Education and Migration
strategies for the successful integration of migrant children in European schools and societies
A policy-relevant synthesis of research findings

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Prof. Dr. Friedrich Heckmann

european forum for migration studies
Institute at the University of Bamberg
Katharinenstraße 1
D-96052 Bamberg
fon +49-951-932020-0
fax +49-951-932020-20
efms@sowi.uni-bamberg.de
http://www.efms.de
Recommendation 1:
Install an effective preschool system and child care system; it improves the educational opportunities, attainment and school careers of migrant students.

Recommendation 2:
Make educational systems more comprehensive and less selective in order to improve the opportunities, attainment and school careers of both migrant and native students.
Recommendation 3:
Integrate elements and symbols of the cultures of origin into school life, in the curriculum, textbooks, and in other school material. Do this in consultation with representatives of the new communities.

Recommendation 4:
Improve the general quality of the school via measures that include good management of the school, good cooperation among teaching staff, high expectations of teachers with readiness to give support, good quality of teaching, good discipline, good equipment of the school and strong parent involvement.
**Recommendation 5:**
Desegregate schools and classes where there is concentration of minority students. Desegregation via housing policies and magnet schools is recommended and preferred over bussing.

**Recommendation 6:**
Educational authorities should scrutinise the procedures assigning migrant children to schools for children with special needs.
Recommendation 7:
Initial teacher education and in-service training should prepare teachers adequately for teaching migrant students. The element of support should be increased in the role of the teacher and positions of teacher assistants should be introduced for practising with students and help underachievers. Homework centres should be created in schools for learning and support after classes.

Recommendation 8:
Schools with large proportions of migrant students should be allotted additional financial resources. This funding should be perceived as an investment rather than a cost.
Recommendation 9:
Teachers should have high expectations for possible improvement of minority students. Raising expectations has to be combined with additional emotional and academic support. Increasing the rigour of minority education is another measure. At the same time third and fourth chances should be given to underachievers in tests and examinations.

Recommendation 10:
Encourage young people of migration background into teaching careers. Schools should hire more teachers with a migration background.
**Recommendation 11:**
Schools have to act proactively toward immigrant parents. These have to be mobilized via community liaison coordinators of the same ethnicity as the parents.

**Recommendation 12:**
School authorities and school management should encourage and coordinate mentoring activities from outside the school by voluntary associations, welfare organisations, migrant associations and municipalities. Ethnic mentoring seems to be a particularly successful form of mentoring.
Recommendation 13:
Migrant families and low income families should be encouraged and enabled to take part in early childhood education development and language learning programmes.

Recommendation 14:
Educational authorities and schools should regularly set goals for improving minority student education, like increasing rates of enrolment in academically demanding schools or school tracks, lower rates of early school leaving or improving discipline and grades. Goals should also be set regarding hiring greater numbers of teachers with a migration background. Monitoring must accompany such efforts.
Recommendation 15:
Migrant children should come to a full command of the lingua franca of the immigration country as early as possible. Language training should be a central part of pre – school education. Priority should be given to the common language of the immigration country, since full command of the first language does not seem to be a necessary condition for learning the lingua franca of the immigration country.

The lingua franca should be the language of instruction from the beginning of schooling. Since multilingualism is of high value the first language should be further developed in general language learning in school.
Recommendation 16:
In addition to the recommendations 1-15 educational authorities and civil society actors should be encouraged to increase the number of programmes for migrant high talent education.