CONTENTS

| Table of Figures Codes and Abbreviations Executive Summary and Main Findings Introduction | 5 |
|---|----------|
| | 8 |
| | 9 |
| | 29 |
| Context | 35 |
| Migration population and education statistics Feeling a sense of belonging and experiencing bullying at school – Experiences of students from migrant backgrounds | 35 40 |
| 11435 | |
| PART I: MAPPING | |
| I.1: Governance | 51 |
| I.1.1. National definitions | 51 |
| I.1.2. Policy challenges, strategies and top-level coordination | 54 |
| I.1.3. Funding to support the integration of students from migrant backgrounds | 60 |
| I.1.4. Monitoring, evaluation and impact assessment | 64 |
| I.2: Access to Education | 69 |
| I.2.1. Rights and obligations | 69 |
| I.2.2. School placement | 76 |
| I.3: Language, Learning and Psycho-Social Support | 91 |
| I.3.1. Learning support in preparatory classes | 91 |
| I.3.2. Language provision and support | 97 |
| I.3.3. Learning support in mainstream classes | 102 |
| I.3.4. Psycho-social support | 110 |
| I.4: Teachers and School Heads | 115 |
| PART II: ANALYSIS | |
| II.1: Introduction | 129 |
| II.2: Making Room for Diversity in School | 131 |
| II.2.1. Teaching the language of instruction | 131 |
| II.2.2. Home language teaching | 136 |
| II.2.3. Intercultural education | 140 |
| Summary | 143 |

| II.3: Taking a Whole-Child Approach to Teaching and Learning | 147 |
|--|-----|
| II.3.1. Creating an optimal state for learning | 147 |
| II.3.2. Addressing migrant students' holistic needs | 149 |
| II.3.3. Supporting teachers in adopting a whole-child approach | 154 |
| II.3.4. Promoting a whole-school approach | 156 |
| Summary | 159 |
| II.4: Conclusion | 163 |
| Glossary | 167 |
| I. Definitions | 167 |
| II. ISCED Classification | 170 |
| References | 173 |
| Annex | 179 |
| Acknowledgements | 189 |