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INTEGRATION OF IMMIGRANTS STUDENTS
GUIDELINES FOR POLICY MAKER

Introduction

It is very important that policy makers define legal frameworks in order that different educational actors, namely schools, may implement strategies to guarantee the successful integration of immigrant students. Those steps may start from what should be the main focus of any policy, the immigrant students, and develop into global and organisational considerations, although no strict chronological order has to be followed. Thus, while step 1 sets out to explore information from the immigrant point of view, step 2 invites policy makers to gain insight about the current major trends in immigrant student integration. Identifying the reasons for immigrant student dropout (steps 3 and 4) will eventually lead to the appropriate methodological framework (step 5) that will allow good planning (step 6) through appropriate approaches and strategies to be implemented (step 7). Step 8 advises on how to develop a multicultural, harmonious and inclusive school environment. Step 9 focuses on the need to monitor and evaluate any policies that are put into practice, while step 10 looks at how policies should take into account the various educational partners.

Listening to Immigrants

Hearing the points of view of immigrant students to set up adapted strategies.

1. The best way to increase opportunities for economic and social mobility for immigrant communities is to bet on education, and turn it into a strategic intervention axis for public policy action.

2. Listen to the immigrant students and their families, so that you can design policies and strategies that match their expectations and needs.

Publications
From the School Safety Net Portal

- When school lessons are different from home lessons: a psychosocial approach to Muslim immigrants' children's relations to knowledge
This article, written by Audrey Heine, Nicolas Van der Linden, Charlotte van den Abeele and Laurent Licata (Belgium), addresses the construction of relations to knowledge among young people with a Muslim immigrant background.

Online Manuals
From the Routes Portal

- Partire è un po' morire ("To leave is a bit like to die", an Italian proverb).
This resource focuses on the contradictory feelings associated with the experience of migrating to another country from the point of view of children and adolescents. It gives relevance to learning a language and its personal, emotional and cultural implications.

- Home far away from home
A second life in the new countries: to find a job, to learn a language, to meet new people…

Interviews

- Interviews on migration issues
The interviews, available on the **Routes Portal** (Log-in: teacher – pixel), were made with Migrants and Natives who have been in contact with immigrants.

- Interviews on migration issues
A section of the **School Inclusion Portal** is dedicated to interviews, made in five different European countries, with counsellors in charge of educational policies, headteachers, teachers, parents and students dealing with the prevention of early school leaving.

Reports

- Donner la parole aux jeunes (Let young people speak),
Report on ill-accompanied children by the general delegate for children's rights in French-speaking Belgium, November 2011 (Belgium).

Current trends

Be informed about the current trends in immigrant student integration, in your own country as well as in Europe.

1. Brain gain rather than brain drain is the driving force in today's migration policy. The integration of immigrant population, namely of immigrant students, is a tremendous opportunities for cities and territories to reinforce their social and economic sustainability.

2. All local integration fields – ranging from education to widening of intercultural horizons to antidiscrimination and the promotion of equality – can be a positive contribution to the successful integration of immigrant students.

3. Cities should develop founding principles that stress the social and economic rights of immigrants and, in particular, they can absorb and profit from the immense potential of immigrant students.

4. Cities and municipalities should become increasingly committed to a multicultural planning process, working together with schools and other educational stakeholders, in order to guarantee equal rights and opportunities for immigrant students to successfully integrate in local communities.

5. See what is done in other European countries

6. Bridge the gap between the school and the community; open the school to the outside.

Publications
From the School Safety Net Portal

- Immigration-integration of migrants
Report, written by Vasileios Pantazis (Greece), on the multifaceted issue of modern migration and integration processes of immigrants and children of immigrants in Greek society and the Greek school.

- Intercultural skills at school: between diversity and equality
The authors, Audrey Heine and Laurent Licata (Belgium), address the concept of intercultural skills and the importance for the members of educational teams to be able to use those skills.

- Plan for providing education of immigrant students in the autonomous community of Andalusia
The Plan for the Educative Attention of Immigrant Students, written by Junta de Andalucía (Spain), answers the need of taking into consideration in educative action the growing phenomenon of immigration, pointing out some helpful guidelines for educational planning purposes.

Training Sources
From the School Safety Net Portal

- Integrating Immigrant Children into Schools in Europe
This document, written by EACEA Eurydice, focuses on the different approaches to the integration challenges of immigrant children at a European scale.

- PISA - Untapped Skills: Realising the Potential of Immigrant Students
Organization for Economic Co-operation and Development.

- Do immigrant students succeed? Evidence from Italy and France based on PISA 2006
Marina Murat, University of Modena and Reggio Emilia (Italy).

- DASPA, Service to welcome and educate newly arrived students
Ministry of compulsory education – Fédération Wallonie-Bruxelles (Belgium).

Success stories
From the School Safety Net Portal

- Arrival of a new headteacher and setting up of an "internal reschooling device
A success story in Belgium.

- Success of a newly-arrived student
A success story in Belgium.

Legislative Documents

- Education in the "Fédération Wallonie-Bruxelles" (Belgium)
Decree organising differentiated supervision in the schools of the French-speaking Community to offer every student equal chances of social development in a quality educational environment.

Identifying Reasons for Immigrant Students to Dropout

Trying to solve a problem is pointless if you do not know its causes, and these can be multiple.

1. Talk to different stakeholders and get information about the immigrant students of your community: parents, headteachers, teachers, etc.

2. Involve immigrant students on the identification of the causes of their school problems.

3. Make sure you understand the overall picture about the problems student immigrants face in your community.

4. Define different immigrant students' problem typologies of school integration.

Publications
From the School Safety Net Portal

- Dropout in the immigrant population Azuqueca de Henares
  In the article, written by Martín de Juan, Elena y Cámara Alves, Antonio (Spain), the question of the schooling of immigrant students in a municipality in the Autonomous Community of Castile-La Mancha, Azuqueca de Henares, is approached.

- Study to fight school dropout
  This study, written by Planet (Greece), identifies the main parameters that make up the phenomenon of dropout and analyses its merits, while presenting the main systems and prestigious views and recommendations to combat the phenomenon, both internationally and nationally.

Online Manuals
From the Routes Portal

- Partire è un po' morire ("To leave is a bit like to die", an Italian proverb).
  This resource focuses on the contradictory feelings associated with the experience of migrating to another country from the point of view of children and adolescents. It gives relevance to learning a language and its personal, emotional and cultural implications.

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Training Sources
From the School Safety Net Portal

- Breaking down the barriers to immigrant students' success at school
  This article, written by Marilyn Achiron, focuses on education which is one of the best ways of integrating immigrant children and their families into their new home countries. But most immigrant students have to overcome multiple barriers in order to succeed at school.

Reports

- Donner la parole aux jeunes (Let young people speak), Report on ill-accompanied children by the general delegate for children's rights in French-speaking Belgium, November 2011 (Belgium).

Predicting School Dropout by Immigrant Students

By knowing the main causes of school dropout, you should be able to predict under which conditions it is likely to occur.

1. Be proactive and anticipate potential problems - design policy frameworks that may allow for the anticipation of immigrant students' problems.

2. Define case scenarios, according to the different typologies of problems of immigrant students' integration.

3. Be attentive to the language handicaps, as well as to the socio-economic background of immigrant students.

Publications
From the School Safety Net Portal

- Dropout in the immigrant population Azuqueca de Henares
  Martín de Juan, Elena y Cámara Alves, Antonio (Spain).

Other Sources

- Overview on different immigrant students' problem typologies
  Database of "Success Stories" from the School Safety Net Portal.

Training Sources
From the School Safety Net Portal

- Integrating Immigrant Children into Schools in Europe
  This document, written by EACEA Eurydice, focuses on the different approaches to the integration challenges of immigrant children at a European scale.

- Study on the immigration phenomenon in Romania. Foreigners' integration in the Romanian society
  This study, written by Iris Alexe and Bogdan Paunescu (Romania), represents the result of a diagnosis of the current situation and a forecast of immigration trends in Romania on the foreigners' situation in Romania and people's perceptions on foreigners and integration of third country nationals (TCR) in the Romanian society.

- Breaking down the barriers to immigrant students' success at school
  Marilyn Achiron.

Conducting Local Self-Assessments

Situations can differ according to the place, depending of its typology (city, suburb, village...), its social level, the origin of immigrants to be found in the area... Policies need to be adapted to the local needs.

1. Create a methodological framework to deal with the challenge of the integration of immigrant students.

2. Establish a diagnosis process that allows you to detect the problems as well as the causes that lie behind them – define a causal relationship so that you can intervene on the causes, not on the symptoms.

3. Make sure you involve all the community stakeholders in the conduction of the self-assessment process.

Publications
From the School Safety Net Portal

- Progress Report of Project SMILE (Supporting Multicultural Integration and Learning)
  This report, written by Patrizia Giorio (Italy), comprises a Handbook for Evaluating the level of application of an intercultural approach of multicultural services for families and children and to evaluate the real intercultural competencies of educators working in such services.

- Study to fight school dropout
  This study, written by Planet (Greece), identifies the main parameters that make up the phenomenon of dropout and analyses the merits, while presenting the main systems and prestigious views and recommendations to combat the phenomenon, both internationally and nationally.

Training Sources
From the School Safety Net Portal

- Immigrants Integration Barometer 2013
  The study, written by Ovidiu Voicu (Romania), presents the main elements and conclusions of the research based on thirteen dimensions of integration.

- Immigrant Children and Youth: Enabling Their Success at School
  This publication, written by Howard Adelman and Linda Taylor (Center for Mental Health in Schools, Los Angeles), focuses on implications for school improvement policy and practice.

- Preparing the Children of Immigrants for Early Academic Success
  This paper, written by Robert Crosnoe, mainly touches on three types of intervention which might reduce disparities between the children who were born in the United States, and their counterparts.

Planning

Whatever the approach, its structure and calendar need to be well defined and organised.

1. Be sure the issue of immigrant student integration is included as a key subject in the overall planning cycle of your institution.

2. Define objectives and indicators to help you monitor your planning process.

3. Attribute responsibilities to different stakeholders, namely to mayors and headteachers, in this planning process.

4. Write yearly reports of the situation.

5. Use the new information on the new planning period.

Publications
From the School Safety Net Portal

- The Integration of Immigrants in Athens: Developing indicators and Statistical measures
  This report, written by Martin Baldwin-Edwards (Greece), presents available statistical and other indicators of immigrant integration in Athens, devises a framework of analysis for the evaluation of such indicators and identifies areas where the data are either missing or of low quality.

- Mainstreaming diversity – Analytical collection of intervention tools to foster diversities
  This is a collective work, published by IRFAM (Belgium), that is part of a mainstreaming process to transfer innovating practices on ethno-socio-cultural diversity management.

- Plan for providing education of immigrant students in the autonomous community of Andalusia
  The Plan for the Educative Attention of Immigrant Students, written by Junta de Andalucía (Spain), answers the need of taking into consideration in educative action the growing phenomenon of immigration, pointing out some helpful guidelines for educational planning purposes.

Reports

- Les défis de l'intégration à l'école
  Report of the High Council for Integration (France), 28th of January 2011.

Approaches and Strategies

Different strategies, resulting from the previous steps, to best integrate students and uphold the communication between the school and parents.

1. Do not assume a "one size fits all" approach, taking for granted that all immigrant students, independently of who they are and where they live, have the some standardised problems.

2. Develop support structures to welcome newly-arrived students in their new school.

3. Articulate with the school and the educational community in order to help improve the effectiveness of the answers you want to give to immigrant students.

4. Create a legal framework to teach parents how to work within the school system so they can ensure their children are on the right path to succeed in school. The school must associate parents, as primary educators, recognising them and making them responsible. It is necessary to make information on schools' performances and projects more understandable for families.

5. Since a poor knowledge of the language is one of the main factors of school failure, emphasise the learning of the national language from nursery school up and implement specific help from that level for students with communication and language difficulties.

6. Multiply learning modules of the host country language for parents.

Publications
From the School Safety Net Portal

- Helping unaccompanied under-aged immigrants setting roots in school
  From magazine "Prof" (Belgium).

- Educational integration of cultural minorities
  This article, written by José Chamizo de la Rubia (Spain), reflects on the educational integration of cultural minorities in Andalusia.

- Building Partnerships with Immigrant Parents
  This article, written by Andrea Sobel and Eileen Gale Kuger (USA), describes an initiative developed by an American high school aimed at immigrant parents and their empowerment in school environments through a leadership program.

Training Sources
From the School Safety Net Portal

- Integrating Immigrant Children into Schools in Europe
  This document, written by EACEA Eurydice, focuses on the different approaches the integration challenges of immigrant children are answered at a European scale.

- Communication between the school and parents who do not speak French
  The UFAPEC supports and promotes actions developed by schools to ease communication and dialogue with immigrant parents. This document, written by Alice Pierard (Belgium), summarises the problem and presents some recent initiatives.

- DASPA, Service to welcome and educate newly arrived students
  Ministry of compulsory education – Fédération Wallonie-Bruxelles (Belgium).

Success stories
From the School Safety Net Portal

- Arrival of a new headteacher and setting up of an "internal rescholing device
  A success story in Belgium.

- Success of a newly-arrived student
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- Donner la parole aux jeunes
  Report by the general delegate for children's rights in French-speaking Belgium, November 2011 (Belgium).

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School Dynamics that Works

To develop a multicultural, harmonious and inclusive school environment.

1. Make sure you contribute to the creation of a multicultural inclusive community and school culture.

2. Stimulate the promotion of interventions that value each and every single immigrant student cultural pattern and heritage. But also emphasise the common heritage and values that bring us together (for example including the principles of diversity and gender equality in school rules and punishing sexist acts and words).

3. Reinforce the teaching of the immigrants' mother tongues.

4. Make sure you develop different initiatives addressed to immigrant students and their families – and involve them in the activities.

5. Improve communication between the school and parents who do not speak the national language:

   - publishing written information on the school system in the mother tongue of immigrant families,

   - using interpreters during various situations of school life,

   - appointing other school personnel, such as mediators, specifically for the relation between immigrant students and their family on the one hand, and with the school on the other hand.

6. Give priority to the mobilization and active involvement of headteachers and teachers in adjusting the education to pupils of different ethnic origin.

7. Integrate relations with families in teacher training (written and oral communication, word choice, deontology and ethics of the teacher in their relations with parents).

Publications
From the School Safety Net Portal

- **Welcoming and Integrating - Guide for teachers who received a newly-arrived child**
  The guide, written by MENFP – Foreign children schooling service (Luxembourg), is addressed to all educational stakeholders, especially primary teachers and headteachers, who receive a child who has just arrived in the country.

- **"Melting classes" Journey through the interculturality school**
  The book, written by Annick Bonnefond (Belgium), proposes a five-step path into the area of interculturality, inviting all stakeholders involved to view the multicultural dimension positively as it has become a characteristic of our societies.

- **School Practices and Equity**
  The study, written by Benoît De Waele (Belgium) and published by SeGEC, explores local experiences to find out practices that could lead to a school dynamics that is favourable to school results.

Training Sources
From the School Safety Net Portal

- **Communication between the school and parents who do not speak French**
  Alice Pierard (Belgium) UFAPEC

- **Meeting the other**
  Migrations and welcoming migrants in Belgium

- **Webinar: Opening Doors: Innovative Strategies for Immigrant**
  Cities of Migration hosted a webinar to learn about winning educational strategies and practical lessons for immigrant student success.

- **Immigrant Children and Youth: Enabling Their Success at School**
  This publication, written by Howard Adelman and Linda Taylor, focuses on implications for school improvement policy and practice.

- **DASPA, Service to welcome and educate newly arrived students**
  Ministry of compulsory education – Fédération Wallonie-Bruxelles (Belgium).

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- **Les défis de l'intégration à l'école**
  Report of the High Council for Integration (France) 28th of January 2011.

- **Donner la parole aux jeunes**
  Report by the general delegate for children's rights in French-speaking Belgium, November 2011 (Belgium).

Monitoring and Evaluation

Continuous evaluation of the strategies implemented is necessary to ensure their efficiency.

1. Define a monitoring and evaluation methodology.

2. Try to use either qualitative or quantitative methodologies – if possible establish comparative studies among school and different communities and take those studies to the level of the municipality.

3. Write yearly evaluation reports and identify potential best practices that may inspire others.

4. Disseminate the results of the overall evaluation process.

Publications
From the School Safety Net Portal

- The integration of immigrants in Greece. The problems of the second generation
  In this research, written by Anastasia Chaliapa (Greece), is described the history of immigration and the chronicle of Greece as a host country. Abundant statistical data is presented and economic and sociological approaches to migration are analysed.

- Integration of Immigrants: A new study compares and ranks Romania as compared to other countries in Europe and North America
  The MIPEX III (Romania): study offers relevant and reliable information to governments, civil institutions and the general public who need to compare policies to integrate migrants between countries from time to time.

Policy Implications

Policies should take into account the various educational partners.

1. Serious consideration needs to be given to design programs and initiatives with strategies as diverse as the immigrant students they seek to serve.

2. Have in mind the design of interventions focusing on improving educational, social and cultural opportunities for immigrant students, as well as for their families – address the educational issues without forgetting their family contexts.

3. Work with multiple city agencies to bridge gaps at reaching at immigrant students.

4. Design policies aimed at enabling school organizations to engage with the issue of integration of immigrant students as a top priority of their educational projects.

5. Institutions benefit from hearing the voices of all individuals. Support immigrant students to engage with local civic processes – for example, school board decisions, local elections, and so on.

6. Work on policies and programs to encourage preschools and elementary schools to offer dual immersion or dual language instruction.

Publications
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- "Melting classes" Journey through the interculturality school
  The book, written by Annick Bonnefond (Belgium), proposes a five-step path into the area of interculturality, inviting all stakeholders involved to view the multicultural dimension positively as it has become a characteristic of our societies.

- An Intercultural School – Citizenship, participation and interaction: the resources of a multicultural society",.
  The work of Aluisi Tosolini, Simone Giusti, Gabriella Papponi Morelli (Italy) is the result of a collaboration to raise awareness of intercultural issues initiated by the USP of Grosseto, which promoted the establishment of a provincial network in order to train school staff, share experiences and strengthen ties throughout the territory.

Training Sources
From the School Safety Net Portal

- Immigrant Children and Youth: Enabling Their Success at School
  This publication, written by Howard Adelman and Linda Taylor, focuses on implications for school improvement policy and practice.

- DASPA, Service to welcome and educate newly arrived students
  Ministry of compulsory education – Fédération Wallonie-Bruxelles (Belgium).

- Integrating Immigrant Children into Schools in Europe
  EACEA (Education, Audiovisual and Culture Executive Agency) Eurydice.

Reports

- Les défis de l'intégration à l'école
  Report of the High Council for Integration (France) 28th of January 2011.

- Donner la parole aux jeunes
  Report by the general delegate for children's rights in French-speaking Belgium, November 2011 (Belgium).