

**DG EDUCATION, YOUTH, SPORT AND CULTURE  
(DG EAC)**

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Initiative	Keyword(s)
<p>Policy support</p> <p>DG EAC's strategic framework for policy cooperation - <b>Education and Training 2020</b> - includes as a priority the successful <b>integration of migrant children in education</b> systems. Integration is under the remit of the ET 2020 Working Group on <b>Promoting common values and inclusive education</b>, which organised three peer learning activities (PLA) on the <b>integration of migrants in 2018</b> (Athens, Helsinki, Lisbon).</p> <p><b>EAC contributes substantially to DG HOME-led Action Plan on the integration of third-country nationals of June 2016.</b> The action plan includes <b>education as one of its pillars</b> alongside pre-departure measures, employment, access to basic services, and active participation and social inclusion. The Action Plan identifies <b>three priorities for education</b>: (a) to integrate newly-arrived migrants into mainstream education structures as early as possible; (b) to prevent underachievement of migrants; (c) to prevent social exclusion and foster intercultural dialogue. <b>It also identifies eight challenges</b>: (1) language learning; (2) assessment of skills; (3) recognition of qualifications; (4) training of teachers; (5) lack of teaching resources; (6) civic education; (7) low level of skills in children and students who have been deprived of education over the past years/months; and (8) geographical and social segregation.</p> <p><b>EAC contributes on education of migrants in the European Semester.</b> Integration is an issue with high visibility in the Semester process, related in particular to labour market participation of migrants, however, education and training are also well-covered. In 2018, Austria (as concerns improving basic skills of people with a migrant background), France (as concerns fostering equal opportunities and access to the labour market, including for people with a migrant background) and Germany (as concerns improving educational outcomes and skills levels of disadvantaged groups) <b>received Country Specific Recommendations CSRs on the integration of migrants</b> linked to education and training.</p> <p>DG EAC has prioritised <b>mutual learning on education and integration of migrants</b> with national authorities and</p>	<p>Integration</p>

<p>European stakeholders in education including</p> <ul style="list-style-type: none"> <li>- May 2017 Brussels - recognition of refugees' qualifications with NARICs network</li> <li>- March 2017 Brussels - Integration of migrants in education and training - Joint seminar of ET 2020 Working Groups</li> <li>- May 2016 Dresden - Language assessment and integration of unaccompanied minors through education</li> <li>- April 2016 Stockholm - Reception of newly arrived migrants, and assessment of previous schooling</li> </ul> <p>EAC supports a <b>European policy network in the field of education of children and young people with a migrant background</b> (Sirius). The network involves 26 partners and is coordinated by the Brussels-based Migration Policy Group (MPG). It was awarded a grant in 2017 for a 4-year framework partnership agreement (FPA) under Erasmus+ (annual grant: 294.009.57€; 75% co-funding). Its main task is to disseminate and promote good practices across Member States, monitor and report on national policies and initiatives and contribute to the development of the School Education Gateway by presenting good practices, latest research and analysis of data and policy development. Experts from the Sirius network were also involved as facilitators of the latest peer-learning activity in Portugal in May 2018. More information: <a href="http://www.sirius-migrationeducation.org/">http://www.sirius-migrationeducation.org/</a></p> <p>EAC is complementing the <b>Early Childhood Education and Care</b> (ECEC) quality framework to improve inclusiveness and diversity management. It will include tools that address barriers to migrants' participation and support for ECEC staff in developing their competences as well as language and cultural awareness.</p> <p>The <a href="#">School Education Gateway</a> website offers the link: <i>Exchange of practice to support integration of newly arrived migrants in schools</i>, where schools and teachers can access services:</p> <ul style="list-style-type: none"> <li>- e Twinning online group for mutual support and exchange of practices among teachers and school leaders</li> <li>- examples of good practices on preparatory classes for successful integration</li> <li>- online courses (free MOOC) Example: <a href="#">Raising awareness about the situation of newly arrived migrants</a></li> </ul> <p>Support to NARIC (National Academic Recognition Information Centres) and ENIC (European Network of Information Centres) to <b>improve recognition of qualifications</b> for migrants and refugees. The project "Recognition Toolbox" involves 5 countries in this specific area.</p> <p>Funding support:</p>	
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DG EAC has **mobilised Erasmus+, Creative Europe and the European Solidarity Corps** to strengthen and upscale its existing support for the integration of migrants and refugees. The platform on Erasmus+ project results, <http://ec.europa.eu/programmes/erasmus-plus/projects/>, provides an overview of these projects.

DG EAC is **providing up to 100,000 refugees with free-of-charge language assessment and languages courses** through Erasmus+ (Erasmus+ Online Linguistic support). The licences are currently available in 20+ countries for courses in 18 languages.

Integration of migrants is **mainstreamed in description of priorities for KA2 Strategic partnerships and certain KA3 activities, especially the social inclusion Call** which is managed directly by DG EAC. Around half of the social inclusion selected projects target integration of migrants.

The 2018 Erasmus+ WP includes:

- a call for **policy experimentations** in education and training (10 Mio€) including a priority on "Promoting social inclusion and shared EU values through formal and non-formal learning and
- a call on "**Social Inclusion, values and fundamental rights: the contribution in the field of education, training and youth**" (14 Mio€) with the results to be known in the autumn of 2018.
- a new type of partnerships in **Key Action 2: School Exchange Partnerships**, aimed at strengthening the European dimension in the participating schools and promoting the values of inclusion and tolerance as underlined in the Paris Declaration. A total of €190 million was awarded to around 1700 projects of this type in the 2018 Call.

Erasmus+ capacity-building projects in **international higher education** included:

- **Refugees Education Support in MENA Countries**, which supports the setting up of 7 "refugee student operational support units" across HEIs in Jordan, Lebanon, Iraq, Germany, Spain, Italy and Turkey to help refugee students to resume their academic training path.
- Support for the **Mediterranean Network of National Information Centres on the Recognition of Qualifications/MERIC-Net** - development of a common methodology in Southern Mediterranean countries to facilitate the integration of refugees and displaced people.

Many activities in sports, for example:

- **#BeInclusive EU sport award** was launched in 2017 and rewards the best projects that have successfully supported **social inclusion through sport**. The **2018 edition** of the award was launched in June and the **award ceremony** is scheduled for **27 November 2018**.
- *European Sport Inclusion Network (ESPIN)* - Promoting Equal Opportunities of Migrants and Minorities through Volunteering in Sport launched by DG EAC aims to increase sports participation of disadvantaged groups by promoting volunteering and equal access of migrants & minorities to organised sport.
- SIVSCE promoting social inclusion of migrants in sports clubs in Europe
- Pilot project promoting health-enhancing physical activities for refugees (2016)
- Call for proposals for Sport as a tool for integration and social inclusion of refugees (2017)
- Call for proposals for Sport as a tool for integration and social inclusion of refugees (2018)

Culture cooperation projects funded under the **Creative Europe** programme promote cross border cultural cooperation and therefore all of them directly or indirectly trigger either intercultural or interfaith dialogue, and respect for diverse cultures and cultural expressions. Between 2016 and September 2018, 246 cooperation projects have been selected for funding. Out of these projects, 105 projects addressed issues related to "migrant" or "refugee" populations. Besides, a Special Call for projects, "Support for refugee integration", was launched in 2016 - 1.6 M€ - 12 projects selected. The objectives are to support cultural, audiovisual and cross-sectorial projects to facilitate integration of refugees in Europe, enhance mutual cultural understanding and foster intercultural and interreligious dialogue, tolerance and respect.

Also, the European Agenda for Culture and the 2015-18 Work Plan for Culture highlight actions in the realm of **culture in the integration of immigrants**.

The **Marie-Sklódowska Curie actions** has also developed specific tools such as the Career Restart Panel to

<p>provide wider access to researchers being refugees or asylum seekers.</p> <p>DG EAC also takes part in the <b>ISG on the Rights of the child</b> led by DG JUST which often focuses on Roma or migrants. The ISG contributes to monitoring and reporting on the implementation of the actions in the DG JUST 2017 Communication on children in migration. DG EAC is informally associated in the <b>Urban Agenda</b> partnership on migrants and refugees coordinated by DG REGIO with DG HOME and DG EMPL and headed by the City of Amsterdam</p>	
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<b>Studies and related outputs</b>			
	Eurydice Brief: Key Data on Teaching Languages at School in Europe – 2017 Edition	2017	This Brief is structured around five key EU and national language policy themes: the importance of learning two foreign languages from a very early age; the range of foreign languages learnt by students; the foreign language teaching itself with a particular focus on teachers and their visits abroad for professional purposes, and CLIL (Content and Language Integrated Learning) as a teaching approach; the expected levels of attainment in foreign languages; language support measures to facilitate the integration of newly arrived migrant students.
	Eurydice: Compulsory Education in Europe	2018	This publication provide concise information on the duration of compulsory education/training in 43 European education systems covering 38 countries participating in the EU's Erasmus+ programme (28 Member States, Albania, Bosnia and Herzegovina, Switzerland, the former Yugoslav Republic of Macedonia, Iceland, Liechtenstein, Montenegro, Norway, Serbia and Turkey).

	Ensuring continuity of learning for newly arriving refugee children in Europe	2017	This short report aims to provide an overview of the existing approaches of policies and initiatives for ensuring continuity of learning for refugees and asylum seekers, in particular in Belgium (Flanders), Finland, Germany, Greece, the Netherlands, Sweden, the United Kingdom (UK), and Italy (NESET network)
	The potential of education in economic cost-benefit analysis of migrants in the EU	2017	The report discusses a number of challenges concerning education for migrants, concluding that, while the education of migrants may have higher costs than for non-migrants in a short-term perspective, it is a social investment on the long term (EENEE network)
	How initial teacher education is preparing student teachers for diversity in the classroom	2017	Based on analyses of policies and initiatives on preparing student teachers for diverse classrooms, the report provides recommendations on how the EU could support Member States' efforts, and how member States could improve teacher-training to better prepare teachers to handle and teach about diversity. (PPMI)
	Multilingual Education in the Light of Diversity: Lessons Learned	2017	More and more young learners are growing up with several cultures and languages. Raised in changing multilingual and multicultural environments, individuals may no longer identify themselves with one language and culture but rather with a range of languages and cultures acquired in different situations. In this context, multilingualism is becoming more a way of life than a problem to be solved. The task of education is to create school systems that bridge linguistic and cultural realities. In light of the above, this report reviews international research to reveal how national education systems can better support multilingualism in their schools.(NESET)
	School segregation of immigrants and its effects on educational outcomes in Europe	2017	This report reviews the economic literature investigating the effects of the share of immigrants in classes and schools on the school performance of immigrants and natives.
	PISA 2015: EU performance and initial conclusions regarding education policies in Europe	2016	<a href="https://ec.europa.eu/education/sites/education/files/pisa-2015-eu-policy-note_en.pdf">https://ec.europa.eu/education/sites/education/files/pisa-2015-eu-policy-note_en.pdf</a> The EU Policy Note on the PISA 2015 results presents findings in relation to the EU benchmark on reducing the number of low-achieving students, looking at developments over time, differences by gender, socio-economic status and immigrant background and points to implications for education and training policies.

	European Education and Training Monitor 2020	2016	The report includes an analysis on outcomes for migrants in education.
	Study on diversity within the teaching profession with particular focus on migrant and / or minority background	2016	The report found a number of barriers to introducing more diversity within the teaching workforce, and examined a number of initiatives designed to overcome this, making recommendations based on the impacts identified. (Ecorys)
	ICCS 2016 is the second cycle in the International Civic and Citizenship Education Study (ICCS)	2016	ICCS 2016 is the second cycle in the framework of the International Civic and Citizenship Education Study (ICCS), and the fourth project conducted by IEA in this area. This comparative research program investigates the ways in which young people are prepared to undertake their roles as citizens. The survey can distinguish between migrant and non-migrant students.
	Education as a tool for the economic integration of migrants	2016	This report examines the role of education in fostering the economic integration of immigrants. Many challenges are discussed in the EENEE report, such as the need to organise efficient language teaching for migrants, how to adapt teacher education and enhance intercultural awareness, how to assess skills and qualifications of migrants and segregation versus de-segregation in schools.
	Study on educational support for newly arrived migrant children	2013	The study examines national policies in support of newly arrived migrant children in 15 countries which have seen significant recent immigration flows: Austria, Belgium (Dutch-speaking community), the Czech Republic, Cyprus, Denmark, France, Germany, Greece, Ireland, Italy, Luxembourg, Netherlands, Norway, Sweden and the UK. Author: Public Policy and Management Institute.