SIRIUS
European Policy Network on the Education of Children and Young People with a Migrant Background

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Network of Education Policy Centers
What is SIRIUS?

• European platform for collaboration among **policy makers, researchers and practitioners** to facilitate the exchange of information and knowledge, and the sharing of good practices;

• Promotes the development of **national** and **EU policies on migrant education** that are based on evidence and tested in practice.
What has SIRIUS done?

• Since 2012: debating policy priorities for migrant education and inclusion (Stakeholder meetings, focus groups, conferences, peer reviews, site visits)
• Developed policy agendas, recommendations
• common vision & knowledge on how education systems must change to provide all learners with the skills and knowledge to perform to their potential in today’s diverse societies
• projects and activities on this basis (e.g. NAOS, PERAE, ALFIRK)
SIRIUS Policy Briefs Series

- Enhancing EU Education policy
- Mentoring: what can support projects achieve that schools cannot?
- Developing school capacity for diversity
- Language support for youth with a migrant background. Policies that effectively promote inclusion
- Migrant education and community inclusion
- Reducing the risk that youth with a migrant background in Europe will leave school early.

www.sirius-migrationeducation.org
Migrant students in European education systems through the lense of research

- suffer from inequality of access and lower-quality education,
- tend to underperform in the classroom compared with their native peers,
- their particular educational needs are not sufficiently met by mainstream education policy.
As # of immigrant pupils grows, education systems are very slow to adopt ambitious policies (MIPEX) & to reach most immigrant children in need.

Targeted education policies only happen as part of ambitious comprehensive integration policy!

Expert consensus on what to do (early & equal access, individualised, mixed schools & community involvement, literacy & citizenship skills, trained teachers, support staff & mentors)

Strength of targeted education support for immigrant children (MIPEX, 2015)
SIRIUS Agenda and Recommendations to Ministries of Education in the Member States

1. Full access to high quality education and vocational training in inclusive settings for all learners

2. Inclusive education systems combined with targeted policies

3. A learner-centred approach in all stages of education
Remedying the school concentration of socially disadvantaged learners

- Promote more mixed classrooms
- Schools with significant numbers of socially disadvantaged students need budget for experienced and additional teachers
- Review age of first tracking
- Control intake procedures of schools
Guaranteeing equal access to high quality vocational education and training

• VET advisory boards, guidelines for national policy making
• Quality standards, training of vocational teachers
• Extra educational support
• VET career opportunities
• Support in finding placements
• VET for undocumented children
• Incentives for migrant SMEs
• Fund research to study reasons for drop-outs
Promoting multilingualism among all learners

- Appreciate value of linguistic diversity
- General and targeted language support
- Content and Language Integration Learning methods (CLIL)
- Learning of immigrant languages
- Benefit from linguistic diversity in the classroom
Diversity in teacher training and professional capacity

• Train teachers in topics of migration, acculturation, social psychology, language, diversity and ethnic identity issues

• Fund development of professional centres of expertise
Increasing the representation of people with a migrant background in the education professionals

- Inclusive, structural policy dialogue fora, national education councils
- More active role of governments
- Timelines and incentives for increasing the representation of teachers with a migrant background, esp. Women
- Promote upward mobility in the education sector and career development
- Facilitate recognition of foreign qualifications, offer certified bridging programmes
- Support student teachers with a migrant background
Expanding peer-to-peer mentoring for learners with a migrant background

- Peer mentoring projects as an integral part of policy making
- Cooperation with migrant-led mentoring organisations
- Mentoring as a broad support and integration mechanism
Creating effective support for newly arrived migrant learners

- Inclusive policies for all underachieving learners
- Re-examine tracking policies, provide comprehensive schooling
- Assessment of education and language proficiency of NAMS by highly specialised centres
- Gender-mainstream
- Support for networks of social interpreters and intercultural mediators

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SIRIUS reactions to the refugee situation?

• No ‘back to school’ for ‘lost generation’ of refugee children in Mideast (SIRIUS Statement)
• Teacher training on diversity (NOAS)
• Obstacles in refugees’ transitions in the education system (Mercator Foundation)

What we would like to do....

• **Education First Aid Kit** & curating best **online/distance** learning materials
• Teacher trainings based on **classroom needs & multilingual materials**
• **Immigrant teacher** ‘trainer of trainers’ & transition into teaching profession
• Prove, report & train on any **discrimination** against pupils, teachers & parents
NAOS

• central topic - professional capacity of teachers for dealing with diversity related to migration

• objective to strengthen professional capacity in the schools of participating countries (Netherlands, Belgium, Croatia, Cyprus, Estonia, Greece, Norway, Lithuania and Portugal)

• in five content areas - language development; didactic resources; social psychology; parental cooperation;
**PERAE** – Partnership to Enhance the Education of Refugee and Asylum Seeking Youth in Europe

Belgium, Sweden, UK, Germany, the Netherlands, Bulgaria, Hungary, Greece

Goals - Identification of barriers in the access to education for refugees and asylum seeking youth in Europe & potentials and best practice to overcome the barriers

Future: Cross-country dialogues on project findings, good practices, joint solutions and potentials for cooperation
an international non-governmental membership organization - 24 members, 19 countries

addresses and explores current issues in education, driven by the need for independent and data-based policy analyses, advocacy for equity, and effective, sustainable solutions in education policy processes

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