with background in economical migration) responsible for decisions regarding school placement and the assessment of prior learning of newly arrived migrants
Interview 4	28.06.2019	School head (primary school with preparatory classes and numerous migrant pupils including refugees/asylum seekers from reception centre) - responsible for decisions regarding school placement and the assessment of prior learning of newly arrived migrant.

Portugal

Decree-Law no. 227/2005 of the 28th December (defines the regime of o regime of grant of equivalence of qualifications of foreign educational systems to qualifications of Portuguese educational system at basic and secondary education level);

Ministerial Implementing Order no. 224/2006 of the 8th March and Ministerial Implementing Order no. 699/2006 of the 12nd July ((Approves comparative tables between the Portuguese education system - primary, lower and upper secondary - and other educational systems)

Directorate-General for Education, 'European Agenda on Migration – *Reception Guide – preschool, primary and secondary education*, March, 2016.
http://www.dge.mec.pt/sites/default/files/Projetos/Agenda_Europeia_Migracoes/Documentos/agendamigracoes_guiaacolhimento_dge.pdf

No of interview	Date of interview	Profile/position of the interviewee

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61

Interview 1	June 19, 2019	School teacher, member of the School committee and responsible for the assessment of prior learning of newly arrived migrant students.
Interview 2	July 19, 2019	School Portuguese and French teacher, member of the School committee
Interview 3	July 19, 2019	Administrative staff and responsible for the assessment of prior learning of newly arrived migrant students.

Slovenia

Poročilo o evalvaciji predloga programa dela z otroki priseljenci za področje predšolske vzgoje, osnovnošolskega in srednješolskega izobraževanja [Report on the evaluation of the proposal for a program of work with children immigrants for the field of pre-school, primary and secondary education]. Ljubljana: ISA Institut, 2018. http://www.medkulturnost.si/wp-content/uploads/2013/11/Evalvacijsko-poro%C4%8Dilo_s-prilogami.pdf

Jasmina Jerković. Vključevanje otrok priseljencev v Slovenske osnovne šole: Razlike med mestnimi in podeželskimi osnovnimi šolami [Involving children of immigrants in the Slovenian Elementary School: Differences between urban and rural elementary schools]. Magistrsko delo [Master's thesis]. Maribor: Univerza v Mariboru [University of Maribor], Filozofska fakulteta [Faculty of Arts], 2015. https://dk.um.si/IzpisGradiva.php?id=47666&lang=slv&prip=rul:8311899:d2

Razvoj učnih gradiv na področju slovenščine kot drugega/tujega jezika skozi izvedbo tečajev za različne ciljne skupine in seminarjev za njihove izvajalce. [Development of teaching materials in the field of Slovene as a second / foreign language through the implementation of courses for various target groups and seminars for their performers]. ESS projekt: Uspešno vključevanje otrok, učencev in dijakov migrantov v vzgojo in izobraževanje (2007–2013) [ESF project: Successful integration of children, pupils and students of migrants in education and training (2007-2013)]. Ljubljana: Univerza v Ljubljani [University of Ljubljana], Filozofska fakulteta [Faculty of Arts], Center za slovenščino kot drugi/tuji jezik [Center for Slovene as a Second / Foreign Language]. https://centerslo.si/wp-content/uploads/2015/11/Letak_projekt.pdf

Zakon o organizaciji in financiranju vzgoje in izobraževanja [Law on the Organization and Financing of Education]. http://pisrs.si/Pis.web/pregledPredpisa?id=ZAKO445

Zakon o osnovni šoli [The Elementary School Act]. http://pisrs.si/Pis.web/pregledPredpisa?id=ZAKO448

Zakon o gimnazijah [Law on Gymnasiums]. http://pisrs.si/Pis.web/pregledPredpisa?id=ZAKO450

Zakon o poklicnem in strokovnem izobraževanju [Vocational and Professional Education Act]. http://pisrs.si/Pis.web/pregledPredpisa?id=ZAKO4325

Zakon o začasni zaščiti razseljenih oseb [Temporary Protection of Displaced Persons Act]. http://www.pisrs.si/Pis.web/pregledPredpisa?id=ZAKO4176

Zakon o mednarodni zaščiti [International Protection Act]. http://www.pisrs.si/Pis.web/pregledPredpisa?id=ZAKO7103

Pravilnik o preverjanju in ocenjevanju znanja ter napredovanju učencev v osnovni šoli [Rules on the assessment and assessment of knowledge and the progress of pupils in elementary school]. http://www.pisrs.si/Pis.web/pregledPredpisa?id=PRAV11583

Pravilnik o normativih in standardih za izvajanje izobraževalnih programov in vzgojnega programa na področju srednjega šolstva [Rules on norms and standards for the implementation of educational programs and educational programs in the field of secondary education]. http://www.pisrs.si/Pis.web/pregledPredpisa?id=PRAV11583

Pravilnik o preizkusu znanja za osebe z mednarodno zaščito brez dokazil o izobrazbi [Rules on norms and standards for the implementation of educational programs and educational programs in the field of secondary education]. https://www.uradni-list.si/glasilo-uradni-list-rs/vsebina/2018-01-2531?sop=2018-01-2531

Pravilnik o katalogih znanja [Rules on knowledge catalogs]. https://www.uradni-list.si/glasilo-uradni-list-rs/vsebina/2018-01-2920?sop=2018-01-2920

Obrazec N [Form N]. http://www.arhiv.mvzt.gov.si/si/delovna_podrocja/enic_naric_center_slovenija/priznavanje_izobrazevanja_za_namen_nadaljevanja_izobrazevanja/

Pravilnik o obrazcih, dokumentaciji in stroških pri vrednotenju in priznavanju izobraževanja [Rules on forms, documentation and costs in the evaluation and recognition of education]. http://www.pisrs.si/Pis.web/pregledPredpisa?id=PRAV10836

Pravilnik o tečaju slovenščine za dijake v srednjih šolah [Rules on the Slovene language course for secondary school students]. https://www.uradni-list.si/glasilo-uradni-list-rs/vsebina/2018-01-1383/pravilnik-o-tecaju-slovenscine-za-dijake-v-srednjih-solah?h=pravilnik%20o%20te%C4%8Daju%20sloven%C5%A1%C4%8Dine

Non-mandatory documents/ recommendations:

Strategija vključevanja otrok, učencev in dijakov migrantov v sistem vzgoje in izobraževanja v Republiki Sloveniji. (2007) [Strategy of involving children, pupils and students of migrants in the system of education in the Republic of Slovenia].
http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/aktualno/strategija_vkljucevanje_priseljencev_2007.doc

Smernice za izobraževanje otrok tujcev v vrtcih in šolah (2009) [Guidelines for the education of children of foreigners in kindergartens and schools], completed as Smernice za vključevanje otrok priseljencev v vrtce in šole (2012) [Guidelines for involving children of immigrants in kindergartens and schools].
http://eportal.mss.edus.si/msswww/programi2013/programi/meida/pdf/smernice/cistopis_smernice_vkljucevanje_otrok_priseljencev.pdf

Kodeks medkulturnega dialoga za izobraževalce odraslih (2010) [The Code of Intercultural Dialogue for Adult Education].
http://arhiv.acs.si/publikacije/kodeks_medkulturnega_dialoga.pdf

Vključevanje otrok priseljencev v slovenski vzgojno- izobraževalni sistem (2017) [Integration of children of immigrants into the Slovenian educational system].
http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/priseljenci/vkljucevanje_otrok_priseljencev_v_viz_marec_2017.doc

Medresorska delovna skupina je pripravila besedilo Strategije Vlade RS na področju migracij, ki je bilo do 26. junija 2019 v javni razpravi. [The Interdepartmental Working Group prepared the text of the Strategy of the Government of the Republic of Slovenia in the Field of Migration, which was in public debate until 26 June 2019].
http://www.mnz.gov.si/fileadmin/mnz.gov.si/pageuploads/soj/word/2019/strategija_migracije/strategija_07062019.docx

General information on the integration of immigrants in education at the Ministry of Education, Science and Sport's website:

Postopek vključevanja priseljencev v sistem vzgoje in izobraževanja [Procedure of inclusion of the migrants in the education system],
http://www.mizs.gov.si/si/vkljucevanje_priseljencev_v_sistem_vzgoje_in_izobrazevanja/postopek_vkljucevanja/

ENIC-NARIC center – informacije o vrednotenju in priznavanju tujega izobraževanja pri vključevanju priseljencev v sistem vzgoje in izobraževanja [ENIC-NARIC centre – information on the evaluation and recognition of foreign education in the integration of immigrants into the education system],
http://www.mizs.gov.si/si/delovna_podrocja/direktorat_za_visoko_solstvo/enicnaric_center/vkljucevanje_priseljencev_v_sistem_vzgoje_in_izobrazevanja/

ENIC-NARIC center: okrožnica – obravnavanje tujega izobraževanja v slovenskih osnovnih in glasbenih šolah [ENIC-NARIC centre: circular - treatment of foreign education in Slovene elementary and music schools]. http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/ENIC-NARIC_center/okroznica_priznavanje_OS.pdf

No of interview	Date of interview	Profile/position of the interviewee
Interview 1	June 18th, 2019	School advisor in the field of migrant inclusion in education at the Institute of Education of the Republic of Slovenia (ZRSŠ)
Interview 2	July 1st, 2019	School counselor and teacher, Economic and Commerce School Brežice (Srednja ekonomska in trgovska šola Brežice)
Interview 3	July 12th, 2019	Secretary, working in the field of migrant education at Ministry of Education, Science and Sport (MIZŠ), Sector for Development of Education, Office for Development and Quality of Education
Interview 4	June 20th, 2019	Head of the Programme Slovene for Children and Teenagers, Centre for Slovene as a Second and Foreign Language, Faculty of Arts; University of Ljubljana
Interview 5	July 8th, 2019	SLGŠ Postojna, working with unaccompanied minors

Spain (Catalonia)

Reception process: http://xtec.gencat.cat/ca/projectes/alumnat-origen-estranger/alumnatnou/acollida/proces2/

Information on the Spanish education system for migrant families (in different languages): http://xtec.gencat.cat/ca/projectes/alumnat-origen-estranger/alumnatnou/acollida/informacio2/

"Plans educatius d'entorn" (Community education plans): To facilitate the integration of migrant pupils in non formal education activities and their social environment
http://xtec.gencat.cat/ca/comunitat/entorn_pee/
The reception process within the school's educational project (Living together):
http://xtec.gencat.cat/ca/centres/projeducatiu/convivencia/recursos/orgacentre/acollida/
Initial test: http://xtec.gencat.cat/ca/projectes/alumnat-origen-estranger/alumnatnou/avaluacio/inicial2/ (instruments per a l'avaluació inicial)
Basic contents for the communication with migrant families: http://xtec.gencat.cat/ca/projectes/alumnat-origen-estranger/alumnatnou/acollida/notes/
Curriculum design (Planning and language level). http://xtec.gencat.cat/ca/projectes/alumnat-origen-estranger/alumnatnou/orientacions/
Teacher training: http://xtec.gencat.cat/ca/projectes/alumnat-origen-estranger/alumnatnou/propostaformativa/
Intercultural education workshops: For teachers interculturally competent
http://xtec.gencat.cat/ca/projectes/intercultural/activitatsformatives/
Teacher's guidelines: http://xtec.gencat.cat/ca/projectes/alumnat-origen-estranger/alumnatnou/reflexio/
Student's working sheets: http://xtec.gencat.cat/ca/projectes/alumnat-origen-estranger/alumnatnou/materials/
Good practices on reception processes: http://xtec.gencat.cat/ca/projectes/alumnat-origen-estranger/alumnatnou/experiencies2/
Migrant pupil's assessment: http://xtec.gencat.cat/ca/projectes/alumnat-origen-estranger/alumnatnou/avaluacio/acollida/
Linguistic and social support beyond the reception classroom to improve integration in ordinary classroom:
http://xtec.gencat.cat/ca/projectes/alumnat-origen-estranger/suport-linguistic-social/

Nº of Interview	Date of interview	Profile/position of the interviewee
1 (phone interview)	21.6.2019	Sub-director general for inclusive education, Ministry of Education, Government of Catalonia
2 (phone interview)	19.6.2019	Sub-director general for assistance to school community members, Ministry of Education, Government of Catalonia
3	17.6.2019	Co-ordinator of ELIC service (consultants for teachers responsible for assessment of prior learning of migrant pupils)
4	25.6.2019	Headteacher, primary school with a large number of migrant pupils, co-ordinator of assessment of prior learning of migrant pupils at school, urban area
5	28.6.2019	Headteacher, secondary school with a large number of migrant pupils, co-ordinator of assessment of prior learning of migrant pupils at school, urban area

Sweden

The Swedish national Agency for Education, https://www.skolverket.se/skolutveckling/leda-och-organisera-skolan/organisera-nyanlanda-elevers-skolgang/organisera-mottagande-och-utbildning-av-nyanlanda-elever
START Stockholm, http://pedagog.stockholm.se/nyanlanda/start-stockholm-/
The Swedish Migration Agency, An educational family book that helps newly arrived children and adults to get to know Swedish culture and Swedish society https://www.migrationsverket.se/download/18.2d998ffc151ac387159c047/1485556207059/valkomnahit_digital_english_v1-1.pdf
The Swedish Migration Agency, https://www.migrationsverket.se/
The Swedish National Agency for Education, https://bp.skolverket.se/web/step_1/start
The Swedish National Agency for Education, Assessment of newly arrived pupils in school,
https://www.skolverket.se/undervisning/grundskolan/bedomning-i-grundskolan/bedomning-av-nyanlanda-elevers-kunskaper-i-grundskolan/kartlaggningsmaterial-for-nyanlanda-elever-i-grundskolan
Regulation (2018: 1303) on individual study plan of newly arrived pupils. https://www.riksdagen.se/sv/dokument-lagar/dokument/svensk-forfattningssamling/skollag-2010800_sfs-2010-800

Education Act, chapter 5–12, 12 g–i §§, 9 chapter 4 a § School Ordinance, proposition 2014/15:45, Education for newly arrived students – reception and school education, pages 48–50.

Skolverket, Swedish National Agency for Education, https://www.skolverket.se/

Education Act (Swedish Statutes 2010:800) Ministry for Education and Research, June 23, 2010.

https://www.riksdagen.se/sv/dokument-lagar/dokument/svensk-forfattningssamling/skollag-2010800_sfs-2010-800

The Swedish School Inspectorate, the school responsible educational head for the reception of newly arrived students, 2017, https://www.skolinspektionen.se/globalassets/publikationssok/granskningsrapporter/kvalitetsgranskningar/2017/skolhuvudmannens-mottagande-av-nyanlanda-elever-i-grundskolan/skolhuvudmannens-mottagande-av-nyanlanda-elever-i-grundskolan.pdf

Nº of Interview	Date of interview	Profile/position of the interviewee
Interview 1	August 22, 2019	Representative of START Stockholm, responsible for overall mapping of prior learning of NAMS
Interview 2	August 20, 2019	A teacher in Swedish as a second language
Interview 3	August 22, 2018	Assistant head of START Stockholm, responsible for overall mapping of prior learning of NAMS

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65