Education interventions supporting newly arrived migrant and displaced children in their language learning needs

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NESET

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NESET is an advisory network of experts working on the social dimension of education and training. The European Commission's Directorate-General for Education and Culture initiated the establishment of the network as the successor to NESET II (2015-2018), NESSE (2007-2010) and NESET (2011-2014). The Public Policy and Management Institute (PPMI) is responsible for the administration of the NESET network. For any inquiries please contact us at: info-neset@ppmi.lt

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Introduction

More than 7 million people have fled Ukraine to Europe since the start of the war on 24 February 2022, with estimates suggesting that half of them are children[1]. This presents additional responsibilities for the education systems in receiving countries to provide space and conditions that enable these newly arriving children to learn and thrive. Beyond learning, education offers a protective environment (and a sense of normality) that is often needed by and relevant to populations affected by crisis, particularly children. Although the present influx of refugees[2] into the EU is not a new phenomenon, the number of children and adolescents arriving from Ukraine is unprecedented in terms of its scale within such a short time span.

In this context, EU Member States face the challenge of quickly including children from another country, taking care of their specific needs, and helping them to become acquainted with a new environment. In addition, these children require support in learning a new language and maintaining their level of proficiency in their native language[3].

An unprecedented characteristic of the current refugee crisis was the early decision by the European Union to activate its temporary protection scheme, allowing the millions fleeing war in Ukraine to benefit from harmonised rights protection measures. EU countries are granting access to their education systems to persons under 18 years old who benefit from the temporary protection status, under the same conditions as their own nationals and EU citizens. The Directive adopted on 4 March prompted an immediate influx of newcomers, with Ukrainian nationals able to move freely between EU/Schengen countries. Since then, more than 4 million refugees from Ukraine have registered for Temporary Protection or similar national protection schemes in Europe[4]. This situation calls for increased coordination of host countries, both within and outside the EU, to assist and integrate learners – as well as teachers and educational personnel from Ukraine – into national education systems. This includes introducing transitional measures to integrate learners into mainstream education, as well as language and curriculum considerations, psychosocial support, plus teacher training and accreditation, among other practical steps in relation to governance, registration, certification and financial support.

In order to react quickly to the situation, many Member States adopted *ad hoc* measures such as setting up immediate integration programmes (ranging from the immediate enrolment of displaced[5] children into host-country schools, to hybrid, specialised and binational models of parallel-track education, and full-time remote learning following the Ukrainian curriculum), as well as providing guidance and materials to education institutions regarding the inclusion of children. Some of these measures built upon previous efforts

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[1] UNHCR calculations, September 7, 2022; see:
https://data2.unhcr.org/en/situations/ukraine?utm_source=POLITICO.EU&utm_campaign=a75781f0bb-EMAIL_CAMPAIGN_2022_03_15_05_18&utm_medium=email&utm_term=0_10959edeb5-a75781f0bb-189613777.

[2] The term 'refugee' is used in this paper in a broad political sense rather than as defined in the Geneva Convention and the EU asylum acquis.

[3] European Commission SWD 'Supporting the inclusion of displaced children from Ukraine in education: considerations, key principles and practices for the school year 2022-2023', 30 June 2022.

[4] UNHCR calculations, July 13, 2022; see:
https://data2.unhcr.org/en/situations/ukraine?utm_source=POLITICO.EU&utm_campaign=a75781f0bb-EMAIL_CAMPAIGN_2022_03_15_05_18&utm_medium=email&utm_term=0_10959edeb5-a75781f0bb-189613777.

[5] This paper will use the term "displaced persons" to describe the situation of persons from Ukraine that are in the EU because they have fled or cannot return to Ukraine following Russia's invasion. These persons might benefit from temporary protection under the conditions defined in Council Implementing Decision (EU) 2022/382 of 4 March 2022 establishing the existence of a mass influx of displaced persons from Ukraine within the meaning of Article 5 of Directive 2001/55/EC and having the effect of introducing temporary protection (as per SWD (2022) 185 final).

and processes established to integrate refugees and migrants during the waves between 2014 and 2016. The European Commission also provided support to Member States in their attempts to manage the situation swiftly. On 23 March 2022, it issued a Communication, 'Welcoming those fleeing war in Ukraine: Readying Europe to meet the needs'[6], which included a chapter on access to education, building on the steps outlined in the Action Plan on Integration and Inclusion for 2021-2027[7]. Furthermore, the Commission published a staff working document on 'Supporting the inclusion of displaced children from Ukraine in education: Considerations, key principles and practices for the school year 2022-2023', adopted on 30 June. This document built on the collective experience and knowledge gathered during the first months of the war and through previous refugee integration measures. Member States can also make use of all suitable EU instruments, swiftly mobilised, such as peer exchange and peer-learning activities, funding instruments (e.g. Cohesion Policy funds, Erasmus+ and the Technical Support Instrument), online platforms and evidence on good practice.

Given the wide diversity of inspirational practices across Europe with regard to the inclusion into schools of newly arrived migrants and children with migrant backgrounds[8], it is important to take stock and learn from such examples. Conducted in 2020, the SIRIUS network's monitoring exercise to evaluate the implementation of its Clear Agenda for Migrant and Refugee Education, revealed that in practice, while much has been learned over the past 10 years, many of the same challenges to inclusion remain. Despite scientific evidence, policymakers still argue over **how best to teach the language of schooling without losing refugee pupils' cultural and linguistic identities, as well as how to best capitalise on the opportunities presented by diverse home languages in the classroom**. The aim of this review is to map (non-exhaustively) emerging practices on language provision to address the linguistic needs of children fleeing form Ukraine and other countries, as well as to document some existing approaches to language teaching that can be quickly adopted to support the integration of Ukrainian children and other refugees. The paper also reflects on a number of systemic conditions that must be nurtured in order to create, in the long run, linguistically inclusive school systems that welcome and support the individual linguistic development of all children with different home languages, including those migrant and refugee learners yet to arrive. Hence, the paper is divided into two parts:

- Part A investigates practices that currently are being – or could be – adopted as an immediate response to the refugee challenge in the context of uncertainty; while
- Part B offers some examples/solutions for building inclusive, sustainable systems in the long term.

The paper draws on examples documented by SIRIUS[9], NESET[10], the ECML[11], the European Toolkit for Schools and other repositories, as well as on exchanges with representatives of EU Member States during the online Peer Learning Activity on 'Language learning support in education for inclusion of children with a migrant background' (13-14 June 2022), organised within the framework of the EU Education Solidarity Group for Ukraine (working group Schools).

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[6] Commission Communication, 'Welcoming those fleeing war in Ukraine: Readying Europe to meet the needs', COM (2022) 131 final. Available at:
https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52022DC0131.
[7] Commission Communication, 'Action plan on Integration and Inclusion 2021-2027', COM (2020) 758 final. Available at:
https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52020DC0758&qid=1632299185798.
[8] In this paper 'migrant children' and 'children with migrant backgrounds' refer to all foreign-born pupils (both EU and non-EU), as well as native-born pupils with foreign-born parents.
[9] SIRIUS Policy Network on Migrant Education, https://www.sirius-migrationeducation.org/
[10] NESET – Network of Experts on Social dimension in Education and Training, https://nesetweb.eu/en/
[11] European Centre for Modern Languages, https://www.ecml.at/

Part A: Providing immediate support in the context of uncertainty

SIRIUS Watch 2020 demonstrates that the importance of developing diverse linguistic repertoires of both native and migrant children is increasingly recognised by most EU Member States. Mother-tongue education for migrant children has become more common, although it is not yet universally present, nor guaranteed. Foreign language teaching and mainstream multilingualism policies remain predominantly focused on the main European and global languages, such as English, French, German, and Spanish. The languages of migrants' countries of origin are less frequently offered by schools. Content and Language Integrated Learning (CLIL) remains uncommon across Europe, particularly in the native languages of migrant children. The lack of migrant languages taught or used in CLIL results from the low priority assigned to them by governments but could also be connected to a lack of teachers with migrant backgrounds who could provide CLIL in their native languages. Yet, this is both a resource and an opportunity that has not been extensively exploited[12]. Ukrainian refugee crisis demonstrated increased consensus among education stakeholders on the need and multiple possibilities available to maintain children's home languages (equally important for displaced children from Ukraine and newly arrived pupils from other countries), which hopefully will serve as an important foundation for building language sensitive and aware systems in Europe in the years to come.

This chapter aims to provide examples of existing and emerging practices in the area of linguistic inclusion in primary and secondary schools that could fairly quickly be adapted by schools and communities to provide an operational response to the needs of newly arriving pupils, while helping to build language-aware schools in the long run. Some of these practices can be implemented by a small group of dedicated people; others may require a whole-school community to adapt to new realities.

Language reception/introduction classes

In most EU countries, there are long-standing provisions to smooth the entry of refugee children into mainstream education through special language courses, various types of immersion classes, and additional support. In those countries surveyed by the Fundamental Rights Agency and by SIRIUS, different forms of immersion classes are in place to help refugee children follow or join regular classes. In certain countries (e.g. Belgium [Flanders], Denmark, Hungary, Finland, France, Germany and the Netherlands), refugee pupils attend separate classes in school for one year – or, in some countries, up to two years – until they are ready to join mainstream classes[13]. This is despite evidence that refugee pupils often thrive where there is a policy of immersion coupled with parallel classes, allowing for social and academic inclusion while also maintaining continuity of schooling. Such immersion does, however, require infrastructure and sufficient support for both teaching staff and pupils, which is often difficult to arrange in the context of the limited capacity in schools. Resources and long-term planning are needed (rather than short-termism of certain policy measures), as well as a recognition that what benefits

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[12] SIRIUS (2020), Taking stock of SIRIUS Clear Agenda and new developments in migrant education, SIRIUS Watch 2020. Available at: https://www.sirius-migrationeducation.org/wp-content/uploads/2021/10/SIRIUS-Watch-2020.pdf.

[13] Fundamental Rights Agency (2017). 'Current migration situation in the EU: Education', May 2017. Retrieved on May 25 2017 from http://fra.europa.eu/en/publication/2017/current-migration-situation-eu-education.

refugee children also benefits native children[14]. Instead, due to the lack of such planning and resources, reception classes that were initially planned as a short-term measure are often used as a long-term solution.

UNESCO mapping[15] of initiatives to integrate Ukrainian refugees has confirmed that many countries are using existing arrangements (programmes and protocols) for integrating foreigners into their education systems. In Portugal, for instance, international pupils (including arriving from Ukraine) can enrol in pre-school directly, while older pupils are assessed and go through a transition processes (either in schools or reception centres). The goal is to integrate Ukrainian pupils as quickly as possible. As such, Portugal introduced extraordinary measures to enable speedy integration, including the simplification of procedures to grant equivalence for foreign qualifications and for insertion into a given school year and educational offer. Similarly, Belgium, Denmark, France, Lithuania, Slovakia and Spain mention "bridging", "reception" or "adaptation" classes. Such transition classes provide language teaching, as well as helping to familiarise pupils with the local education system, providing counsellors for psychological support, and evaluating competences.
As the pupils strengthen their language skills and are assessed, they can be integrated gradually into regular classes. These transition classes are managed either in specialised education centres (e.g., in Portugal and Spain) or directly within schools (as in France, Lithuania, and others).

Some countries offer public education with instruction in a minority language. Lithuania, for example, offers interested Ukrainian pupils access to state schools with Russian, Belarusian, German, and Polish languages of instruction; Schools with Ukrainian language of instruction are also being set up. In Romania, 45 primary schools and 10 high schools offer instruction in Ukrainian. Pupils can enrol in those schools if they wish, while teachers in the standard Romanian schools are encouraged to provide education in Ukrainian where possible[16]. In Poland, given the scale of the influx, a draft law plans to create additional centres to provide education and childcare, and to accommodate the additional number of places needed for the education of Ukrainian children. These new centres would be organisationally subordinated to schools or kindergartens[17].

Examples of existing good practices

In **Belgium (Flanders)**, throughout the entire school year, schools can request to open reception classes, instead of only at the beginning; this enables flexible responses to rising numbers of newcomers. Furthermore, in reception education in Belgium (Flanders), groups are organised according to different levels of ability to enable teaching based on pupils' prior education and abilities. Coaching teachers (in secondary education) prepare pupils for their transition to mainstream education, as well as guiding and supporting them through their transition to mainstream education and following up with them afterwards. Coaching teachers further initiate exchange with mainstream schools and mentor the teachers of former reception class pupils[18].

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[14] See, for example, Koehler, C. & Schneider, J. (2019): Young refugees in education: the particular challenges of school systems in Europe. Comparative Migration Studies 7:28 (https://doi.org/10.1186/s40878-019-0129-3).
[15] UNESCO, Mapping host countries' education responses to the influx of Ukrainian students. Last update: 22 April 2022. See: https://www.unesco.org/en/articles/mapping-host-countries-education-responses-influx-ukrainian-students.
[16] Ibid.
[17] Peer Learning Activity on "Language learning support in education for inclusion of children with a migrant background" (13-14 June 2022)
[18] Ravn, S., Nouwen, W., Clycq, N. & Timmerman, C. (2018). 'Multi-country Partnership to Enhance the Education of Refugee and Asylum-seeking Youth in Europe – Refugee Education in Flanders (Belgium)', Centrum for Migration and Intercultural Studies and SIRIUS – Policy Network on Migrant Education.

As the largest receiver of the recent wave of Ukrainian refugees, **Poland** is offering four educational paths for Ukrainian pupils, namely:

1) immediate immersion into the Polish system: incorporation into mainstream classes in Polish (Polish core curriculum);
2) reception classes, followed by integration into the mainstream system;
3) education in the Ukrainian system: Ukrainian residential school (Ukrainian core curriculum);
4) education in the Ukrainian system: online.

The creation of an innovative bilingual model (Polish–Ukrainian) is planned from September 2022 in Primary School No. 361 in the Białołęka district of Warsaw. Bilingual classes will comprise equal numbers of Polish and Ukrainian pupils. They will follow the Polish curriculum and support Ukrainian pupils in learning Polish, while Polish pupils will learn Ukrainian[19].

In **Portugal**, some school clusters receiving large numbers of Ukrainian children organised the schedule when children could follow parts of Ukrainian curricula online early in the morning and then learn according to Portuguese curricula during the day. Such an arrangement, however, was commented as potentially overloading for children[20].

Transition to regular classes is not just the main goal of the preparatory classes; it is also seen as a crucial point of inclusion for migrant youth. However, some policymakers and schools are divided between a position that argues for longer periods of time to be spent in preparation classes (i.e., mostly separated from regular classes) in order to offer better chances to learn the state language, versus an emphasis on early integration into regular classes and the mixing of the pupils, so that social integration and the application of the newly acquired language skills is facilitated as quickly as possible. The preferred solution (as documented in literature) would be a mixed system bringing together newly arrived migrant pupils with their same-age peers in regular classes in all subjects in which language does not play as central a role, such as in sports, arts, religion, maths and science[21]. Several associations indicate that avoiding the segregation of migrant children for long periods is an important consideration to bear in mind, regardless of uncertainty over the expected length of their stay in the host country. The benefits of multilingualism (for both migrant and native children) and rapid social language acquisition are certain[22], and should inform the design of future integration responses.

Linguistically sensitive pedagogies in schools

To complement the targeted language teaching and ensure that education provision moves away from 'subtractive' approaches, there is a need for the whole schooling process to be culturally and linguistically responsive. Gay (2010) defines *culturally responsive pedagogy* as "the use of cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse pupils to make learning encounters more relevant to and effective for them".[23] This implies adjusting all teaching (not only language subjects) using responsive instructional strategies, and creating a common academic, linguistic and

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[19] Peer learning activity on 'Language learning support in education for inclusion of children with a migrant background' (13-14 June 2022).
[20] Ibid.
[21] Koehler, C. & Schneider, J. (2018). 'Multi-country Partnership to Enhance the Education of Refugee and Asylum-seeking Youth in Europe – National Report Germany', European forum for migration studies, verikom and SIRIUS – Policy Network on Migrant Education.
[22] Herzog-Punzenberger, B., Le Pichon-Vorstman, E. & Siarova, H., 'Multilingual Education in the Light of Diversity: Lessons Learned', NESET II report, Luxembourg: Publications Office of the European Union, 2017. doi: 10.2766/71255.
[23] Gay, G. (2010). Culturally responsive teaching: Theory, research, and practice (2nd ed.). New York: Teachers College Press.

cultural set of knowledge, habits and attitudes, which takes into account the individual linguistic and cultural repertoires of all learners in the classroom.

Key important elements of linguistically and culturally sensitive teaching include collaboration and the co-construction of instructional practices between teachers and learners, the integration of language and literacy development throughout the curriculum, and the contextualisation of teaching – meaning that the knowledge learners have obtained in other contexts (home, community, schools) is used to facilitate the learning of new knowledge.[24]

Examples of existing good practices

Translanguaging is an innovative pedagogy that has emerged in schools in Europe over recent years. It is based on a growing realisation that all languages present in the classroom need to be recognised, instead of focusing on one or two dominant (school) languages.[25] This means that rather than ignoring or rejecting children's home languages, teachers welcome their use in the learning process, moving away from an artificial separation of languages in education provision. There are various ways in which teachers can give space for translanguaging in the classroom. These range from giving children the opportunity to write essays in their own language (using their full linguistic repertoire to make meaning), to allowing small group discussions among speakers of the same language.[26]

For instance, in classes for newly arrived pupils in **France**, language learning is based on a comparison between the existing language system and the language that pupils wish to learn. This method aims to help newly arrived pupils to discover the French language by comparing it with other languages including their own, while working jointly with other pupils. Such an approach stimulates thinking about languages and offers each learner a real education in the languages/cultures of others, while promoting his/her own. In class, each pupil is both teacher and learner. Hence, each pupil feels recognised and valued for who they are and what they already know.[27]

The **Rutu Foundation (NL)** has also prepared a guide/brochure on translanguaging (available in Dutch): https://www.rutufoundation.org/translanguaging/

However, these approaches pose specific demands on pedagogical competences: moving from a fragmented view of language and culture in the school context, to a more dynamic approach to language learning and literacy development. They also require all teachers – including content teachers – to develop linguistic awareness and language teaching competences.

Support for teachers in addressing immediate language needs

In the context of the large influx of refugee pupils, teachers need help in managing and navigating through language barriers; how to slowly incorporate international pupils into a welcoming classroom; how to discuss the war; and how to provide cultural and psychological support to incoming pupils. Various measures have been adopted by Member States to support teachers and other school staff. These range from developing new teaching materials (or adapting existing ones), to providing assistants and mediators, as well as including fleeing Ukrainian teachers into the host education systems.

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[24] Estrada, P. (2005), 'The Courage to Grow: A Researcher and Teacher Linking Professional Development with Small-Group Reading Instruction and Pupil Achievement', *Research in the Teaching of English, Vol. 39, No. 4*, 2005, pp. 320-364.

[25] Garcia, O. & Wei, L. (2014), *Translanguaging: language, bilingualism and education*. Palgrave, Mac Millan.

[26] Arpacik, D. (2015), Language Education of Linguistically Minoritized Pupils: First Steps for Teachers. *Theory, Research and Action in Urban Education*, IV (1).

[27] Auger, N. (2005), *Comparons nos langues. Démarches d'apprentissage du français auprès d'enfants nouvellement arrivés*. CRDP Languedoc-Roussillon.

Teaching materials

Ministries of Education (Ministry of Educations) in most countries have provided teachers with links to materials, training or webinars on handling the language barrier and supporting the learning process of Ukrainian children. In Italy, for instance, teachers are encouraged to experiment with bilingual materials. In Slovakia, teachers are provided with a list of sources to help them learn basic Ukrainian, as well as examples of communication cards and games to use in class. In Czechia, a list of translation applications is provided, as well as an 'NPI[28] First Rescue Box' methodology for communication for the first days in class. The European Commission has also provided support to Member States in their attempts to swiftly manage the situation. The Commission staff working document 'Supporting the inclusion of displaced children from Ukraine in education: Considerations, key principles and practices for the school year 2022-2023', adopted on 30 June 2022, documents the collective experience and knowledge gathered during the first months of war and from previous refugee integration measures.

In addition to language support, another measure frequently mentioned on Ministry of Education websites is the provision of materials and direction to teachers on how to discuss the war with pupils (such as in Austria, Czechia, Denmark, Germany, and Greece), including webinars and podcasts (e.g., in Slovakia). Links and initiatives are often put in place to support teachers in dealing with children who have suffered trauma. Ministry of Educations in Croatia, Czechia and Slovakia have developed handbooks on how to attend to pupils' mental health, prevent conflict in classes, and talk about sensitive topics. In France's capital, Paris, a Ukraine 'crisis unit' has been created. One of its services is to provide teachers with an online guidance outlining how to welcome pupils who have suffered trauma.

Examples of existing materials

The **Council of Europe** has developed a set of tools to support Member States in their efforts to respond to the challenges faced by those providing language support to children arriving from Ukraine, as the children adjust to their new environments and new schools. Some of these tools have been newly developed[29]; others are adapted from the toolkit created as part of the Council of Europe's Linguistic Integration of Adult Migrants (LIAM) project.

In addition, the Council of Europe's European Centre for Modern Languages (ECML) offers training and consultancy activities to support multilingual classrooms (co-funded by the EU) to Member States, to ensure access to quality education and help bridge the attainment gap between these learners and non-migrant pupils. This initiative draws on a wide range of successful ECML projects and resources that focus on inclusive, plurilingual and intercultural approaches. Exchanges during the peer learning activity (PLA) on 'Language learning support in education for inclusion of children with a migrant background' (13-14 June 2022) demonstrate that this initiative has been greatly appreciated by participating Member States.

Materials for teachers and educators to use when working with Ukrainian children:

- Information, methodological advice and study materials in various languages, in particular Ukrainian, can be found at the websites of Ministries of Education across the EU. A fairly

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[28] National Provider Identifier. An NPI is a unique identification number for covered health care providers, created to help send health information electronically more quickly and effectively.
[29] See, for example, CoE tools to help those providing language support to children arriving from Ukraine, available at:
https://www.ecml.at/Resources/SupportingthelinguisticintegrationofrefugeesfromtheUkraine/tabid/5558/language/en-GB/Default.aspx.

> comprehensive list of resources for teachers from different Member States has been compiled at the School Education Gateway[30].
>
> - A compilation of resources can be found at Eduscol for teachers in France on how to welcome children from Ukraine and how to talk about the crisis with pupils. Help for teachers and families in talking to pupils about Russia's invasion of Ukraine, and how to help them avoid misinformation – The Education Hub (blog.gov.uk)

> **Erasmus+ project AVIOR[31]** has developed multilingual materials for children with a migrant background, which have also been translated into Ukrainian. The project has developed bilingual resources in seven different language pairs by translating high-quality monolingual resources; organised study visits in which teachers, teacher trainers and parents can exchange best practices; and created local networks of parents, communities and schools through its case studies. All of the project's major outputs are collected in the AVIOR handbook.

Mediators and coaches

In most EU Member States, migrant children benefit from the same services as native pupils once they are enrolled into a mainstream school. However, migrant children often require additional support, not only in relation to cognitive matters, but also to respond to their individual situations (e.g. psychosocial and language needs).

In some countries, support persons/coaches are assigned to teachers. In countries where there is no obligation to assign a support person (e.g. in Germany, Belgium (Flanders) and the Netherlands), the type and quality of support varies[32]. In some cases, a teacher or school mentor takes on this role. In other countries – for example, Sweden – schools are obliged to assign a particular support person to pupils who have attended reception (international classes). This support begins once pupils enter mainstream classes, and can be arranged individually or in groups[33].

> ### Examples of existing good practices
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> A school in **Palermo, Italy,** has developed a systematic concept of 'welcome culture' through a 30-hour training programme involving the support of linguistic-cultural moderators to a team of 10 administrative staff and teachers. These staff acquire linguistic and relational competences and are tutored by a team of external professionals in order to support teachers' communications with families and the development of individualised learning plans[34].

> The Teacher Training Institute in **Hamburg, Germany** provides an example of good practice in the training of 'intercultural mediators' and 'cultural actors', contributing to the diversity competences of schools. Similarly, in **Malmö, Sweden**, staff have been trained in intercultural competences to facilitate their work with pupils and parents. The National Centre for Multicultural Education (NAFO) in **Norway** has conducted the project 'Education for newly arrived youth' in

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[30] See further at: https://www.schooleducationgateway.eu/en/pub/latest/news/education-support-ua-refugees.htm

[31] AVIOR was an Erasmus+ Strategic Partnership that ran from 2016 to 2019. It engaged research and training centres, NGOs and network organisations from six countries: Croatia, Estonia, Germany, Greece, Italy and the Netherlands.

[32] Crul, M. (2017). 'Refugee children in education in Europe. How to prevent a lost generation?', SIRIUS Network Policy Brief Series, Issue No. 7, February 2017.

[33] Koehler, C. (2017). Continuity of learning for newly arrived refugee children in Europe. NESET II ad hoc question No. 1/2017.

[34] Grigt, S. (2017). 'The Journey of Hope: Education for Refugee and Unaccompanied Children in Italy'. *Education International*. Retrieved on 30 May 2017 from https://issuu.com/educationinternational/docs/grigt_journey_of_hope_2017.

> 26 municipalities in seven countries. Goals included increasing the competences of school managers and teachers to deal with newly arrived youths[35].

> **Helsinki, Finland** uses the system of Finnish national support for L1 language instruction to provide additional L1 support in school subjects during the school day, provides funds to hire additional teachers and purchase teaching material for refugees, and offers diverse types of assistance and support with schoolwork (various activities including learning in groups, guidance counselling, remedial teaching, special needs education[36]).

> Since 2010, **Poland** has provided a legal basis for employing teacher assistants (cross-cultural assistants (CCAs)[37]) to support the education and integration in schools of children and youth with migrant backgrounds. Teacher assistants are employed by schools (local governments), while CCAs are employed by NGOs. CCAs help children whose Polish language skills are insufficient to take full advantage of education in school. Their role includes translating, providing emotional support for children, organisational support, teaching assistance, conflict resolution and acting as role models[38]. The Coalition for Strengthening the Role of cross-cultural assistants and Roma Teaching Assistants (RTAs) was established in October 2018 by the Foundation for Social Diversity, with the aim that all children with a migration experience and who are in need of support can benefit from CCAs and RTAs. The coalition encourages schools and governing bodies to hire assistants, and advises on how this can be done, as disseminating experiences and good practices to show the entire school community the benefits of working with assistants. In addition, the coalition support assistants with their professional development.
>
> Similar practice exists in **Slovenia**, when schools hire language coordinators to support the school community in language integration of newcomers[39].

Inclusion of teachers with migrant backgrounds

Another major challenge, especially in countries with a large influx of refugees, is to find additional teachers and further support the tackling of language barriers. One under-used resource to respond to this challenge is that of migrant teachers. Various experts perceive that increasingly diverse classrooms would benefit strongly from increased diversity in the teaching population. Among the benefits offered by a multicultural teacher workforce are greater intercultural awareness, better understanding of the minority perspectives in class, and the opportunity to present positive role models[40].

However, only a few countries in Europe have so far made proactive efforts to recruit more people with a migrant or minority background into the teaching profession. Although the procedure has been simplified for teachers fleeing the war in Ukraine in some countries, it remains burdensome for other migrant teachers. Unequal access to the teaching profession for migrant/refugee teachers (e.g., facilitated access to the profession for teachers with a Ukrainian language background, compared with high requirements for other teachers (e.g., those with Arabic language background) is highlighted by a number of stakeholders[41]. It is

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[35] PPMI (2017). '*Preparing Teachers for Diversity: the Role of Initial Teacher Education*', European Commission, Brussels.

[36] Ibid.

[37] See more at: https://asywszkole.pl/en/about-us/.

[38] There is also increasing research evidence on the benefits of cross-cultural/multilingual teaching assistance. See, for example, Kakos, M. (2022). A third space for inclusion: multilingual teaching assistants reporting on the use of their marginal position, translation and translanguaging to construct inclusive environments, *International Journal of Inclusive Education*, DOI: 10.1080/13603116.2022.2073060.

[39] Peer learning activity on 'Language learning support in education for inclusion of children with a migrant background' (13-14 June 2022).

[40] SIRIUS (2020). Taking stock of SIRIUS Clear Agenda and new developments in migrant education, SIRIUS Watch 2020. Available at: https://www.sirius-migrationeducation.org/wp-content/uploads/2021/10/SIRIUS-Watch-2020.pdf.

[41] Peer learning activity on 'Language learning support in education for inclusion of children with a migrant background', (13-14 June 2022).

important to build efficient partnerships between host country teachers and migrant teachers to ensure the holistic linguistic development of children.

Examples of existing practices

In **Latvia**, according to the new law on the support of civilians from Ukraine, Ukrainians have a right to work as teachers in Latvia, thus bypassing the regular certification of teachers, provided they teach only to Ukrainian minors (not in regular classrooms). If they wish to work as regular teachers in any Latvian educational institution, they need to gain professional certification.

Lithuania has also introduced a facilitated procedure for employing Ukrainian teachers[42].

In **Romania**, to address teacher shortages, the Ministry of Education intends to allow pupils from state/private universities and retired teachers to provide teaching and school counselling. It will also allow Ukrainian professors to teach in Romanian universities.

To increase the availability of qualified teachers in **Norway**, immigrants with bilingual/multicultural backgrounds and basic teacher training from their native countries are eligible for stipends/grants so that they can acquire the supplementary education they need to qualify as teachers. This measure was first introduced in 2002, when five universities offered the relevant programme. In 2017, the Ministry of Education in **Finland** announced a EUR 5.5 million package of funding to support the learning paths and integration of immigrant pupils. One purpose of these funds is to promote and support training to provide immigrants with an official qualification to work as subject teachers and kindergarten teachers.[43]

Digital tools for language inclusion

New media has the potential to revolutionise the learning and teaching of languages in a number of ways. The internet provides access to original material and examples in various languages. Smartphones enable learners to have direct contact with others around the world. Social media promotes immediate connectivity and access to comment about what is happening in the world. The task for schools is to find ways to use these new opportunities to make language inclusion more effective and interesting, while maintaining the qualities of conventional language teaching. The digitalisation of learning has further intensified during the COVID-19 pandemic, increasing the educational community's need to rapidly advance its digital literacy.

New media and digital tools have been also helpful in providing educational opportunities in the context of the war in Ukraine. Some initiatives have included connecting Ukrainian displaced pupils with distance learning options in Ukrainian. Indeed, Latvia has been working in cooperation with the Ukrainian Ministry of Education to provide pupils with the option of distance learning, as an alternative to the Latvian education system. Similarly, the Ukrainian Ministry of Education has collaborated with Czechia to provide distance learning to pupils during their 'adaptation' period[44]. Such initiatives help to avoid learning losses, and could help to offer schooling options in the short term, especially for those pupils who hope to return to Ukraine in a few months.

Countries can now also draw on a well-developed offer of digital learning resources provided by the Ukrainian government and other providers to enable learners to maintain

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[42] See, for example, https://smsm.lrv.lt/lt/informacija-del-karo-pabegeliu-is-ukrainos/is-ukrainos-atvykusiems-mokytojams-dlia-vchiteliv-z-ukrayini-for-teachers-from-ukraine.

[43] Education International (2017). Finland: government increases support for education of immigrant pupils and teachers. Retrieved from : https://www.ei-ie.org/en/detail/15320/finland-government-increases-support-for-education-of-immigrant-pupils-and-teachers.

[44] UNESCO, Mapping host countries' education responses to the influx of Ukrainian students. Last update: April 22, 2022. See: https://www.unesco.org/en/articles/mapping-host-countries-education-responses-influx-ukrainian-students.

their link with Ukraine and, for the period immediately after arriving, to follow Ukrainian education remotely.

> **Examples of existing tools and resources**
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> **Online Ukrainian schools.** The Ukrainian state school system's online offering is the All-Ukrainian Online School, launched in December 2020. This platform is an initiative of Ukraine's Ministry of Digital Transformation and Ministry of Education and Science, developed by the Osvitoria Public Union under the Swiss-Ukrainian DECIDE project ('Decentralization for Improved Democratic Education').

> Another educational project deployed in Ukraine is **UNICEF and Microsoft's Learning Passport**. This brings together a range of educational courses and is accessible online, through mobile phones, as well as offline, making it possible for children to continue learning even where there is damage to IT infrastructure. Interactive content is available for different ages, as well as for parents and educators. The scheme has gone live in so-called 'blue dot centres' – safe havens for migrating children and families – across Europe.

> **Multilingual programme Studi/Binogi**. Studi/Binogi is an online system developed in Sweden that is designed to support pupils in gaining access to and learning curriculum content in a way that enables multilingual content-integrated learning. Curriculum content is presented through short, animated modules that are narrated in both audible and written form (subtitles) in multiple languages (see binogi.com).

Practices in the school community

Inclusive school communities allow all pupils to demonstrate their learning in creative, meaningful ways while supporting the full participation of culturally and linguistically diverse pupils, families, educators and staff. SIRIUS monitoring shows that across Europe, the creation of a welcoming and inclusive school climate for newly arrived migrant pupils is mostly conducted on a school-by-school basis. Only a few governments have developed clear **guidelines and strategies for the creation of inclusive school environments**, and even these strategies are often of a general nature. A multi-stakeholder approach is recognised, but not always implemented[45].

The European Centre for Modern Languages, with the support of the European Commission, provides tools that help to clarify, develop and implement plurilingual, intercultural and inclusive whole-school policies in various contexts. The case studies of the 'Ensemble' project[46] address fundamental questions of continuity between home and school, giving value to all languages present, and implementing changes in favour of linguistic diversity, each in its regional context.

> **Examples of existing approaches and practices**
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> **HIPPY (Israel)**. Similar initiatives: Opstapje (Netherlands), Rucksack (Germany), Schritt:weise (Bern, Switzerland)
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> HIPPY ('Home instruction for parents and pre-school youngsters') now operates in 10 countries on five continents. HIPPY consists of a developmentally appropriate curriculum designed to strengthen the child's cognitive and early literacy skills, social/emotional and physical development. Its bi-weekly home visits and group meetings extend over a period of two or three

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[45] SIRIUS (2020). Taking stock of SIRIUS Clear Agenda and new developments in migrant education, SIRIUS Watch 2020. Available at: https://www.sirius-migrationeducation.org/wp-content/uploads/2021/10/SIRIUS-Watch-2020.pdf.

[46] See further at http://archive.ecml.at/mtp2/ensemble/html/Ensemble_E_pdesc.htm

years, during which a set of easy-to-use educational activity packs and storybooks are provided for parents and children. An important feature is that the home visitors are hired from within the community but are trained and supervised by a professional coordinator. The home visitor, parents and children all communicate in the parents' first language.

Collaborating with NGOs and community organisations to support language teaching can allow an immediate response to the needs of newcomers. For instance, a large network of schools in **Cologne (Germany)** has developed a project to use pupils' first languages: the 'First Language Lesson Programme' (FLLP). Each year, a group of schools has worked with an external organisation on a project that enables them to use and develop their mother tongues within the curriculum of other subjects. The FLLP in Cologne Museums project enabled pupils to become museum experts and then use their language skills as guides at a family day in the museum. This also introduced children and their parents to the museum. These projects are believed to provide children with learning opportunities outside the school curriculum, as well as enhancing their self-confidence, cultural identity and skills in their mother tongue. The scheme is also believed to help change attitudes to non-dominant languages within schools and the wider community[47].

The **German FÖRMIG-Program** established regional language education networks, forming synergies between schools and facilitating the sustainability of effective innovative approaches. It was based on the principles of cooperation and networking, with structural support as one of the central aims of the programme. In addition to local cooperation partners, basic units (schools, together with other committed pedagogical institutions) could look for specific strategic partners to secure structural keystones. Each participating school, in its own way, could develop creative strategies to implement the concept of horizontal cooperation for continuous language education within a neighbourhood[48].

Part B: Building linguistically inclusive education in the long term

For multilingual children, success in school cannot come from separate classes in which they learn the dominant language while everything else remains the same – especially when subject teaching is carried out with no consideration to the multilingual nature of the classroom. Ensuring continuity and consistency in policy is a key factor for the successful development of languages in a multilingual environment in the longer term. With reference to existing practices, this chapter looks at various aspects of maintaining continuity in language learning, as well as at certain specific elements needed to ensure consistency and upscaling. These include teacher education, curriculum design, the development of language-aware schools, and the quality assurance of existing programmes.

Teacher education

Many studies have been conducted on the role of teachers in facilitating diversity in the classroom. But despite this and high demand from teachers themselves, countries across Europe have yet to develop consistent programmes for the integration of multicultural and multilingual pedagogies into teacher training. Training on managing diversity is still predominantly provided on an institutional basis or by NGOs as in-service training. However, various schools across Europe have introduced mentoring programmes or academic assistants to support migrant children with both school-related matters and with overall integration. While the growing presence of such support personnel is commendable and certainly important, it does not compensate for the lack of preparedness among

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[47] Herzog-Punzenberger, B., Le Pichon-Vorstman, E. & Siarova, H. (2017). 'Multilingual Education in the Light of Diversity: Lessons Learned', NESET II report, Luxembourg: Publications Office of the European Union.
[48] Ibid.

teaching staff to create inclusive classrooms and implement inclusive pedagogical approaches.

The effective implementation of new linguistically and culturally sensitive pedagogies, as well as comprehensive support in the language of schooling and approaches aimed at further developing learners' diverse linguistic repertoires, require appropriate preparation of ECEC and school teachers and educators, regardless of the subject they are teaching. Ziegler (2013) highlights an urgent need to understand the changing identities of language and subject teachers in multilingual realities, as well as to develop and professionalise them as agents of multilingualism[49].

Research studies suggest that, to date, awareness among teachers at all levels and school communities[50] has remained limited with regard to the usefulness and benefits of children's first languages. In addition, there has been a lack of shared responsibility concerning learners' language development. When it comes to supporting multilingual learners, 'learning on the job' is not necessarily a substitute for comprehensive teacher education programmes. Even good teacher-learner communication may fail when teachers are unaware of the roles that language and culture play in classrooms.

Examples of existing approaches and practices to help teachers develop their linguistic awareness

SprachKopf (**Mannheim, Germany**) is an instrument to test the language teaching competences of pedagogues in elementary education. It allows the competences of (pre-)kindergarten teachers in language learning and multilingualism, diagnostics, language support and language in general, to be tested in a motivating way, using a standardised, computer-based approach that is not time-consuming. It also tackles the question of how different dimensions of pedagogical professionalism enhance language support competences.

DaZKom (Bielefeld, Germany) is a model of competences for teaching in multilingual classrooms in grades 5-8, which consists of a competence model in language-sensitive subject teaching, together with a test that enables teachers to be supported and receive further training in those competences in which they are weak.

The Erasmus+ Partnership ALCOR provides training for teachers on 'Building Teacher-Parent Connections Through Digital Multilingual Learning' (in project partner countries – Italy, Estonia, the Netherlands and Croatia). The objective of the project is to support linguistically disadvantaged primary school learners in Europe who are at risk of falling even further behind their peers as a result of COVID-19 school closures. Teachers are the primary agents of change in creating inclusive classrooms, which is why this project focuses on creating a comprehensive 'train-the-teacher' programme that combines three teacher competences: digital and blended learning; integrating home languages into teaching strategies; and engaging plurilingual parents.

The University of Hamburg **(Germany)** has created a model for teacher education which makes elements of multilingualism and diversity, as well as multicultural and multi-religious aspects, compulsory at all stages of teacher education for the teaching of all subjects. The 'Hamburg model for teacher education' (*Hamburger Modell der Lehrerbildung*) includes cultural and social diversity not only in education science, but also in teaching didactics. The issue is covered in four different Bachelor's and Master's courses for primary, secondary and upper-secondary school teachers, as well as for those in special education and vocational education.[51]

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[49] Ziegler, G. (2013), 'Multilingualism and the language education landscape: challenges for teacher training in Europe', Ziegler *Multilingual Education*, 3 (1).

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

[51] https://www.diver.uni-hamburg.de/studium/mehrsprachigkeit_lehrerausbildung.html

Curricula and assessment

To ensure overall coherence, curriculum planning must cover various aspects of schooling such as its general aims, specific aims and competences, teaching content, approaches and activities, groupings, spatial-temporal dimensions, materials and resources, the role of the teachers, co-operation and assessment. The questions of language and multilingualism should be considered in each of these aspects. One basic consideration is the choice of languages used for subject teaching. While in certain contexts, such as in regions with minority languages, bi- or trilingual communities are served with bi- or trilingual subject teaching (e.g. in the Spanish Basque country) as the basis of a multilingual curriculum. In other contexts, such as super-diverse urban schools in which dozens of languages are spoken by pupils, the choice of which languages are used for schooling is a question involving the development of a wider network in which different schools can have different emphases in terms of language combinations.

The new generation of multilingual curricula go beyond bilingual educational models, referring instead to all of the pupils' language resources. They aim at a threefold concept of multilingual education that includes: (1) a constructive language policy; (2) language awareness; and (3) functional multilingual learning[52]. However, such language-sensitive curricula are not yet widespread.

Examples of existing curriculum development and assessment approaches that take into account multilingualism

Language sensitive curriculum and focus on language awareness in Finland. The Finnish National Agency for Education has updated the curriculum for basic education in a way that places great emphasis on the role of languages in learning. Its values are specifically connected to the Constitution of Finland, Non-discrimination Act 21/2014, and to human rights. Under to the curriculum, pupils from diverse linguistic backgrounds should be able to encounter each other in schools and learn together in authentic interactions without being blocked by the school language. Thus, the goal of the curriculum is to provide educational equity for all pupils, and to ensure that every pupil, regardless of their background, achieves effective literacy and academic language skills during basic education. As a result, the current curriculum emphasises that language-sensitive teaching is relevant for every pupil, and targets not only Finnish language learners[53].

The Multilingualism Curriculum by Krumm and Reich (2013)[54] in **Austria** was the first attempt to spell out a fully inclusive approach in all curricula from grades 1 to 12 in general and vocational education. The curriculum provides support in a comprehensive manner for the development of the following competences:

- o language awareness, the overall ability to reflect upon languages;
- o the ability to reflect on one's own linguistic situation and also to analyse another's situation;
- o knowledge about languages and their significance for people and groups;
- o the linguistic knowledge necessary for a comparative description of languages;
- o a varied range of learning strategies and self-confidence as far as the pupils' languages are concerned.[55]

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[52] Herzog-Punzenberger, B., Le Pichon-Vorstman, E. & Siarova, H., 'Multilingual Education in the Light of Diversity: Lessons Learned', *NESET II report*, Luxembourg: Publications Office of the European Union, 2017. doi: 10.2766/71255.

[53] Alisaari, J., Vigren, H. & Mäkelä, M.-L. (2019). Multilingualism as a resource: Policy changes in Finnish education. In: Hammer, S., Viesca, K.M. & Commins, N.L. (eds.) *International Research on Content Teachers Working with Multilingual Learners: Policy, Perspectives, Preparation, Practice*. (pp. 29–49). Abingdon: Routledge.

[54] Krumm, H-J. & Reich, H. (2013). Multilingualism Curriculum: Perceiving and Managing Linguistic Diversity in Education. Waxmann: Munster.

[55] Ibid.

The curriculum also provides syllabi for various sub-areas such as 'perceiving and managing multilingual situations', 'knowledge about languages' and 'acquisition of language learning strategies'. Each sub-area consists of a description of its aims and content, and provides examples and suggestions with regard to existing resources.

Kajpataj – the regional language portfolio for primary schools (Carinthia, Austria)

The development of a first and second language, as well as a foreign or neighbourhood language, is supported by the regional language portfolio in the Austrian region of Carinthia, where German, Slovene and Italian are part of the curriculum in several schools. The portfolio is presented by a cartoon dragon, Kajpataj (based on a landmark statue in the regional capital, Klagenfurt) who acts as a guide through the seven parts of the portfolio. In the first part, entitled 'Signpost', Kajpataj explains to pupils how to work with the portfolio. The language biography (part 2) helps pupils to document and reflect on multilingual language learning, so that pupils themselves take responsibility for their language learning. Improvements are noted using the checklist (part 3). The language passport (part 4) works as a summary of the competences noted in the checklist. Part 5 offers learning strategies, and the most valuable products of the children's language learning process are collected in the treasure chest (part 6). Further ideas for projects are provided in part 7. The same portfolio is available for German, Hungarian and Croatian in Burgenland, Austria.

The Language Ladder (United Kingdom)

In the UK, the Language Ladder scheme has been developed for both children and adults as one of the outcomes of the National Language Strategy for England. Its objective is to introduce a voluntary recognition scheme linked to the existing national qualification framework and the CEFR (The Common European Framework of Reference for Languages). The scheme uses 'can do' statements, and offers discrete skills assessment to enable learners to focus, for instance, on developing their speaking skills. The Language Ladder also includes opportunities for self-assessment, as well as assessment by teachers and externally. The scheme offers accreditation in 23 languages, with additional languages being planned for the future.

Linguistically inclusive school ethos / language-aware schools

For linguistically and culturally responsive schooling to work, it is crucial that everyone pulls in the same direction and develops a shared set of values with common goals. This process depends on leadership, as well as a collaborative culture and constructive dialogue in the school community. Therefore, whole-school development is necessary to successfully implement a pluralistic approach to language learning and build 'language awareness' in schools.

Approaches to developing a linguistically inclusive school ethos

The European Centre for Modern Languages has developed a roadmap for schools to support language(s) of schooling. This includes a self-assessment tool for schools, a database of pedagogical materials and tools, and a step-by-step guide for schools to implement the Roadmap[56].

Erasmus + funding programme has supported a number of projects focusing on creating culturally and linguistically inclusive schools. For instance, **"EDINA - Education of International Newly Arrived migrant pupils"** developed by policymakers, schools and researchers from Finland (Helsinki), Belgium (Ghent) and The Netherlands (Rotterdam and Utrecht) with the aim to provide support to municipalities, schools and teachers in the reception and the integration of newcomer pupils into primary and secondary school education. There are

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[56]   See   further   at: https://www.ecml.at/ECML-Programme/Programme2016-
2019/roadmapforschools/tabid/2994/language/en-GB/Default.aspx

tools for reception, observation, differentiation, assessment and communication[57]. **The Listiac Project** develops and experiments a theoretically informed reflection tool aimed at making (future) teachers more linguistically sensitive in their beliefs, attitudes and actions[58]. As part of Listiac, the JYU partner has developed a cross-curricular language aware pathway as part of the class teacher curriculum in the Department of Teacher Education at the University of Jyväskylä. The aim of this pathway is to provide a recognisable reference point for students as they progress through their educational studies and explore what is meant by the 'every teacher is a language teacher' mandate written into the national curriculum for basic education in Finland.

One school, many languages **(Ireland)** is a practical resource for primary school teachers. It contains links to lesson plans, videos and audio resources that can be used in the classroom, as well as articles outlining the latest research and best practices. The toolkit has been designed by the social enterprise Mother Tongues[59]. In February 2022, *The Irish Times* featured Mother Tongues and the toolkit in an article: 'Speaking in mother tongues shows heritage is a class act – Embracing diverse languages inside the classroom gives all pupils a great advantage'. One of many examples of schools in Ireland in which a positive long-term vision for languages and diversity has profoundly impacted the plurilingualism of pupils, their school achievements, and the social cohesion of the school community is Scoil Bhríde Cailíní[60].

Following the concept of a language-friendly school, the **Language Friendly Schools network[61]** sees each pupil's linguistic repertoire as an opportunity for other pupils to learn, rather than simply as a challenge. In practical terms, becoming a Language Friendly School involves: 1) literacy skills – pupils must have continuity in literacy and numeracy development while learning the language of instruction, thus minimising learning loss; And 2) cognitive development – the ability for pupils to code-switch to support learning.

Funding language education and quality assurance

Many EU countries increased their budgets for education in response to the increased numbers of new arrivals in 2015/16. In many countries, additional funding has been provided to open classes for newly arrived migrant pupils and to hire additional teachers. However, challenges can arise when this funding is directly related to the number of refugee pupils: in the Netherlands, where there are large fluctuations in the numbers of refugee pupils due to residential requirements, schools are hesitant to hire additional teachers, open new classes or purchase additional materials when pupil numbers are high, because they cannot rely on numbers remaining high. In the event of a sudden decrease in pupil numbers, such schools would be left with additional expenses[62].

In Belgium, the regional governments can in some cases provide additional funding to cities (for example, Ghent and Antwerp), which can be allocated according to their needs – for instance, to support integration programmes, additional language courses, and additional classes for newly arrived migrant pupils through extra teaching time. In Finland, Germany and the Netherlands, federal funds support municipalities in providing extra staff for newly arrived migrant pupils.

Finland allocates additional funding for integration training for those asylum seekers who have received residence permits, and for apprenticeship and work-based training for those

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[57] https://edinaplatform.eu/en

[58] https://listiac.org/

[59] See further at https://mothertongues.ie/

[60] Little, D. & Kirwan D. (2019). *One school, fifty languages: from linguistic diversity to educational capital*. Presentation at: Implementation seminar: Peer learning about language learning, literacy and the language of schooling, Frankfurt, 17-18 December 2019.

[61] https://languagefriendlyschool.org/

[62] Koehler, C. (2017), Continuity of learning for newly arrived refugee children in Europe. NESET II ad hoc question No. 1/2017.

granted international protection. Finland also channels a large amount of funds into L1 language teaching. *The Finnish National Board of Education* funds 86% of L1 teaching for every language that is represented by at least four pupils. In Helsinki, this is reflected in instruction being provided in 47 different languages. In addition, Helsinki has begun to use this L1 funding to provide additional support in school subjects rather than L1 language instruction[63].

Both SIRIUS and the OECD highlight the lack of comprehensive quality assurance strategies for monitoring the implementation of language teaching models, or for harmonising and updating available teacher training models[64]. During the PLA, participants also highlighted a lack of monitoring practices to ensure regional consistency in the implementation of governmental support programmes and resource use[65].

Concluding remarks

The profound societal change caused by new migration patterns has created a need to re-think language teaching approaches in schools. It calls for the identification of the most successful multilingual strategies, geared towards the inclusion of all pupils. Policies are needed that promote multilingual approaches and holistic, linguistically and culturally sensitive curricula –which, in turn, require a fundamental change of perspective.

This new perspective should include reflection on educational goals for multilingual and multiliterate citizens in each country, and how non-dominant languages fit into this perspective. Revised curricula should go beyond the usual hierarchy of languages to facilitate the use of all pupils' language resources, developing multilingual profiles in which each language in an individual's linguistic and cultural biography is equally praised and valued.

The challenge at hand is not the multilingualism of pupils and a lack of effective strategies, but rather the rigidity of school systems and insufficient knowledge on how to successfully implement these strategies. In the light of this, the key action points to facilitate language inclusion are:

- Efforts are required to ensure that ALL teachers in schools, as well as early childhood education and care (ECEC), are trained in teaching the language of instruction as a second language.
- Opportunities for professional development and support, plus support for recruitment and retention, should be offered to newly arrived migrant teachers as well as migrant professionals interested in teaching.
- Educational institutions and local communities need to acknowledge and promote the learning of home languages as a key requirement for building inclusive, linguistically sensitive learning environments and language-aware schools. This recognition and realisation of existing possibilities has been growing in the context of integration of Ukrainian displaced pupils and is equally important for all home languages.
- Inclusive multilingualism curricula are needed that integrate the language dimension into every aspect of learning. Such curricula focus on developing

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[63] Dervin, F., Simpson, A. & Matikainen, A. (2017). 'EDINA Country Report – Finland'. Retrieved on 16 May 2017 from Edinaplatform: https://edinaplatform.eu/research/country-reports/.

[64] SIRIUS (2020). Taking stock of SIRIUS Clear Agenda and new developments in migrant education, SIRIUS Watch 2020. Available at: https://www.sirius-migrationeducation.org/wp-content/uploads/2021/10/SIRIUS-Watch-2020.pdf; Cerna, L. (2019). 'Refugee education: Integration models and practices in OECD countries', *OECD Education Working Papers*, No. 203, OECD Publishing, Paris, https://doi.org/10.1787/a3251a00-en.

[65] Peer learning activity on 'Language learning support in education for inclusion of children with a migrant background' (13-14 June 2022).

language awareness among all learners, together with the ability to reflect on and develop knowledge about different languages, as well as promoting culturally and linguistically responsive teaching.

- An inclusive school culture is an integral component of multilingual education. This promotes a safe learning environment that values different cultures and languages, transforms schools into learning organisations, recognises the pedagogical resources among parents and local communities, and establishes dialogue and a collaborative culture.
- The integration of newcomers into mainstream classes should be ensured as quickly as possible. Avoiding the segregation of the refugee children for long periods is key, regardless of uncertainty over the length of their stay in the host country. The benefits of multilingualism (for both refugee and native children) as well as rapid social language acquisition are certain and should inform the design of future integration responses.