



SIRIUS WATCH 2024

Towards Better Data for Migrant Education:
A Mapping of Data Availability in 14 EU Member States

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About SIRIUS

SIRIUS is the international Policy Network on Migrant Education, active since 2012 and co-funded by the European Commission. Its overall objective is to support leading education policy debates with evidence by analysing and co-creating knowledge on the main challenges and policy approaches for inclusive education in Europe and by mobilising migration and education policy stakeholders and building the capacity of migrant and grassroots education initiatives. SIRIUS Watch is one of the network's tools for achieving this objective. It monitors and informs policy development and implementation at different governance levels in the field of inclusive education, with a focus on migrant and refugee learners.



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Introduction

Ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all is central to United Nations Sustainable Development Goal 4.¹ In the European Education Area, improving quality and equity in education and training is one of the strategic priorities for collaboration among EU countries, as reflected in the EU Action Plan on Integration and Inclusion 2021-2027.² Inclusive education policies pave the way towards creating inclusive societies, avoiding skills mismatches, and preventing the marginalisation of entire generations. The intersection of migration and education is multifaceted, posing significant challenges for educational systems adapting to the diverse needs of students from various backgrounds. Countries often struggle to respond quickly to the needs of migrant students, from managing multilingual classrooms to recognising migrants' qualifications and prior learning.

The role of data is crucial in navigating these challenges. Understanding the educational backgrounds, achievements, and needs of migrant populations is crucial for policymakers, educators, and society at large. However, the availability and comprehensiveness of this data vary widely among EU countries. While some international organisations, such as the OECD and the EU, provide comprehensive data and analysis (see the 'Existing International Comparative Data' Box), a gap remains in understanding how countries collect, categorise, and utilise this data.

Data is critical evidence that policymakers need to formulate effective educational strategies targeting the needs of migrant students. For instance, insufficient data can hinder the equal distribution of educational resources, affecting the quality of education provided to migrant students (OECD, 2015).³ Furthermore, a lack of detailed educational outcomes for migrant students impedes the ability to identify and address specific educational disparities (OECD, 2023).⁴ The absence of robust data also complicates the monitoring and evaluation of educational programs aimed at migrants, making it challenging to assess progress and implement necessary adjustments (UNESCO, 2019).⁵

Despite its importance, persistent data gaps remain in access to schooling, educational quality, and learning outcomes for migrant and displaced children worldwide (IDAC, 2022).⁶ Existing data also suffer from various challenges, including inconsistencies in definitions, variability in data measurement systems, data sensitivity issues and the intricate balance between data depth and privacy protection.

Recognising these challenges, this report — which is part of the SIRIUS – Policy Network on Migrant Education — examines practices and protocols related to the collection of migrant education data across 14 European SIRIUS partner countries, namely Belgium, Croatia, Estonia, Finland, France, Germany, Greece, Ireland, Italy, Netherlands, Poland, Portugal, Slovenia and Spain (Catalonia).

Before the 2024 Watch report, SIRIUS initiated work on migrant education data with its [Guidance on Using Data for Improving Outcomes for Migrant Students in Education](#). This guidance and the findings of this report provide a starting point for advocacy and agenda-setting for better migrant education data.

1 United Nations (2015). Transforming our World: The 2030 Agenda for Sustainable Development.

2 European Union (2021). Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030); European Commission (2020). Action plan on Integration and Inclusion 2021-2027

3 OECD (2015). Immigrant Students at School: Easing the Journey towards Integration. OECD Publishing.

4 OECD (2023). PISA 2022 Results. OECD Publishing.

5 UNESCO (2019). Migration, Displacement and Education: Building Bridges, Not Walls. Global Education Monitoring Report. UNESCO Publishing.

6 The International Data Alliance for Children on the Move. (2022). On the Move, Out of School: Upholding the rights of migrant and displaced children in the classroom. UNICEF.

Methodology for Assessing Data Availability in Migrant Education

The analysis provided in this report is based on desk research and consultations with education authorities in SIRIUS partner countries. In each of the 14 EU Member States covered by this report, national experts completed a questionnaire to map data availability in migrant education as of January 2024. Developed also with a view to the objectives of the comprehensive [SIRIUS Agenda for Migrant Education in Europe](#), the questionnaire focused on five main dimensions:

- Data Collection and Categorisation
- Access to Schooling, Learning Outcomes and Targeted Support
- Education System Attributes
- Socio-economic Conditions of Migrant Students
- Budget & Spending in Migrant Education

Additionally, the questionnaire looked into:

- Challenges regarding Migrant Education Data
- Policy & Debate on Migrant Education Data
- Good Practices

Based on the results of this research effort, this comparative report specifically aims to:

- Determine the range of data being collected across states,
- Identify the depth and detail of this data,
- Examine challenges and ongoing policy discussions and,
- Highlight gaps in data collection and present good practices.

Throughout this report, results are illustrated with comparative tables, indicating with colour codes the level of data availability for specific areas:

- Data available
- Some data is available but is limited or partial
- Data is not available



Existing International Comparative Data

The European Commission has been actively working to improve the collection and analysis of data related to migrant integration, including the educational dimension. The Commission's [Action Plan on Integration and Inclusion \(2021–2027\)](#) highlights the importance of reliable evidence for effective policy-making on integration and encourages the Member States to improve the data availability on integration outcomes, including at regional and local levels. The Commission and the Member States agreed on a set of indicators during a 2010 meeting of the EU Council of Ministers. The so-called Zaragoza Indicators, published by Eurostat, have become a key milestone in integration studies, covering four key integration domains: employment, education,⁷ social inclusion, and active citizenship (European Commission, 2010).⁸ In the context of the Urban Agenda Partnership for the Inclusion of Migrants and Refugees, Eurostat has also conducted a feasibility testing of the indicators on the infra-national level, leading to the release of sub-national statistics on educational achievements and the share of young people who are not in employment, education, or training (NEET) in its regional educational series. These statistics can be broken down by country of birth and citizenship at the NUTS-2 regional level and according to the degree of urbanisation.⁹

The Commission has also cooperated with the OECD to publish the '[Settling In](#)' series of indicators, which presents a comprehensive comparison of the integration outcomes of

7 The five Zaragoza education indicators are: highest educational attainment, tertiary attainment, early school leaving, low-achievers, and language skills of non-native speakers.

8 European Commission. (2010). Declaration of the European Ministerial Conference on Integration. Retrieved from <https://ec.europa.eu/migrant-integration/library/doc/declaration-of-the-european-ministerial-conference-on-integration-zaragoza-15-16-april-2010>.

9 Urban Agenda Partnership for the Inclusion of Migrants and Refugees (2019). Facilitating Evidence-based Integration Policies in Cities. Migration Policy Group.



immigrants (including educational aspects) and their children in the OECD, the EU and selected other countries. Furthermore, the Education and Training Monitor presents the European Commission's annual analysis of how education and training systems have evolved across the EU since 2019. The reports bring together the latest available data and other evidence alongside updates on national policy measures. The inclusion of migrants in education and training systems is also covered in the monitor. Among the EU's data collection systems and efforts, the EU Labour Force Survey (EU-LFS) regularly includes data on respondents' country of birth and nationality, which can be used to assess the employment characteristics of migrants. The EU-LFS also collects and provides detailed information about education, lifelong learning, and NEET status. The EU Statistics on Income and Living Conditions (EU-SILC) also includes selected educational attainment and access data, which can be vital for assessing educational integration and opportunities for migrants.

Concerning OECD initiatives, the OECD education statistics catalogue includes the UNESCO/OECD/EUROSTAT (UOE) database on education covering the outputs of educational institutions, the policy tools that shape educational outputs, the human and financial resources invested in education, structural characteristics of education systems, and the economic and social outcomes of education, learning and training throughout life, including on employment and unemployment. Also included in the database are the PISA 2015 dataset, the Teaching and Learning International Survey (TALIS) data, the annual Education at a Glance data and data relating to gender equality in education.

Although international comparative data sources provide valuable insights, they often come with inherent limitations, such as varying definitions of indicators, differences in data collection methodologies across countries, and insufficient granularity at regional and local levels, which can hinder the accurate comparison and comprehensive understanding of migrant education.



Key Findings

- **Diverse Tracking Mechanisms:** Countries employ diverse methods to identify migrants within their education systems. Notable differences exist in the indicators used, such as citizenship, country of birth, parents' country of birth, and first language. Germany and the Netherlands exemplify comprehensive approaches, tracking third-generation migrants and migration dates, whereas countries like France focus primarily on first-language indicators.
- **Tracking Enrolment and Vocational Training:** There is a general acknowledgement across the reviewed countries of the need to track enrolment and vocational training participation to support formal education pathways for migrant students. However, the completeness and availability of data on learning outcomes and language proficiency vary significantly.
- **Well-tracked Migrant Student Distribution:** The share of migrant students across education levels is well-tracked in most countries, reflecting an understanding of the importance of knowing the proportion of migrant students within the educational system. However, significant gaps remain in assessing the dropout rates and NEET status of migrant populations, which are critical for their successful integration into the host societies.
- **Diverse Educational Quality Indicators:** Educational quality indicators vary widely across countries, impacting the evaluation of teaching standards and environments. Some countries have structured evaluation systems, whereas significant gaps remain in others.
- **Limited Data on Teacher Workforce Diversity:** The assessment of teacher workforce diversity across various countries reveals a notable deficiency in monitoring ethnic and language diversity, crucial for creating educational environments that reflect and cater to diverse student populations. Additionally, data on the qualifications of teachers for managing multicultural and multilingual classrooms is sparse, highlighting a significant gap in educational development.
- **Variations in the Coverage of Socio-economic Conditions:** Data on the socio-economic situation of migrant students is inconsistently available across various countries, with some providing detailed insights while others have notable gaps. Comprehensive data is generally scarce, with certain countries focusing on specific aspects like income, material conditions, or health.
- **Funding and Research Data Inconsistencies:** The availability of detailed budget and spending data, as well as the public funding allocated to longitudinal research that tracks the educational outcomes of migrant students, and therefore the availability of such research data, varies significantly between countries. This inconsistency highlights the need for more robust and systematic data collection to better understand and optimise resource allocation for migrant education.

- **Complex Governance Structures:** One of the common challenges in some countries is the variation in data collection and analysis due to decentralised education systems. For example, Belgium is divided into language communities, while Spain consists of autonomous communities, each with autonomy over data collection and education policy within their communities. This complexity of governance structures impacts the consistency and comparability of data collection.
- **Availability and Accessibility of Data:** The availability and accessibility of detailed migrant education data is another challenge. Most countries face constraints in collecting and storing data connected to the EU's General Data Protection Regulation (GDPR), which affect the depth of data and public access. Much of the data in some countries can be accessed by ad-hoc request. Limited open data complicates inter-institutional data exchange. The lack of readily available data may also impact the ability of researchers, policymakers, and non-governmental organisations (NGOs) to evaluate the effectiveness of educational policies and interventions designed to support migrant students.
- **Transparency vs. Privacy Concerns:** Protecting privacy while collecting personal and sensitive data may pose challenges in some countries, such as Spain, Greece, and Italy. Maintaining this balance can be even more difficult in contexts where privacy regulations and data security measures are deficient.
- **Inadequate Recognition of Diversity among Migrant Students:** Broad categorisations in disaggregating migrant education data often miss the nuanced diversity within migrant groups, leading to potential inaccuracies. For instance, Portugal and Spain (Catalonia) break data down by nationality, complicating efforts to systematically understand the circumstances of foreign populations. Meanwhile, in Germany, defining the term 'migrant background' within statistics poses particular challenges. By identifying migrant students primarily through their first language, France captures data only on those lacking proficiency in French rather than on all migrant students.
- **Lack of Systematic and Standardised Data Collection:** Countries with historically low numbers of migrants lack a systematic approach to data collection on migrant education. Challenges in tracking the status of migrant students have been compounded recently in the wake of unprecedented migration flows to these countries. Furthermore, a lack of standardisation in how educational institutions and local organisations collect and record data on migrant students makes national-level comparisons difficult.
- **Variations in Policy Discussions:** Where broader integration monitoring efforts exist, education is typically included within them. Countries like Portugal and the Netherlands have made significant strides in systematically collecting and publishing data, while others, like Slovenia, lack targeted discussions on migrant education data and relevant policies. The availability and content of policy discussions vary. For example, Ireland emphasises language proficiency among migrant students, while Germany debates discontinuing the controversial migration background category. Overall, the effectiveness of monitoring and assessing these policies remains limited across various countries.

Data gaps that hinder migrant education improvement

Reliable data are essential for making schools fit to serve migrant pupils. Educational reforms must be able to draw on evidence from five key dimensions of data collection. Looking at 14 EU countries, the levels of availability and completeness of data vary significantly across these dimensions.

EDUCATIONAL INTEGRATION AND PERFORMANCE AMONG MIGRANTS



ACCESS TO SCHOOLING AND TARGETED SUPPORT



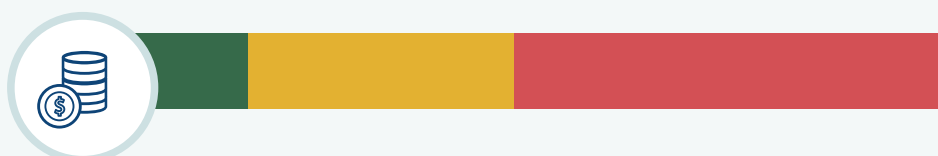
EDUCATION SYSTEM ATTRIBUTES



SOCIO-ECONOMIC CONDITIONS OF MIGRANT STUDENTS



BUDGET & SPENDING IN MIGRANT EDUCATION



Data availability on migrant education in 14 EU countries

Each bar chart illustrates the extent of data availability for the respective dimension of data collection, categorised by colour: ● green (data available), ● yellow (limited data), and ● red (data unavailable). Across the dimensions, the analysis included overall 40 types of data. Shares shown in the bars represent the sum of 14 countries of assessed data types in the three categories.



Key Recommendations



- The European Commission should support Member States in implementing standardised data collection methodologies across all European countries to ensure consistency and comparability of data on migrant education. Doing so would facilitate cross-country analyses and sharing of best practices.
- The European Commission should encourage Member States to promote the exchange of good practices and lessons learned in strengthening national data capacities.
- Member States should commit to collecting data on key indicators of migratory status, including legal status, country of birth and citizenship. The range of indicators used to identify migrant students should be broadened to capture a more comprehensive profile of migrant students.
- Member States should prioritise data collection and incorporate it into their agendas. They should develop a comprehensive strategy to improve data collection and publication at local, regional, and national levels.



- Member States should make better use of existing data and create publicly accessible data portals that provide up-to-date information on migrant education statistics. These portals should allow customised queries to support research and policy development.
- Member States should ensure that all data collection efforts are guided by the standards of protecting privacy and sensitive information.
- National and regional governments should develop new practices and standards for data sharing and integration across sectors and agencies to enable a holistic approach to supporting migrant integration.
- Educational authorities should provide regular training for educators and administrative staff on data collection, management, and utilisation to ensure high-quality data and compliance with data protection regulations.
- Education authorities should foster partnerships with academic institutions to conduct research on migrant education, focusing on long-term educational outcomes and the effectiveness of integration policies.
- Education ministries and policymakers should use insights derived from enhanced data collection to develop targeted education policies that address the specific needs of migrant students and schools, such as language support and social integration programs. Resources should be allocated to schools based on social indexation.





Results on Data Availability Indicators

1. Data Collection and Categorisation

1.1. Methods to Identify Migrants in the System

Understanding the diversity within migrant populations and effectively meeting their educational needs requires precise identification methods within educational systems. These methods often involve assessing various indicators such as citizenship, country of birth, parents' country of birth, and first language. These indicators help in categorising and understanding the backgrounds of migrant students, which is essential for tailoring educational programs to their specific needs. A thorough and nuanced approach to identification can enhance policy formulation and the implementation of support measures, ensuring that educational environments are inclusive and equitable.



Assessed data availability indicators:

- Citizenship
- Country of birth
- Country of birth of parents
- First language

Key Results

Countries employ various methods to identify migrants within their education systems, using indicators such as citizenship, country of birth, parents' country of birth, and first language. Germany utilises comprehensive categorisation methods, including tracking third-generation migrants. Notably, the National Educational Panel Study (NEPS) in Germany is unique in its ability to track the educational performance of migrants across three generations, collecting data on the country of birth of the grandparents.

In contrast, France uses a narrower approach, focusing primarily on the first language to identify migrants. Finland's education statistics provide data at all educational levels based solely on first language and include a dataset for sorting students by nationality, country of birth, and mother tongue.

Estonia’s Education Information System (EHIS) stands out by including specific identifiers for new migrants and refugee groups, such as those fleeing the Ukrainian conflict. A new migrant in Estonia is defined as someone who has resided in the country for less than three years, and it is up to educational institutions to ensure these identifiers are accurately entered into the EHIS.

Other countries like Slovenia, Portugal, Belgium, Ireland, and Spain (Catalonia) offer broad coverage using a mix of indicators, including citizenship, first language, and country of birth of both students and their parents. However, Italy excludes the first language from its identifiers, and Poland limits similar detailed coverage to post-secondary education levels, while coverage is dispersed at lower levels. Meanwhile, Greece identifies migrants by citizenship, country of birth, and first language, highlighting a varied approach across Europe in categorising migrant populations in educational settings.

Table 1: Methods to identify migrants in the education system

	Citizenship	Country of birth	Country of birth of parents	First language
Belgium	✓	✓	✓	✓
Croatia	✓	✓		
Estonia	✓			✓
Finland		✓	✓	✓
France				✓
Germany	✓	✓	✓	✓
Greece	✓	✓	✓	✓
Ireland	✓	✓		✓
Italy	✓	✓	✓	
Netherlands	✓	✓	✓	
Poland	✓	✓	✓	✓
Portugal	✓	✓	✓	✓
Slovenia	✓	✓		
Spain (Catalonia)	✓	✓	✓	✓

1.2. Educational Integration and Performance among Migrants

In the context of migrant education, the collection and analysis of specific data indicators such as enrolment rates, learning outcomes or academic performance, language proficiency, enrolment in destination country language courses, participation in non-formal education resources, and vocational education and training (VET) participation, are significant for understanding and enhancing the educational experiences and outcomes for migrant pupils. Each of these indicators provides essential insights into the integration, support, and educational progress of migrants within the host country's education system. For example, enrolment data helps to quantify the number of migrant students accessing education and their distribution across different educational levels. Learning outcomes data, on the other hand, is crucial for assessing the academic performance of migrant pupils, indicating the effectiveness of educational interventions and the equity of the system. Examining these indicators will help relevant stakeholders, including educators and policymakers, to identify strengths and gaps within the education system. This assessment will also guide the development of targeted programs and initiatives that support migrant pupils more effectively.

Assessed data availability indicators:

- Enrolment
- Learning outcomes/academic performance
- Proficiency Level of Destination Country Language
- Enrolment in Destination Country Language Course
- Non-Formal Education Resources (community learning centres, civil society initiatives, language courses, online resources)
- Vocational Education and Training (VET) participation

Key Results

Across 14 European countries, the collection and availability of the type of migrant education data shows variability in terms of priorities and practices. There is a general acknowledgement of the need to track enrolment and vocational training participation, suggesting an awareness of the importance of formal education pathways for migrant students. However, there is variability in the completeness of data for learning outcomes and language proficiency.

Enrolment Data: All countries collect some form of enrolment data, with Spain (Catalonia), Portugal, Croatia, Poland, Greece, Italy, Ireland, Germany, Slovenia, and the Netherlands providing comprehensive coverage across most educational levels. France mandates enrolment data collection from primary to secondary levels, while Belgium and Finland offer detailed insights into migrant students' educational participation.

Learning Outcomes Data: The availability of data on learning outcomes varies significantly. France provides such data only when secondary students pass the DELF (Diploma in French Language Studies) exam, with results reported annually to the DEPP (Direction for Evaluation, Perspectives and Performance). Meanwhile, Slovenia lacks any collection of this data, with countries like Portugal, Ireland, the Netherlands, Italy, and Croatia covering all educational levels. Spain provides data up to upper secondary education, Belgium focuses only on upper secondary, and Germany extends coverage to post-secondary education.

Proficiency Level of Destination Country Language: This data shows considerable variability. Germany, Italy, and Spain (Catalonia) offer detailed data across various educational levels. In Catalonia, an immersive linguistic model assesses the Catalan proficiency of each student to tailor educational resources. Finland provides targeted insights into language support mechanisms, though some gaps in coverage remain. France assesses language proficiency at multiple levels, starting from primary education. Slovenia, Estonia and Ireland do not collect this data at all. Portugal evaluates the level of proficiency, but relevant data is not available. In the Netherlands, language proficiency is typically assessed throughout primary and secondary education, especially for learners of Dutch as a second language and students with a migrant background. Standardised tests and assessments are conducted periodically to monitor language proficiency and provide necessary support. Belgium, Croatia, and Greece have more limited data collection.

Enrolment in Destination Country Language Course: The Netherlands provides courses in Dutch for international students and expats, available through various institutions, though data might not be centrally registered. Slovenia reports this data for primary through upper secondary education. Catalonia offers detailed data across all educational levels, whereas Poland and Belgium provide data primarily for post-secondary education and secondary levels, respectively. In Poland, additional Polish language courses are offered to students with a migration background in schools in line with existing legislation. Germany collects this information up to post-primary education, and Greece collects it up to post-secondary education. Italy reports comprehensive data across all levels.

Non-Formal Education Resources: Reporting on participation in non-formal education resources is occasional. Spain (Catalonia), Germany and Portugal offer some insights, particularly on language courses and community-based projects. Finland reports data only within formal education settings. Countries like the Netherlands, Ireland, and Slovenia report no data, while Poland, Greece, Italy, and Belgium provide data on all indicators in this section.

VET Participation: The collection of data on VET participation is also inconsistent. Spain (Catalonia), Belgium, Estonia, Slovenia, Germany, the Netherlands, and Finland provide reports on VET participation. Poland partially collects this type of data, mainly where it is implemented as part of government and NGO programmes and projects. France collects VET data only for newcomers, while Italy, Portugal, Ireland, Croatia, Greece, and Poland do not provide any data in this area.

Table 2: Educational Integration and Performance among Migrants

	Enrolment	Learning outcomes	Level of proficiency in destination country language	Enrolment in destination country language course	Non-formal education resources	VET participation
Belgium	●	●	●	●	●	●
Croatia	●	●	●	●	●	●
Estonia	●	●	●	●	●	●
Finland	●	●	●	●	●	●
France	●	●	●	●	●	●
Germany	●	●	●	●	●	●
Greece	●	●	●	●	●	●
Ireland	●	●	●	●	●	●
Italy	●	●	●	●	●	●
Netherlands	●	●	●	●	●	●
Poland	●	●	●	●	●	●
Portugal	●	●	●	●	●	●
Slovenia	●	●	●	●	●	●
Spain (Catalonia)	●	●	●	●	●	●



Good Practices

Assessment and Tracking in OKAN (Reception Education for Non-Dutch Speaking Newcomers), Belgium (Flanders): The ‘Onthaalonderwijs 2016–2017 and 2017–2018’ report from the Agency for Educational Services (AGODI) provides comprehensive data on the learners and schools within the OKAN program, illustrating a system of tracking that includes enrolment numbers, progress, and outcomes for newly arrived non-Dutch speaking students. The report details the distribution of students by age, nationality, and province, offering a nuanced understanding of the demographic landscape within OKAN, which is crucial for assessing the program’s reach and effectiveness. It also addresses problem areas such as attendance and transition to regular education, providing a quantitative foundation for evaluating student success and integration within the Flemish education system.

Systematic Tracking of Ukrainian Refugees (2022), Croatia: A structured approach has been implemented for Ukrainian refugees, featuring regular intersectoral meetings to monitor their numbers and assess their needs. This initiative ensures targeted support and effective resource allocation.

KOSKI National Registry, Finland: Although only partially open to the public, the KOSKI registry serves as a central database for education data in Finland. It is an essential resource for stakeholders to track educational progress, including that of migrant students, and to facilitate informed decision-making.

National Assessments of Educational Outcomes, the Netherlands: Regular national evaluations measure language skills, academic performance, and engagement in support programs for migrant students. Resources like www.lowan.nl and the [Eurydice Network](#) provide detailed insights into the integration process and the structure of the Dutch educational system.

Dutch National Student Monitor (NSM), the Netherlands: This tool collects comprehensive data on various aspects of student life, including academic performance and language proficiency, offering valuable insights into the educational experiences of migrant students compared to their native peers.

Progress Monitoring Reports, the Netherlands: These periodic reports are crucial for tracking the educational advancement of students, including migrant students, focusing on language acquisition and academic achievements. They often incorporate data from standardised tests, graduation rates, and participation in supplemental educational programs.

The Student Registry (RALC), Catalonia: Operational since 2015, RALC uses a unique identifier (IDALU) to collect detailed data on students, including identification and enrolment history, linking this information with competency results to support anti-segregation policies and improve educational outcomes.



2. Access to Schooling and Targeted Support

2.1. Data on the Share of Migrant Students

The indicators regarding the share of migrant students, their dropout rates across different education levels, and their status in terms of not being in education, employment, or training (NEET) are crucial indicators that help measure the percentage of migrant students in schools and their dropout patterns. These indicators provide insights into the engagement and success of migrants across different educational levels, highlighting both successes and areas needing attention. Monitoring these aspects allows educational authorities to better understand the dynamics of migrant education and to implement targeted interventions to reduce dropout rates and NEET occurrences.

Assessed data availability indicators:

- Share of migrants across education levels
- Dropout rates of migrant students across education levels
- Share of migrants not in Education, Employment and Training (NEET)

Key Results

Most countries have either complete or partial data on the share of migrant students across education levels. This indicator is well-tracked, reflecting an understanding of the importance of knowing the proportion of migrant students within the educational system. However, significant gaps remain in assessing the dropout rates and NEET status of migrant populations, which are critical for their successful integration into the host societies.

Education Levels and Dropouts: Several countries, including Germany, Ireland, Spain (Catalonia), Belgium, Estonia, and Greece, report extensive data on the share of migrant students and their dropout rates. Finland focuses on providing specific dropout data for upper and post-secondary education. France, while collecting data on the share of migrant students, only has dropout data available for tertiary education. The Netherlands reports on the share of migrants across all education levels, except for early education, which lacks complete data; dropout information is restricted to lower and upper secondary education. Slovenia and Portugal gather data on the share of migrant students across all education levels but do not have dropout data. Poland and Belgium have partial data across all education levels for both indicators, sourced from international organisations like Eurostat and the OECD. Croatia's data collection focuses mainly on early education for Ukrainian students and extends to primary and secondary levels, with very limited dropout data. Italy records data on the share of migrants and dropouts up to post-secondary education.

Share of migrants not in Education, Employment, and Training (NEET): The availability and detail of NEET data vary by country. Spain (Catalonia) provides this data but does not distinctly identify migrants within it. Germany, Italy, Ireland, Greece, and Croatia all collect NEET data. In Estonia, NEET data for migrant youth is categorised by nationality in the public database of Statistics Estonia. Finland’s national statistics provide insights into the share of young people with foreign backgrounds outside of education and work. Conversely, the Netherlands, Portugal, France, and Slovenia do not provide NEET data. Poland and Belgium offer partial data, with the Flemish education system capable of publishing dropout data and providing detailed migrant background information upon request.

Table 3: Data availability on the share of migrant students

	Share of migrant students	Dropouts	Share of migrants in NEET
Belgium	●	●	●
Croatia	●	●	●
Estonia	●	●	●
Finland	●	●	●
France	●	●	●
Germany	●	●	●
Greece	●	●	●
Ireland	●	●	●
Italy	●	●	●
Netherlands	●	●	●
Poland	●	●	●
Portugal	●	●	●
Slovenia	●	●	●
Spain (Catalonia)	●	●	●

2.2. Breakdown of Migrant Education Data

The comprehensive breakdown of migrant education data across various indicators is essential for addressing the diverse needs of migrant students effectively. These indicators, which include legal status, countries of origin, duration of stay, age, gender, proficiency in the destination country's language, vulnerabilities, and special education needs, enable educational authorities to understand not just the demographic and socio-legal composition of the migrant population but also their specific educational challenges and needs.

The assessed indicators of data availability are as follows:

- Legal status
- Countries of origin
- Duration of stay
- Age
- Gender
- Proficiency in destination country's language
- Vulnerabilities
- Special education needs

Key Results

The overview of demographic and socio-educational data for migrant students across 14 European countries reveals a mixed landscape of data completeness. Legal status and country of origin information varies, with some countries exhibiting comprehensive data collection and others displaying notable gaps. Information on the duration of stay is less commonly recorded, which may affect the understanding of integration processes over time. Conversely, age and gender data are widely tracked, signifying a clear recognition of their importance in educational planning.

The reporting of data, including on countries of origin, duration of stay, and vulnerabilities, is inconsistent across countries. Finland, Spain (Catalonia), the Netherlands, Ireland, and Greece provide comprehensive breakdowns, covering aspects such as countries of origin and duration of stay. Conversely, Portugal displays notable gaps in reporting legal status and duration of stay, though it does provide data on countries of origin and gender. Germany offers detailed data on most indicators except for legal status and special education needs. Belgium, while providing partial data on most indicators, requires ad-hoc requests for detailed data on age, gender, and nationality, specifically within the Flemish education system. It is important to note that these data typically cover only newcomers in Belgium, excluding second and third-generation migrant students who may have different linguistic backgrounds.

Slovenia provides comprehensive data for all assessed indicators. Poland focuses on legal status and age, while Croatia collects data on legal status and the countries of origin. France, notably, does not provide data on legal status, countries of origin, or duration of stay, though it covers other indicators. Italy collects and reports data on legal status, countries of origin, age, and gender, offering a broader scope of demographic insights into its migrant student population.

Table 4: Breakdown of migrant education data

	Legal status	Counties of origin	Duration of stay	Age	Gender	Proficiency in destination country language	Vulnerabilities	Special education needs
Belgium	●	●	●	●	●	●	●	●
Croatia	●	●	●	●	●	●	●	●
Estonia	●	●	●	●	●	●	●	●
Finland	●	●	●	●	●	●	●	●
France	●	●	●	●	●	●	●	●
Germany	●	●	●	●	●	●	●	●
Greece	●	●	●	●	●	●	●	●
Ireland	●	●	●	●	●	●	●	●
Italy	●	●	●	●	●	●	●	●
Netherlands	●	●	●	●	●	●	●	●
Poland	●	●	●	●	●	●	●	●
Portugal	●	●	●	●	●	●	●	●
Slovenia	●	●	●	●	●	●	●	●
Spain (Catalonia)	●	●	●	●	●	●	●	●



Good Practices

Comprehensive Survey for Newly Arrived Allophone Students, France: Educational institutions, along with the Academic Center for the Education of Newly Arrived Allophone Children and Children from Itinerant and Travelling Families (CASNAV) or individual educators, are required to conduct a detailed survey for allophone students who have recently arrived in France. This survey collects crucial information about students' language abilities and provides valuable insights on a national and local scale regarding diverse educational needs across different regions and schools. The results, which are publicly available, help in the formation of specialised remedial classes for NSA (Non ou peu Scolarisés Antérieurement) students lacking prior formal education and guide the deployment of teachers with specific literacy training. Additionally, the survey plays a crucial role in determining student participation in UPE2A programs, where they receive targeted French language instruction for up to 18 months. This approach has significantly enhanced the monitoring and support of migrant education by enabling tailored educational strategies.

Interoperability in Data Collection and Management, Spain: Barcelona has implemented a sophisticated system that integrates multiple data sources, including education, municipal registry, employment, and health services, to gather comprehensive vulnerability data. This system facilitates early educational interventions and is supported by a robust set of vulnerability indicators. The integrated approach ensures that assistance is timely and effective, catering specifically to the needs identified through the interconnected data platforms.

3. Education System Attributes

3.1. Education Quality

Assessing the quality of education is vital for ensuring that all students receive a high standard of education that facilitates effective learning and development. According to UNESCO's¹⁰ framework on the variables of education quality, the quality of education can be measured through several key indicators: the provision and suitability of teaching and learning resources, evaluations of teaching effectiveness, the amount of time allocated for learning, and the number of students per class. These indicators help in understanding how well educational institutions are equipped to deliver education and support to diverse students.

The assessed indicators of data availability are as follows:

- Teaching and learning materials
- Assessment of the teaching quality
- Learning time
- Class size

Key Results

The assessment of education quality indicators reveals significant variations in how countries monitor and enhance the educational experiences of their students, highlighting the importance of systematic data collection to support effective teaching and learning environments.

Finland is proactive in assessing its educational materials through national reports. However, unlike Finland, Germany lacks a regular system for collecting comprehensive data on these indicators, though it does produce individual analysis reports. Belgium provides insights into its teaching materials, class sizes, and teaching quality assessments, demonstrating a more structured approach.

In terms of teaching quality, the Netherlands and Portugal actively collect data across all educational levels. Similarly, Poland gathers extensive data, including teaching quality assessments, for all education levels except post-secondary and tertiary education. Finland does not conduct regular teacher evaluations or school inspections, focusing instead on sample-based evaluations.

Learning time is variably reported, with no quantitative national data available in France, though regional efforts like CASNAV (Academic Center for the Education of Newly Arrived Allophone Children and Children from Itinerant and Travelling Families) support teacher development. The Netherlands, on the other hand, collects data on learning time for all education levels. Portugal and Poland also report on learning time.

Data on class sizes is available from multiple countries, including France and Spain (Catalonia), which track this information to assess educational environments. Germany and Ireland also report on class sizes, with Ireland focusing exclusively on this aspect. The Netherlands reports class size data but only for early and primary education, while Slovenia and Poland provide class size information across nearly all education levels. Italy, however, does not collect data on any of these quality indicators.

¹⁰ The quality and learning indicators can be accessed via UNESCO's International Institute for Educational Planning's Learning Portal: <https://learningportal.iiep.unesco.org/en/issue-briefs/monitor-learning/quality-and-learning-indicators>.

Table 5: Data availability on education quality

	Teaching and learning materials	Assessment of the teaching quality	Learning time	Class size
Belgium	●	●	●	●
Croatia	●	●	●	●
Estonia	●	●	●	●
Finland	●	●	●	●
France	●	●	●	●
Germany	●	●	●	●
Greece	●	●	●	●
Ireland	●	●	●	●
Italy	●	●	●	●
Netherlands	●	●	●	●
Poland	●	●	●	●
Portugal	●	●	●	●
Slovenia	●	●	●	●
Spain (Catalonia)	●	●	●	●



Good Practice

National Education Inspection (Inspectie van het Onderwijs), Netherlands: The National Education Inspection evaluates the quality of education in the Netherlands, including its effectiveness in supporting migrant students. Through inspections and evaluations, it assesses language support programs, academic outcomes, and the overall integration of migrant students into the education system.

3.2. Teacher Workforce Diversity

The role of diversity within the teacher workforce, encompassing ethnic, language, age, and gender diversity, is crucial in the educational system. These indicators are necessary to measure the quality of the education system. Understanding the composition of the teacher workforce can help identify areas of strength and opportunities for improvement in teacher recruitment and development policies.

The assessed indicators of data availability are as follows:

- Ethnic diversity
- Language diversity
- Age
- Gender

Key Results

The comparative assessment indicates that while some countries actively engage in monitoring several diversity indicators within their teaching workforce, many still have significant gaps, particularly in areas of ethnic and language diversity. Addressing these gaps is essential for fostering an educational environment that is truly reflective of and adapted to the needs of its diverse student body.

Data on teacher workforce diversity, particularly ethnic and language diversity, is generally limited. In France, legal restrictions prevent the collection of data that could reveal racial or ethnic origins. Similarly, the Netherlands, Italy, Spain (Catalonia), and Slovenia do not collect data on ethnic and language diversity, focusing instead on other aspects such as age and gender.

Portugal stands out by collecting data on ethnic diversity, as well as age and gender, although it does not gather information on language diversity. In Poland, data is collected on intercultural assistants (persons from minority/migrant groups who support teachers, students, and parents with communication in the educational process).

Belgium offers a more nuanced approach, collecting data on age and gender universally, and detailed ethnic diversity data is available for Flanders through ad-hoc requests. This region-specific data combines personnel data from local databases and is categorised by Belgian or foreign origin, further broken down into EU and non-EU backgrounds.

Croatia, Greece and Germany collect basic demographic data on age and gender but do not extend to ethnic or language diversity. Ireland, however, provides a broader scope by collecting data on ethnic diversity and gender through the higher education authority, though it still lacks data on language diversity.

Table 6: Data availability on teacher workforce diversity

	Ethnic diversity	Language diversity	Age	Gender
Belgium	●	●	●	●
Croatia	●	●	●	●
Estonia	●	●	●	●
Finland	●	●	●	●
France	●	●	●	●
Germany	●	●	●	●
Greece	●	●	●	●
Ireland	●	●	●	●
Italy	●	●	●	●
Netherlands	●	●	●	●
Poland	●	●	●	●
Portugal	●	●	●	●
Slovenia	●	●	●	●
Spain (Catalonia)	●	●	●	●

3.3. Qualifications of Teachers Working with Migrant Students

The qualifications of teachers are crucial for effectively supporting migrant students, especially in terms of teachers' ability to manage multicultural and multilingual classrooms. Assessing teachers' intercultural competence and their methods for teaching in multilingual settings helps ensure that they are well-prepared to meet the diverse needs of their students. These indicators are essential to measure efforts at enhancing teacher effectiveness in increasingly diverse educational environments.

The assessed indicators of data availability are as follows:

- Intercultural competence training
- Teaching methods for multilingual classes

Key Results

The overview highlights a general shortfall in the targeted development and tracking of teacher qualifications for managing multicultural and multilingual student populations. This widespread deficiency suggests an area for potential policy development and investment in teacher training programs.

Data on the qualifications of teachers working with migrant students is notably sparse across several countries. Ireland is one of the few countries that provides data on intercultural competence training, pointing towards a proactive approach to equipping teachers with the necessary skills to handle cultural diversity in classrooms.

Estonia reports on advanced training and qualifications for teachers, although it does not specifically collect data on the qualifications obtained during this training. The focus is primarily on the qualifications of teachers at universities of applied sciences. In France, there is no state-level monitoring, but at the school level, monitoring of teachers with additional FSL certification is conducted, as it is often required to secure a position in a UPE2A. In Greece, the central portal of the Ministry of Education maintains records for teachers in the public school system. These records include each teacher's certification in specific fields (achieved through seminars or a master's degree), additional training, and language proficiency.

In contrast, other countries such as the Netherlands, Italy, Germany, Portugal, Croatia, Belgium, Poland, and Slovenia do not currently collect data on these critical indicators. This lack of data underscores a significant gap in the monitoring and development of educational practices that could better support migrant students through appropriately trained teachers.

Table 7: Data availability on teacher qualifications

	Intercultural competence training	Teaching methods for multilingual classes
Belgium	●	●
Croatia	●	●
Estonia	●	●
Finland	●	●
France	●	●
Germany	●	●
Greece	●	●
Ireland	●	●
Italy	●	●
Netherlands	●	●
Poland	●	●
Portugal	●	●
Slovenia	●	●
Spain (Catalonia)	●	●

3.4. Multilingualism in the Education System

Multilingualism supports cultural integration and the academic success of migrant students. Availability and participation in courses taught in the first language of migrant students help ensure that education systems are inclusive and supportive of linguistic diversity. Related indicators are crucial to understanding how education systems accommodate the linguistic needs of migrant populations and promote multilingual education.

The assessed indicators of data availability are as follows:

- Availability of courses in the first language of migrant students
- Participation in first-language courses

Key Results

The variability in data collection and educational practices highlights the diverse approaches to multilingual education across different countries, indicating both progressive initiatives and significant areas for improvement to better support migrant students in their linguistic and cultural integration.

Spain (Catalonia) and Slovenia stand out for their efforts to provide insights into the availability of first-language courses, with Spain also tracking participation in these courses if they are conducted within the school system. Such tracking indicates a structured approach to integrating first languages into the educational framework.

In France, the availability of first-language courses, known as EILE, is limited and highly dependent on France's diplomatic relations with students' countries of origin, suggesting a selective approach to multilingual education. Germany adopts a decentralised approach where some federal states might collect data on first-language courses, but no unified national approach exists. Poland partly collects data on this issue, including through its Educational Information System (SIO) on students (including pupils with a migration background, Polish pupils returning from migration and Polish repatriates) in schools. In accordance with its 'Act on National and Ethnic Minorities and Regional Languages', Poland collects data on the teaching of scheduled minority languages.

Countries such as the Netherlands and Italy do not collect data on either availability or participation in first-language courses, reflecting a potential gap in support for multilingual education.

Portugal tracks the availability of first-language courses specifically for children and young people applying for or benefiting from international protection, though it does not provide data on participation in these courses. Notably, in Belgium, first-language courses are generally managed by embassies and not formally recognised within the national education system.

Table 8: Data availability on multilingualism in education system

	Availability of courses in the first language of migrant students	Participation in first-language courses
Belgium	●	●
Croatia	●	●
Estonia	●	●
Finland	●	●
France	●	●
Germany	●	●
Greece	●	●
Ireland	●	●
Italy	●	●
Netherlands	●	●
Poland	●	●
Portugal	●	●
Slovenia	●	●
Spain (Catalonia)	●	●

3.5. Participation of Migrants in Lifelong Learning Activities

Lifelong learning is essential for continuous personal and professional development, especially for migrants who may need additional support to integrate successfully into new cultural and economic environments. Data on the participation of migrants in formal education and training, as well as informal learning activities, provides valuable insights into how education systems are facilitating ongoing learning opportunities.

The assessed indicators of data availability:

- Formal education and training
- Informal learning (e.g., coaching, guided visits, self-learning, or learning in groups)

Key Results

The overview shows that while some countries have mechanisms to monitor and support migrant participation in lifelong learning, many still lack the necessary data to fully understand and improve these critical educational pathways.

The Netherlands, France, Italy, Ireland, Croatia, and Slovenia do not currently collect data on these indicators, highlighting a significant gap in understanding how migrants engage with lifelong learning opportunities within these countries. Conversely, Portugal and Spain (Catalonia) track participation, specifically if migrants are enrolled in official public courses, providing a glimpse into how formal education systems are accommodating migrant learners. Belgium also collects data on formal education and training, with Flanders publishing basic, regional-level indicators on lifelong learning, representing a more localised approach to data gathering. Estonia and Finland have data for both indicators.

In Germany, the approach to collecting data on lifelong learning varies by federal state, with no standardised national data collection strategy. This situation may lead to inconsistencies in understanding and supporting migrant participation in lifelong learning across the country. Similarly, Greece provides data on formal education and training. There is no standardised national strategy for collecting such data in Poland, although the implementing entities report data from such activities to the funding bodies.

Table 9: Data availability on participation in lifelong learning activities

	Formal education and training	Informal learning
Belgium	●	●
Croatia	●	●
Estonia	●	●
Finland	●	●
France	●	●
Germany	●	●
Greece	●	●
Ireland	●	●
Italy	●	●
Netherlands	●	●
Poland	●	●
Portugal	●	●
Slovenia	●	●
Spain (Catalonia)	●	●

4. Socio-economic Conditions of Migrant Students

4.1 Living Conditions Data

Understanding the socio-economic conditions of migrant students is crucial for creating supportive educational environments that cater to their specific needs. Assessing indicators such as income, material conditions, health, parental support, and time available for homework helps identify the challenges these students might face outside the classroom, which can significantly impact their learning outcomes.

The assessed indicators of data availability are as follows:

- Income
- Materials conditions (e.g., housing conditions)
- Health of migrant students
- Parental support
- Time available for homework

Key Results

This comparative assessment shows a varied landscape in terms of data availability on the socio-economic conditions of migrant students across different countries. While some provide detailed insights, others lack the necessary data, highlighting the need for a more systematic approach to understanding and supporting the socio-economic conditions of migrant students.

Comprehensive and detailed data on the socio-economic conditions of migrant students are generally scarce. Spain (Catalonia) provides data specifically for migrant families applying for grants and offers insights into income and material conditions, as do Greece, the Netherlands, and Finland. However, Estonia provides less detailed information, pointing to areas that might benefit from increased policy attention.

France's data collection focuses on the health of migrant students, addressing special needs as they are identified upon the student's entry into the educational system. This targeted approach allows for continued support based on individual assessments. Additionally, qualitative and quantitative monitoring is conducted by the Ministry of Education and the Ministry of the Interior in France for parents participating in the OEPRE programs (Ouvrir l'École aux Parents pour la Réussite des Enfants, which translates to "Opening Schools to Parents for Children's Success"). This initiative combines French as a Second Language (FSL) instruction and education on the values of the Republic. Germany collects data through micro censuses that differentiate by migration status and citizenship, though it does not explicitly target migrant students in terms of socio-economic data.

Slovenia records partial data solely on income, while Belgium provides comprehensive data across all indicators. However, Belgian data is based on country-level estimates rather than direct registrations, which might lead to the underrepresentation of migrants in the data collected through large-scale international frameworks such as the EU-SILC or Labour Force Surveys.

Croatia enables schools to collect data across all indicators, which they can provide to the Ministry of Education as needed, suggesting a more integrated approach within the educational system.

Poland also allows schools to collect data in diverse indicators, some of which are reported to the Ministry of Education as part of the SIO. Other data, such as income and material conditions, may be collected when a parent applies for benefits and support at a social welfare centre. Data on the health of migrants is collected by the National Health Fund (when they use this health support).

Ireland collects data on income, material conditions, and parental support, offering a broader view of the socio-economic status of migrant families. However, Italy does not collect data on these socio-economic indicators, indicating a significant gap in the understanding of migrant student conditions in the country.

Table 10: Data availability on living conditions of migrant students

	Income	Material conditions	Health of migrant students	Parental support	Time available for homework
Belgium	●	●	●	●	●
Croatia	●	●	●	●	●
Estonia	●	●	●	●	●
Finland	●	●	●	●	●
France	●	●	●	●	●
Germany	●	●	●	●	●
Greece	●	●	●	●	●
Ireland	●	●	●	●	●
Italy	●	●	●	●	●
Netherlands	●	●	●	●	●
Poland	●	●	●	●	●
Portugal	●	●	●	●	●
Slovenia	●	●	●	●	●
Spain (Catalonia)	●	●	●	●	●

5. Budget and Spending on Migrant Education

This analysis includes looking at the size of public budgets specifically allocated to migrants within the education system, tracking the actual spending on education for migrant students, and examining the public funding allocated to longitudinal research that tracks the educational outcomes of migrant students and, therefore, the availability of such research data. Understanding how budgets are allocated and spent on migrant education is crucial for assessing the effectiveness of educational support provided to this demographic.

The assessed indicators of data availability are as follows:

- Data available on the size of the public budget specifically allocated to migrants within the education system
- Tracking and making available data on the actual spending on education for migrant students
- Available data on public funding specifically allocated for conducting longitudinal research on migrant students in the education system
- Available data from longitudinal research that tracks cohorts of migrant students and their educational outcomes

Key Results

The availability of detailed budget and spending data, as well as data from longitudinal research on migrant education, varies significantly between countries. This inconsistency highlights the need for more robust and systematic data collection to better understand and optimise resource allocation for migrant education.

Slovenia stands out by detailing its spending on language classes for newcomers, including partial data on the size and tracking of actual spending within the public budget specifically for migrants, particularly for Slovenian language classes for newcomers and first-language classes for migrant students in primary and lower secondary education.

While France provides some information on spending, Ireland and Italy report only partial data. Ireland's Special Education Teaching allocation model includes a basic allocation that assists pupils with learning and literacy difficulties, including those from English as an Additional Language (EAL) backgrounds. However, it is challenging to separate EAL and other learning support regarding funding from the government. In Germany, while general data on budget and spending for migrant education is not available, there are specific data on budget and spending for integration measures, particularly for refugees.

The Netherlands provides data on the costs for asylum seekers and migrants in education, generally allocating a lump sum for each student, with additional funds for migrants. Spain (Catalonia) allocates a specific budget for 'high complexity schools', which have a high number of migrants or families in vulnerable socio-economic conditions, though data on budget tracking is limited.

Belgium and Croatia provide partial data on public budgets and their tracking, with special provisions in Flanders and for Ukrainian students in Croatia, respectively. Estonia reports on the size of the public budget and its tracking but lacks data on longitudinal research funding.

Table 11: Data availability on budget and spending on migrant education

	Size of public budget	Tracking of actual spending	Public funding for longitudinal research	Data from longitudinal research
Belgium	●	●	●	●
Croatia	●	●	●	●
Estonia	●	●	●	●
Finland	●	●	●	●
France	●	●	●	●
Germany	●	●	●	●
Greece	●	●	●	●
Ireland	●	●	●	●
Italy	●	●	●	●
Netherlands	●	●	●	●
Poland	●	●	●	●
Portugal	●	●	●	●
Slovenia	●	●	●	●
Spain (Catalonia)	●	●	●	●



Good Practice

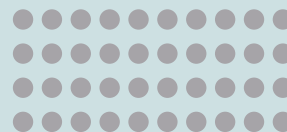
The National Educational Panel Study (NEPS), Germany: Launched in 2009 and initially funded by the Federal Ministry of Education and Research (BMBF), the National Educational Panel Study (NEPS) is Germany's largest long-term educational research endeavour. By 2014, NEPS had transitioned into a permanent infrastructure at the Leibniz Institute for Educational Trajectories, supported by both federal and state funding. This study tracks the competence development and educational paths of over 70,000 participants—from early childhood through to old age—and also surveys approximately 50,000 individuals connected to these participants, like parents and educators. The NEPS aims to comprehensively describe and explain the trajectory of educational processes throughout the lifespan. Utilising a Multicohort Sequence Design (MKSD), the study's seven cohorts encompass all educational phases. The data includes detailed measures on migrant backgrounds, with a special unit dedicated to analysing the educational trajectories of individuals from these backgrounds. NEPS benefits from the contributions of an interdisciplinary network of top researchers from thirteen research institutes and universities across Germany, ensuring a rich, longitudinal dataset for the scientific community.



Assessing the Landscape: Challenges and Policy Debates in Migrant Education Data across 14 European Countries

This section provides a comprehensive overview of the challenges countries face in collecting and utilising migrant education data. It examines the unique political, linguistic, and cultural obstacles each country experiences in gathering accurate and useful educational statistics. The section also illustrates the diverse policy debates on migrant education data and stakeholders' involvement in the discussions.

Each country chapter includes dotted visualisations that illustrate the availability of the 40 assessed types of data, showing how many are fully available (green ●), partially available (yellow ●), or not available (red ●).





Belgium



The collection and analysis of migrant education data are intricately linked to Belgium's unique political and linguistic structure. The country is divided into three language communities — French-speaking, Flemish-speaking, and German-speaking — each with autonomy over its respective education policy. This division means that education policies, including those related to migrant education, are managed by these linguistic communities rather than by Belgium's three regions (Brussels, Flanders, and Wallonia). Data collection and analysis can vary significantly within each language community. Local authorities and schools may collect data relevant to their student populations, including migrant students, to inform local educational strategies and support mechanisms. However, the granularity and availability of this data can differ from one locality to another.

A significant challenge in Belgium's approach to migrant education data is the availability and accessibility of detailed information. Much of the data collected is not publicly available and may only be accessed through ad-hoc requests. Moreover, gathering and disseminating data on migrant students involves navigating the delicate balance between openness and privacy protection within the constraints of the GDPR. This challenge is intensified by the necessity for detailed data amidst diverse governance across linguistic communities, complicating inter-institutional data exchange. Additionally, inadequate data on various intersectionalities may obscure the full spectrum of diversity within migrant populations, impacting the effectiveness of policies and support mechanisms. These limitations can hinder the broad analysis and understanding of migrant education outcomes across different regions and language communities.

The involvement of various stakeholders, including migrant associations or organisations representing migrant interests, is crucial in the debates and discussions surrounding migrant education data. These stakeholders often advocate for greater transparency, accessibility of data, and the development of policies that address the specific needs of migrant students. Their participation ensures that the perspectives and experiences of migrant communities are considered in policy-making processes.

Insights from debates and assessments of migrant education data play a vital role in shaping policy decisions and data collection strategies within Belgium's language communities. Efforts to improve data availability and analysis can lead to more informed and effective educational policies that support the integration and academic success of migrant students. As Belgium continues to navigate its unique political and linguistic landscape, enhancing the accessibility and analysis of migrant education data remains a key priority for ensuring equitable educational opportunities for all students.



Croatia



Croatia has historically not focused on migrant students due to their traditionally low numbers. Therefore, there has been a lack of a systematic approach to collecting and publishing migrant education data. However, around 1,500 Ukrainian refugee students joined Croatian schools in 2022, which posed a challenge to structuring the enrolment process and tracking the students. Relying on general data, Croatia has not been able to address the nuanced needs of these students so far.

There are no specific policies on migrant education data as such. Although there are broad strategies concerning migrant education and integration, regular integration monitoring that includes education seems to be lacking, with data collection primarily occurring in the context of regular tracking of all student records or for those under international protection. However, various research studies on migrant student integration have been conducted by universities and institutes, pointing to a need for more comprehensive and longitudinal studies.

Key stakeholders in this domain include government ministries, educational departments, NGOs, and national institutes, with significant participation from migrant associations and organisations representing their interests. At various levels—national, local, or regional—information on migrant students' arrival is often communicated to schools at the last minute. Data on these students is collected by the schools and entered into the Ministry of Science and Education's data portal, e-Matica, which is not publicly available. Another platform, School e-Rudnik, tracks and presents public variables about student achievement but does not segregate data based on students' characteristics.

With the arrival of large numbers of Ukrainian refugees since 2022, civil society organisations and researchers have underlined the significance of comprehensive and timely integration policies.



Estonia



Estonia faces its own set of challenges, primarily around the accuracy of data collected for newly arrived migrant students. The meticulousness required in data entry by school administrations is a significant barrier. Additionally, gathering data on newly arrived migrants without registered residence or current school enrolment presents challenges for both the ministry and municipalities, complicating efforts to track these students. As for publishing the data, a relatively small number of newly arrived migrant students may result in their identification in detailed public overviews. Thus, it is not possible to selectively isolate the data of newly arrived migrant students within the educational statistics portal.

Public discussion in Estonia about migrant education data, particularly concerning Ukrainian students, is limited. Reports occasionally provide numbers of new arrivals but do not delve into data collection or monitoring processes. According to representatives from the Ministry of Education and Research, there have been efforts to create a clear and detailed understanding of the placement of Ukrainian refugee students in Estonian educational institutions. Representatives from various departments (analysis, general education, strategic planning) at the ministry were involved in designing refugee integration policy solutions. As a result of these discussions, an overview of the Ukrainian refugee students in the Estonian education system is now available in the education statistics portal called Haridussilm. This data is categorised by local government (as a unit), level of education, and language of instruction at school. The public overview is compiled using data from the Estonian Education Information System (EHIS). This initiative has facilitated data-driven policy-making in education and provided the public with information on the prevalence of Ukrainian students in schools.



Finland



The challenges in Finland are primarily related to bureaucratic and systemic barriers in the collection and use of data concerning migrant students. The requirement for migrants/refugees to declare only one mother-tongue language limits the granularity of data, complicating the assessment of educational needs. Furthermore, Finland's educational data systems often categorise languages broadly under 'Finnish, Swedish, and Other', which blurs the distinction between newcomers and second-generation migrants. Additionally, there is a lack of a unified and comprehensive methodology for filtering migrant-related education data, which results in differences in filter options across various databases, such as those maintained by Statistics Finland and Education Statistics Finland. Finally, strict regulations, such as the Statistics Act (280/2004), restrict detailed public reporting to prevent data misuse. However, this also hinders comprehensive policy-making and resource allocation. A lack of comprehensive data on migrant students presents significant challenges, including the implications for municipal funding linked to educational achievement and early school leaving rates.

The assessment and monitoring of migrant education policies lack standardised methodologies. Data collection is handled by the Finnish National Agency for Education and the Ministry of Education, which focuses on language statistics and the number of students in preparatory education. Local municipalities provide and receive this data, which informs the implementation of migrant education policies. Additionally, certain initiatives support migrant pupils and their learning outcomes, which are occasionally evaluated by the Finnish National Evaluation Centre, though not through standardised testing. Analysis of migrant education data occurs at both national and local levels, with municipalities playing a key role in data provision.

Stakeholder engagement is institutionalised; public projects are expected to include a diverse steering group of relevant stakeholders, with hearings for interested parties when necessary. The Association of Finnish Municipalities and the Teachers Union are notably active in discussions alongside local migrant associations. Additionally, integration monitoring, including education, is not conducted regularly but on an ad-hoc basis. The outcomes of policy debates and assessments can influence domestic funding for schools. Furthermore, dialogues between migrant stakeholders and authorities have highlighted data collection issues, prompting initiatives to allow the registration of two mother-tongue languages in the national population system, although this change has yet to be implemented.



France



The challenges include the absence of questions about nationality for both newly arrived children and teachers. Only the languages spoken by students provide some insight into their backgrounds. For example, DEPP surveys capture data on students lacking French language proficiency rather than migrant students per se. Well-educated, French-speaking migrants from francophone countries, for example, are not included in these surveys, which aim to identify those with specific educational needs. In schools, the responsibility of providing data to CASNAV (Reception Centre for Newly Arrived Kids) and DEPP may fall on different individuals. These individuals may vary in the amount of time they can dedicate to this task and in their level of training to effectively undertake it. Such variations can affect the quality and the accuracy of the data collected.

When it comes to publishing data, certain information is sensitive and therefore only accessible within schools and not to the broader public. A teacher associated with a CASNAV, who was interviewed for the study, noted that there is occasionally resistance from school directors regarding data reporting. Concerns include the nominative nature of the forms—which raises questions about their use and purpose—and the perceived lack of benefit in reporting data when no additional support is provided.

Policies for evaluating and monitoring migrant education in France are consistent nationwide, thanks to DEPP standards. This body oversees the collection of data on new student arrivals, their initial assessment in French, and their enrolment in subsequent educational settings. Key players in these discussions include the Ministry of National Education, the Court of Auditors, the Defender of Rights, and the Senate, with migrant organisations less involved. These evaluations impact decisions at both national and local levels, influencing funding for French as a Second Language (FSL) programs, DELF certifications, and FSL teacher qualifications.



Germany¹¹



Germany faces challenges in education data collection, as each federal state has primary responsibilities in the education system and therefore collects data independently under varying criteria, impacting comparability. For instance, while all states collect citizenship data, not all collect information on family language, leading to inconsistent definitions of 'students with a migrant background'. On an international scale, using citizenship to define migrant background is seen as inadequate due to varying naturalisation policies among countries.

The concept of 'migrant background' in German statistics is defined by either the individual or their parents having migrated to Germany. However, this definition is controversial because it merges two distinct groups: those who grew up in Germany with foreign-born parents and those who immigrated themselves. The differing educational circumstances of these groups make this combined categorisation inappropriate. Additionally, defining migrant background by citizenship presents challenges. Migrants in Germany, such as refugees with unstable residence permits, tend to naturalise as soon as possible, whereas EU migrants with stable permits often do not. This results in a categorisation influenced by factors unrelated to education. Furthermore, the concept suggests that migrant children are perpetually influenced by their parents' migration experiences, which has been criticised.

In response, the Independent Expert Commission for Integration and the Conference for Integration of the federal states both recommend abandoning the 'migration background' category. The alternative category of 'born in a country other than Germany' continues to be used, but how to differentiate children of immigrants remains under discussion.

Germany strictly protects sensitive information, especially student data. Education ministries in the federal states set data collection and protection regulations, ensuring data can only be detailed for sufficiently large groups to prevent identifying individuals. However, these variations in data collection also limit transparency. Furthermore, because the federal states manage educational policy at the school level, in some cases, there are political hesitations regarding the publication of certain data types.

¹¹ Most of the indicators referenced are primarily accessible through the National Educational Panel Study (NEPS) and, in some cases, the Microcensus. As highlighted by the policymaker consulted during this study, such data often appear in internationally comparative reports as readily available, yet in reality, they are not comprehensively accessible.



Greece



Greece has long been a country of emigration, but following the economic crisis of 2010, there was a significant increase in emigration. Due to its geographic position, Greece is a key entry point into Europe for individuals from the Middle East and Africa, making it both a transit and destination country for many third-country nationals (TCNs). The country's current integration strategy primarily supports beneficiaries of international protection and asylum seekers.

In Greece, children of asylum seekers, recognised refugees, or those granted subsidiary protection are entitled to access the national education system under conditions similar to Greek nationals. Enrolment in Greek schools requires the same documentation as for Greek citizens.

To enhance the integration of migrants, Greece launched its third National Strategy for the Social Integration of Asylum Seekers and Beneficiaries of International Protection in 2021. This strategy, aligning with Greece's legislative framework, focuses exclusively on asylum seekers and beneficiaries of international protection and replaces the previous strategy from 2019.

The Refugee Education Coordinators (RECs) initiative has been successfully implemented in Greece. RECs serve multiple roles, including coordinators and administrators, and are key points of contact in the public education system for integrating school-aged refugee children. This integration occurs within mainstream schools or in camps for preschool education.



Ireland



Various government departments and organisations in Ireland collect data relevant to the lives of residents, including migrants, but this data is not widely accessible to the public due to data protection laws. The Department of Education gathers information on migrant backgrounds for various administrative and planning purposes, but detailed migrant-specific data often does not identify individuals due to privacy concerns and the relatively recent nature of immigration.

One significant hurdle is accessing and funding the analysis of the extensive data collected, including that from the Central Statistics Office and studies like Growing Up in Ireland. While migrant background data is collected, individual outcomes often cannot be distinguished by migrant status in larger datasets like national exams. In addition, disaggregated statistics on performance in state exams that would enable us to identify migrant children are lacking. Monitoring policy efforts on migrant children, student outcomes, and school segregation is crucial to inform policy in the area of migrant education. While various organisations collect information on education that enables filtering by migrant background, access to microdata can be difficult. In some datasets, the number of migrants can be relatively small, thus enabling analysis in broad categories only.

Much of the policy focus has been placed on proficiency in English-language tuition in most Irish schools (except Irish-medium primary and secondary schools). An intercultural education strategy 2010–2015 was launched in September 2010, with many of the resources channelled to English-language tuition. However, there has been a lack of monitoring of the strategy and its effectiveness. Further complications have emerged in the wake of the disbanding of the Integration Unit in the Department of Education and the merging of the assignment of special needs and English-language teachers under a general allocation model (GAM) based on the number of students receiving language support. Thus, monitoring spending on English-language tuition in schools is no longer possible.



Italy



The diversity of educational systems from which migrant students come makes it challenging to standardise data collection and publication, as educational structures and methodologies can vary significantly. A lack of standardisation in how educational institutions and local organisations collect and record data on migrant students can complicate the comparison and analysis of data on a national or international level. Furthermore, language and cultural barriers pose a significant barrier in data collection, especially if migrant students speak languages different from those predominant in the host country. The frequent mobility of migrant students, who often change schools or even countries, can also lead to data loss or a lack of continuity in the information collected.

In Italy, there are challenges concerning transparency and protecting sensitive information in data collection practices. Transparency is crucial for building trust and ensuring accountability in the collection and use of data. However, striking a balance between transparency and the protection of sensitive information poses several challenges. On the positive side, transparent data collection practices can enhance accountability, allowing individuals to understand how their information is used and contributing to informed decision-making. This transparency is essential for maintaining public trust in institutions engaged in data collection. However, challenges arise in protecting sensitive information, especially in contexts where privacy regulations and data security measures may be insufficient. There is a risk of unauthorised access, data breaches, or misuse of personal information, which can have significant consequences for individuals, including those within migrant communities.

There is a broader focus on integration monitoring that includes education. This monitoring involves tracking indicators such as language acquisition, social integration, and employment opportunities for migrants, with education being a significant component.

Education data related to migrants is likely available and analysed at various levels, including national, regional, and local levels. The Ministry of Education or relevant governmental agencies at the national level may collect and publish aggregated data, while regional and local education authorities may have additional data specific to their areas. This multi-level approach is crucial for tailoring interventions to the specific needs of different communities. Stakeholders involved in policy debates on migrant education data are likely diverse and may include governmental agencies, NGOs, academic and research institutions, and migrant associations and organisations.



Netherlands



Migrant students in the Netherlands come from diverse backgrounds with varying cultural, linguistic, and educational histories. Collecting accurate and representative data requires accounting for this diversity. Migration status can change over time due to various reasons, such as changes in legal status or family reunification. Keeping data updated and reflective of the current status of migrant students can be challenging. Furthermore, language differences may create barriers to effectively collecting data, especially if migrant students and their families are not proficient in the official language of the data collection process. Some migrant students, on the other hand, may not be adequately represented in data sets due to factors such as informal or irregular migration. This shortcoming can result in incomplete and potentially biased data.

The absence or insufficiency of data on migrant students in the Netherlands education system poses significant challenges. This lack of data leads to the invisibility of migrant students, making it difficult to develop targeted policies, allocate resources effectively, and address their unique needs. The results are potential educational inequalities, missed opportunities for intervention, and challenges in teacher preparedness, language support, parental engagement, and monitoring integration progress.

The Ministry of Education, Culture, and Science and the Inspectorate of Education play key roles in policy-making, data collection, and assessment at the national level. Schools, universities, and educational institutions are involved in data collection and may participate in discussions on effective educational practices for migrant students. Migrant associations and NGOs representing migrant interests may be stakeholders in these debates. Their involvement is crucial to ensure the inclusion of diverse perspectives and the protection of migrant rights.

National assessments and evaluations are conducted to measure the educational outcomes and experiences of migrant students. This assessment may include language proficiency, academic achievement, and participation in support programs. The Dutch government, through agencies such as the Inspectorate of Education and Statistics Netherlands (CBS), collect and analyse data on migrant education at the national level. Municipalities and regional educational authorities may also collect and analyse data to tailor interventions and support programs based on local needs and demographics.



Poland



Migration and education for refugees in Poland is an emerging subject, especially following a government change. Previously overshadowed in political debates, migrants were often portrayed negatively by politicians. Now, researchers, institutions and NGOs are examining migrant education more closely, focusing on issues like low school enrolment among Ukrainian refugee children. They also draw attention to the preparation and support of teaching staff to work in a culturally diverse classroom.

The collection and utilisation of data on migrant students in Poland, especially in light of recent events, present numerous challenges. With Poland's transition from being primarily a transit country to hosting a significant number of migrants, including students from Ukraine, the demand for reliable data has increased. This transition has underlined the need for systematised, large-scale data collection.

Various institutions in Poland, including governmental bodies like the Ministry of National Education and NGOs, collect data on migrant education. Key entities involved are the Educational Research Institute, the Social Opinion Research Centre, the Polish Council for Foreigners, as well as various academic entities. This data collection aims to analyse and enhance the educational experiences of migrants across national, provincial, and local levels. Institutions such as ministries and the Central Statistical Office are involved, ensuring compliance with the GDPR and ethical standards.

However, challenges arise in the data collection practices by various stakeholders, including NGOs and governmental agencies, especially in the context of significant Ukrainian migration. The reliability of these practices is sometimes compromised when researchers unfamiliar with the local context or language conduct studies or when research is outsourced without a comprehensive understanding of the situation and without involving key stakeholders or employing a participatory approach.



Portugal



A multitude of statistical and administrative sources in Portugal provides data disaggregated by nationality, making it challenging to systematise and analyse information to characterise the situation of foreign populations. Furthermore, compiling information faces limitations, necessitating the development of an integrated information management platform capable of aggregating large volumes of data. Stringent data protection system requirements and the bureaucratic procedures for obtaining authorisation for the application and execution of research studies in educational settings pose limitations for researchers. There is currently no guarantee of access to comprehensive data on the enrolment of foreign students in the national education system, as existing data only covers students in the public system, particularly in primary and secondary education, excluding those in private and artistic education. Students enrolled in technical higher professional courses are also excluded from the higher education category. Additionally, fluctuating international student flows, like those from Ukraine, complicate data collection, and the absence of a qualifications comparison table further hinders the standardisation and publication of data.

Compulsory education levels are monitored and assessed through individual student information monitoring platforms, with access being confidential and limited to the Ministry of Education's supervision. There is an ongoing effort to consolidate a system that centralises student management processes from preschool to secondary education. The objective is to provide all administrative information related to students on a single platform to simplify processes and enhance management efficiency.

In parallel, specific indicators regarding migrants' integration into the national education system are annually collected by the Migration Observatory. A set of national administrative data related to the enrolment of foreign students in the national education system and the residence permissions granted to foreigners for educational reasons are gathered. The latter is particularly associated with the flow of international students in higher education, leading to a growing significance of foreigners in higher education. This information is published annually in official government sources, specifically in Portugal's Annual Statistical Reports on Immigrant Integration Indicators. These reports are published and analysed to enhance official data on migrant integration, a collaborative effort between the Migration Observatory and the National Institute of Statistics.



Slovenia



Data on migrant students are not collected in a centralised and systematic way, which affects the formulation of effective educational policies. Strict adherence to the GDPR in Slovenia makes it challenging to collect and process data for research and policy purposes. More systematic public data could support better policy-making and inclusion of migrants in society and would also contribute to a more positive image of migrants in the public media.

Recent debates have centred around a proposal for a one-year preparatory class for migrant students, which was rejected. The Ministry for Education, researchers, and most parliamentarians viewed it as contrary to the goals of inclusive education. These discussions reflect a commitment to integrating migrant students into the regular classroom setting rather than segregating them, influencing policies towards more inclusive educational practices.



Spain (Catalonia)



In Spain, every community has its own educational system, and data is collected at this regional level. The transfer of data between the Spanish government (responsible for migrant policies) and the Catalan government (responsible for education policies) is not fluid.

Spain (Catalonia) faces various challenges in collecting and managing migrant education data. These include the need to consider additional details, such as the country of origin and family background, beyond just nationality. Maintaining privacy while collecting personalised and detailed data poses a significant challenge, particularly in ensuring statistical secrecy, affecting information availability for small groups. The lack of standardised definitions complicates the comparison and aggregation of data across regions. Balancing the need for data to inform policies with the protection of individual privacy requires culturally sensitive data collection methods. There are also challenges related to the availability of resources and capabilities within education administrations for data analysis. Lastly, the need for timely data to plan specific actions and the statistical invisibility of certain groups based only on nationality complicates effective policy-making and support mechanisms for migrant students.



