

**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 - Education and Training 2020 - includes as a priority the successful integration of migrant children in education systems. 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.</p> <p>DG EAC is responsible for actions on education and social inclusion in the Action Plan on Integration of Third Country Nationals. DG EAC implements and monitors individual actions in the Action Plan.</p> <p>DG EAC has prioritised mutual learning on education and integration of migrants with national authorities and European stakeholders in education:</p> <ul style="list-style-type: none"> - May 2017 Brussels - recognition of refugees' qualifications with NARICs network - March 2017 Brussels - Integration of migrants in education and training - Joint seminar of ET 2020 Working Groups - May 2016 Dresden - Language assessment and integration of unaccompanied minors through education - April 2016 Stockholm - Reception of newly arrived migrants, and assessment of previous schooling <p>EAC supports a European policy network on education of children and young people with a migrant background, to combine expertise and mutual learning from policy makers, practitioners and researchers for actions nationally and at European level.</p> <p>EAC is complementing the Early Childhood Education and Care (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 School Education Gateway 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>	<p>Integration</p>

<p>- e Twinning online group for mutual support and exchange of practices among teachers and school leaders</p> <p>- examples of good practices on preparatory classes for successful integration</p> <p>- online courses (free MOOC)</p> <p>Support to NARIC (National Academic Recognition Information Centres) and ENIC (European Network of Information Centres) to improve recognition of qualifications for migrants and refugees. The project "Recognition Toolbox" involves 5 countries in this specific area.</p> <p>Funding support:</p> <p>DG EAC has mobilised Erasmus+, Creative Europe and the European Voluntary Service to strengthen and upscale its existing support for the integration of migrants and refugees. The European Solidarity Corps will also support solidarity projects for refugees and migrants. The platform on Erasmus+ project results, http://ec.europa.eu/programmes/erasmus-plus/projects/, provides an overview.</p> <p>DG EAC is providing up to 100.000 refugees with free-of-charge language assessment and languages courses for refugees through Erasmus+ (Erasmus+ Online Linguistic support). The licences are currently available in 20+ countries for courses in 18 languages.</p> <p>In Erasmus+ 2016 400m€ funding for Strategic partnerships (transnational projects in education), one in eight focused on migrants and refugees. Dedicated funding for social inclusion projects, including a specific focus on migrants and refugees, continues in 2017 (16m€ in 2016; 12 m€ in 2017)</p> <p>Erasmus+ capacity-building projects in international higher education included:</p> <ul style="list-style-type: none"> - 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. 	
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<p>Many activities in sports, for example:</p> <ul style="list-style-type: none"> - European award for social inclusion through sport was launched in 2017 - Pilot project promoting health-enhancing physical activities for refugees - 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 <p>The Creative Europe programme provides funding to cultural operators to implement projects addressing intercultural dialogue and integration of migrants. The call for projects “<i>Support for refugee integration</i>” is 1.6 M€</p> <p>The Marie-Sklodowska Curie programme has also developed specific tools such as the Career Restart Panel to provide wider access to researchers being refugees or asylum seekers.</p>	
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Studies and related outputs			
	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	https://ec.europa.eu/education/sites/education/files/pisa-2015-eu-policy-note_en.pdf 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.