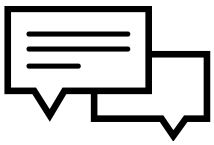




THE VISIBILITY STUDY



MUTUAL

2016-1-SE01-
KA201-022109



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APPENDIXES

01 Introduction

This report was prepared as an Output of the Erasmus+ Project: MUTUAL-Multicultural/multilingual learning in early years implemented in 2016-2019. The project joined together five partner organizations from Greece, Czech Republic, Sweden, and United Kingdom aiming to develop and further disseminate the comprehensive response to the integration and inclusion of children with migrant background in the early years and to improve the quality of the practices in early education as well as attainment of vulnerable children in preschool.

The reason and the need for the project stems from the fact that our time is characterized by immigration of historic proportions. Even before the recent migration trend, the OECD report (2008) stated, at least 15 percent of the school population aged below 10 within the 'old EU member states' was either born abroad or has both parents born in another country. Particular increases have been monitored in the UK, Ireland, Sweden, Italy and Spain, where the percentage of school pupils born in another country has multiplied by a factor of three or four since 2000. However recent OECD's analysis shows that further migration waves in 2015 have indeed provoked the unprecedented migrant crises. Not only because of the large numbers arriving to Europe, but also because of the differences with refugee flows in the past. This calls for support from countries, which have limited experience in dealing with such a flow. Further promotion of migration and mobility by the European Union in the context of Europe 2020 strategy, shows the need to improve the effectiveness of policies aiming at integration of migrants (Global approach on Migration and Mobility). The childcare professionals, the kindergarten teachers, childminders and other carers are often among the first persons that the young migrant families build the relationship with.

Therefore, the first step in the project implementation was the collection of key statistical data on migration in Greece, Czech Republic, Sweden, and United Kingdom and identification of specific problems teachers and pedagogical personnel is facing in work with children from different cultural and linguistic environment.

The report is divided into two parts: general and specific. The general part presents the numbers of foreigners in partner countries (foreign population, foreign-born population, international protection applicants) as well as numbers of children in pre-schools as well the percentage of children-foreigners. This part also provides a short description of the ECEC systems in partner countries. The specific part is targeted on the specific situation regarding the migration and pre-school children from different cultural or linguistic environments in each partner country. This part also describes the outcomes of the qualitative research implemented with the project, which focused on the issues faced by the teachers and pedagogical personnel in work with migrant children and parents.

02 General Part

2.1 Data on migration



The Table 2.1.1 presents the changes in foreign-born population in Greece, Czech Republic, Sweden, and United Kingdom during the period from 2004 to 2014.

“The foreign-born population covers all people who have ever migrated from their country of birth to their current country of residence. The foreign-born population data shown here include people born abroad as nationals of their current country of residence. The difference across countries between the size of the foreign-born population and that of the foreign population depends on the rules governing the acquisition of citizenship in each country.” (OECD)¹

According to the recent available data the number of foreign-born population has considerably increased in three partner countries since 2014 with an exception of Greece, where the numbers declined by 30%. In the Czech Republic and Sweden, the numbers of foreign-born population increased by 50 % and in United Kingdom by 60%.

In the United Kingdom, over the whole time period analyzed the highest growth in the foreign-born population occurred between 2005 and 2008. This period coincides with the significant inflow of Eastern European migrants following EU enlargement in 2004.



Stocks of foreign-born population in Czech Republic, Greece, Sweden and United Kingdom

Thousands and percentages											
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Czech Republic	499.0	523.4	566.3	636.1	679.6	672.0	661.2	745.2	744.1	744.8	..
% of total population	4.9	5.1	5.5	6.2	6.5	6.4	6.3	7.1	7.1	7.1	..
Greece	..	..	..	..	..	..	828.4	750.7	729.9	..	727.5
% of total population	..	..	..	..	..	..	7.4	6.7	6.6	..	6.6
Sweden	1100.3	1125.8	1175.2	1227.8	1281.6	1338.0	1384.9	1427.3	1473.3	1533.5	1603.6
% of total population	12.2	12.5	12.9	13.4	13.9	14.4	14.8	15.1	15.5	16.0	16.6
United Kingdom	5 338.0	5 557.0	5 757.0	6 192.0	6 633.0	6 899.0	7 056.0	7 430.0	7 588.0	7 860.0	8 482.0
% of total population	8.9	9.2	9.5	10.1	10.7	11.1	11.2	11.7	11.9	12.3	13.3

Source: International Migration Outlook 2016 - © OECD 2016

Table : 2.1.1

1. OECD (2017), Foreign-born population (indicator). doi: 10.1787/5a368e1b-en (Accessed on 13 June 2017)

Foreign-born population

Total, % of population, 2013

Source: International migration database

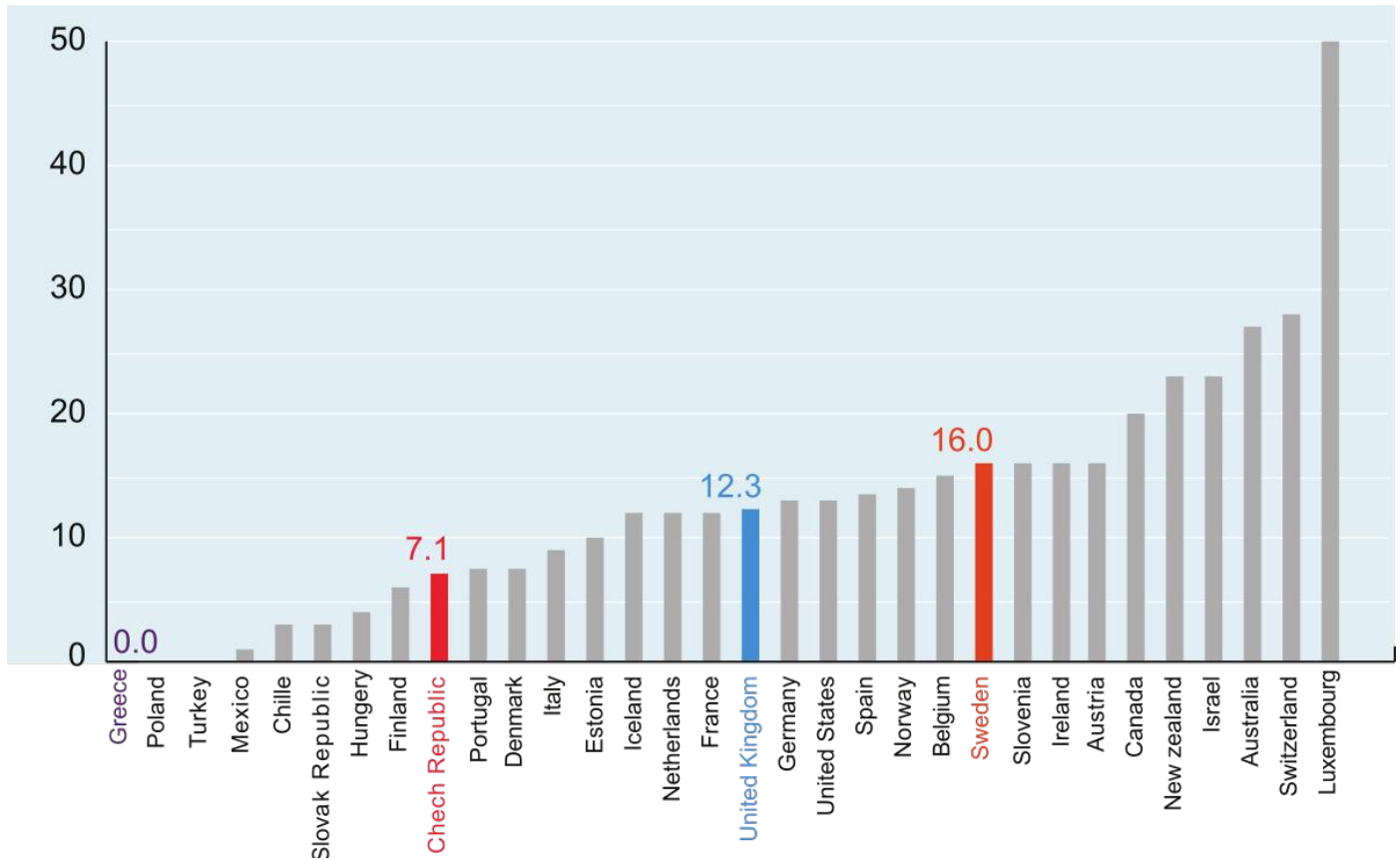


Fig : 2.1.1

Figure 2.1.1 demonstrates again the numbers of foreign-born population in 2013² in partner countries as compared to other OECD states. It is visible, that the lowest number of foreign-born population among partner countries was in the Czech Republic and the highest numbers were evident in Sweden, which was similar to Belgium and Slovenia. United Kingdom had similar numbers of foreign-born population as Germany and France. The data visualized in the figure was collected in 2013 and, therefore, does not reflect the recent migration crises caused by the war in Syria.

Size and composition by age and gender of the foreign-born population, 2011-12

	All foreign-born persons		Percentage of the total population	Foreign-born			Difference (+/-) with the native-born			Percentage of women among the foreign-born
	Total number of persons (thousands)	7.1		0-14	15-64	65+	0-14	15-64	65+	
				Distribution in %			Percentage points			
Czech Republic	744	7.1	2.8	77.6	19.7	-12.4	+8.3	+4.1	48.3	
Greece	730	6.6	5.4	87.0	7.6	-10.3	+23.8	-13.5	51.5	
Sweden	1 473	15.5	7.0	78.7	14.3	-11.3	+16.2	-4.9	51.6	
United Kingdom	7 588	11.9	7.3	81.2	11.5	-11.7	+17.4	-5.7	51.6	

Table : 2.1.2

Source: OECD Database on International Migration (2011-12). European Union Labour Force Survey (EU-LFS) 2012-13 for Turkey. Eurostat database on International Migration and Asylum (2013) for Croatia and Switzerland; OECD Database on Immigrants in OECD Countries (DIOC) 2010-11.

2. There is no data available for Greece, therefore the figure shows 0,0 value.

In year 2011-12 the majority of foreign-born population were 15-64 years of age, which constituted 80% on average in every country except Greece where this age group reached almost 90%. Almost 20 % of foreign-born population in the Czech Republic constituted 65+. In addition, compared to other partner countries, there was the lowest share of age group 0-14 (3 %), whereas in Greece – 5%, Sweden and United Kingdom -7 (Table 2.1.2)

The Figure 2.1.2 represents the foreign population in OECD countries.

“The foreign population consists of people who still have the nationality of their home country. It may include people born in the host country.”³

Here the data was also collected in 2013 and, therefore, does not reflect on the recent migration crises in Europe in 2015. The numbers of foreigners in United Kingdom and Sweden reached 7 % of population similarly to the numbers in Italy and Denmark. A little lower numbers could be observed in Greece, 6,2 %, and Czech Republic, 4,2 %.

Foreign-born population

Total, % of population, 2013

Source: International migration database

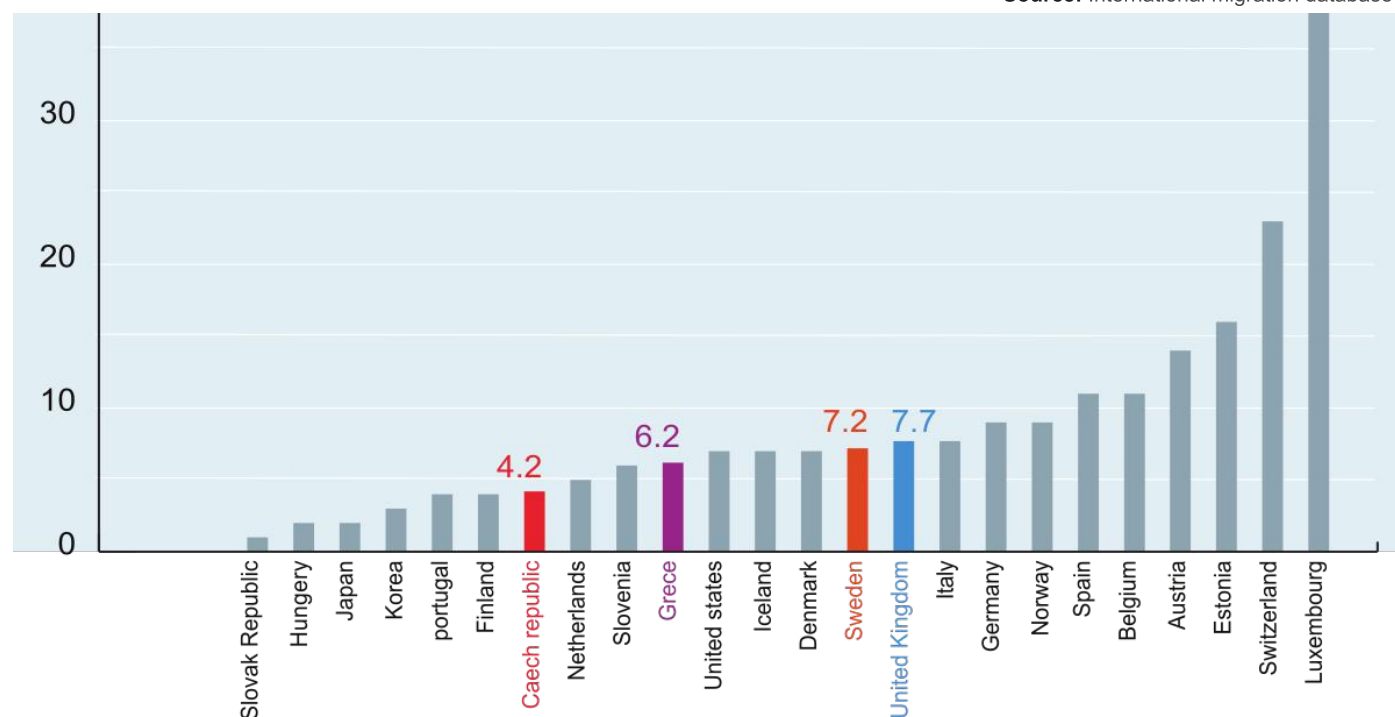


Fig : 2.1.2

2.2

ECEC systems in Czech Republic, Greece, Sweden and United Kingdom



Before exploring the data on pre-children (3-6 years of age) in partner countries, the introduction to the system of ECEC in each country we should be presented.

The ECEC system comprises two main structures in the Czech Republic. Settings for children under 3 years of age (zařízení pro péči o děti do 3 let) fall under the responsibility of the Ministry of Industry and Trade and operate under the Trade Licensing

Act and general legal regulations. These settings are normally centre-based but a small number of home-based settings exist.

Nursery schools (mateřské školy), which fall under the Ministry of Education, Youth and Sports, provide pre-primary education (ISCED 020) for children aged between 3 and 6. From age 5, children are legally entitled to free education in public mateřské školy. Primary education starts at age 6.

3.OECD (2017), Foreign population (indicator). doi: 10.1787/16a914e3-en (Accessed on 13 June 2017)

In the Czech Republic, regulations setting group size to maximum 24 exist only for 2-6 year old children in pre-schools. An exception is often made to allow an increase in the number of children up to 28 children per group.

In Greece, children from 6 months to 5 years can attend infant centers (vrefonipiakos stathmos). Between the ages of 2½ and 5, parents can opt for a place in a child centre (paidikos stathmos). Both types of centres must set up their rules of operation in compliance with the regulations specified in the decision currently in force issued by the Ministry of Interior. The relevant municipal council must then approve these rules of operation. From age 4, children can attend a pre-primary school (nipiagogeio), which is compulsory for those aged between 5 and 6. This type of provision falls under the responsibility of the Ministry of Culture, Education and Religious Affairs. Primary education starts at age 6.

In Sweden, the ECEC system consists of unitary centres (förskola), aimed at children aged between 1 and 6 years. Between 6 and 7, children can attend preprimary classes (förskoleklass). Förskoleklass is usually closely associated with the school the pupils will attend. All the above provision falls under the responsibility of the National Agency for Education. From age 1, children are entitled to publicly subsidised ECEC provision and from age 3, they are entitled to provision that is free of charge. Children whose parents are working or studying have the right to a publicly subsidised place in an after-school recreation centre (fritidshem). Primary education starts at age 7.

The ECEC policy in United Kingdom varies in particular kingdoms; therefore we focused only on England where the project was held.

“From birth to age 5 (when compulsory education begins), the Early Years Foundation Stage (EYFS) provides a single framework of standards for learning, development and care for both school and childcare providers. From age 3, children are legally entitled to 15 hours of free ECEC provision per week. Free provision is also offered to the most disadvantaged 2 year-olds (around 40 % of the age group). From age 4, children are entitled to a full-time place at primary school (reception class). Primary education (Year 1) starts at age 5. The Childcare Bill will, subject to Parliamentary approval, extend the free entitlement to 30 hours per week from September 2017 for all 3- and 4-year-olds with working parents.”⁴

The highest participation rate in pre-primary education among partner countries was observed in Sweden and United Kingdom in 2012 (over 95 %). In United Kingdom the numbers reached 99 % for children four years of age including those attending pre-schools as well as preparatory classes in basic schools. The participation rate was not any lower in Greece especially for children over 5 years of age, as this is the age of entering obligatory education in Greece as well as UK. There was a visible difference between participation rate of children under four in Greece. The participation rate of children in different age groups in the Czech Republic in 2012 was lower as compared to Sweden and UK. (Table 2.2.1)

Participation rates in ECEC by 2012 (percents)

	3 Years	4 Years	5 Years
Czech Republic	77	87	90
Greece	-	54	95
Sweden	93	97	97
United Kingdom	94	99	96

Table : 2.2.1

The highest number of children with foreign citizenship and born abroad aged 0-5 years in 2013 was in Greece compared to other partner countries and has reached 8,4%. This number exceeded the share in Sweden and UK- the countries with the highest number of foreign born population. The lowest share of children foreigners was evident in the Czech Republic. (Table 2.2.2)

Source: Eurostat

Percentage of children aged 0-5 with foreign citizenship and born abroad. 1 January 2013

	Foreign citizenship (%)	Foreign-born (%)
Czech Republic	2,5	0,3
Greece	8,4	3,4
Sweden	6,8	2,7
United Kingdom	7,2	2,7

Table : 2.2.2

4. European Commission/EACEA/Eurydice, 2015. Early Childhood Education and Care Systems in Europe. National Information Sheets – 2014/15. Eurydice Facts and Figures. Luxembourg: Publications Office of the European Union.



Figure 2.2.1 demonstrates the numbers of children 3 to 6 years old, who were involved in pre-school education in 2013. In addition, one can also observe the difference between the foreign-born and native population. The most obvious differences between these two groups could be noticed in the Czech Republic and Greece, whereas in Sweden and UK it is not that explicit. Even more so, considering the fact, that the share of foreign-born population is the lowest in the Czech Republic and the highest in Sweden.

Early childhood education attendance rates, 2013

- All responsible person are native-born
- All responsible person are foreign-born

Percentages, children aged 3 to less than 6-year-old

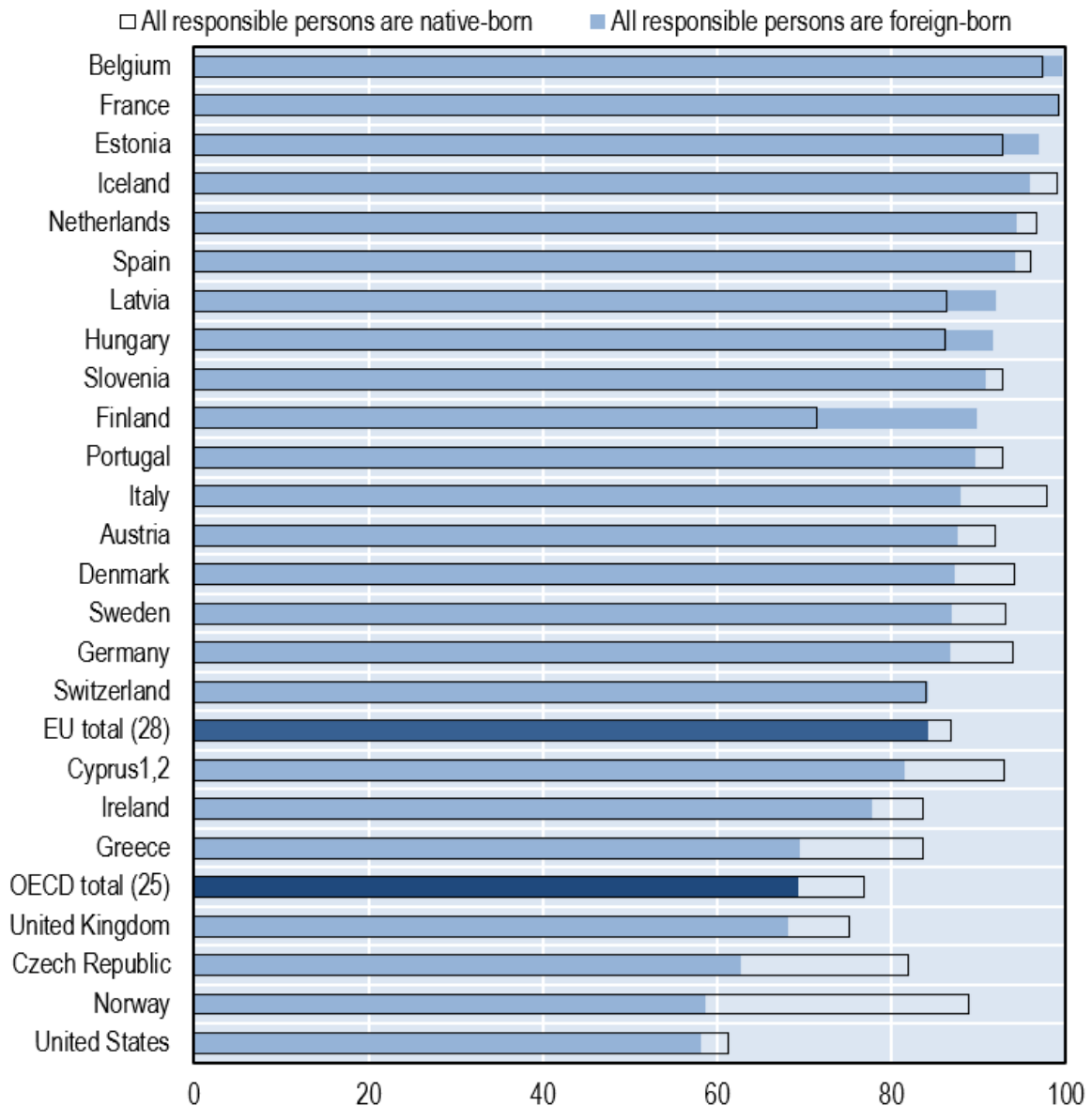


Fig : 2.2.1

StatLink:
<http://dx.doi.org/10.1787/888933213481>



03 Specific part

Specific part of report present the outcomes of secondary data analysis completed by the partner organizations in Greece, Czech Republic, Sweden and UK as well outcomes of qualitative interviews with teachers and pedagogical personnel from partner countries.

3.1 Visibility Studies



The data from visibility studies is presented for every country separately. It is aimed at illuminating the specificity related to migrant population in each country. The different type of data and variety of aspects included made it difficult to compare the situation across the partner countries. Therefore, in this part of report the additional statistics on migrant populations could be found with a focus on foreign-born children. In addition, the concluding part of each country report provides examples of policy reaction to the current situation as well as examples of good practice in education of pre-school children from culturally or linguistically different environments.

3.1.1

Czech Republic



Complementary data on migration

As it is visible from the Table 3.1.1.1 below, the total number of foreigners in the Czech Republic during the last five years was slightly increasing (by 0,5% in total).

Trends in the numbers of foreigners with authorized stay in Czech Republic in period 2012 - 2016 (by 31. 12.)

Year (by 31. 12.)	2011	2012	2013	2014	2015	2016
Total number of foreigners	436 389	438 213	441 536	451 923	467 562	496 413
Percentage (%)	4.15	4.17	4.20	4.29	4.43	4.70

Table : 3.1.1.1

Foreigners - 5 most frequent citizenships by area as at 31 December 2015

Area	Foreigners Total	Citizenship				
		Ukraine	Slovakia	Vietnam	Russia	Germany
Czech Republic	464 670	105 614	101 589	56 900	34 710	20 464
Prague	171 408	45 633	27 563	11 707	21 338	3 509
Central Bohemia	61 682	16 185	18 307	5 236	4 470	1 147
Southwest	43 694	9 852	10 491	8 105	920	3 088
Northwest	51 685	6 787	6 400	14 603	3 891	9 848
Northeast	43 588	11 345	10 614	4 917	1 042	1 087
Southeast	48 416	11 723	12 846	5 766	1 995	770
Central Moravia	18 951	2 695	7 129	2 241	537	613
Moravia-Silesia	24 493	1 236	8 089	4 286	475	383
Not Identified	753	158	150	39	42	19

Table: 3.1.1.2

The migration by the country of origin

At the end of September 2016, 181,461 of foreigners lived in Prague, which is 14% of the population of Prague, while the total number of foreigners in the Czech Republic represents only 4.4% of the population. It is therefore a pretty big disparity, which is mainly due to bigger employment opportunities for foreigners in the capital. (Table 3.1.1.2)

TREND IN THE NUMBER OF FOREIGNERS IN THE CR BY TYPE OF RESIDENCE
1993 - 2015 (31. 12.)

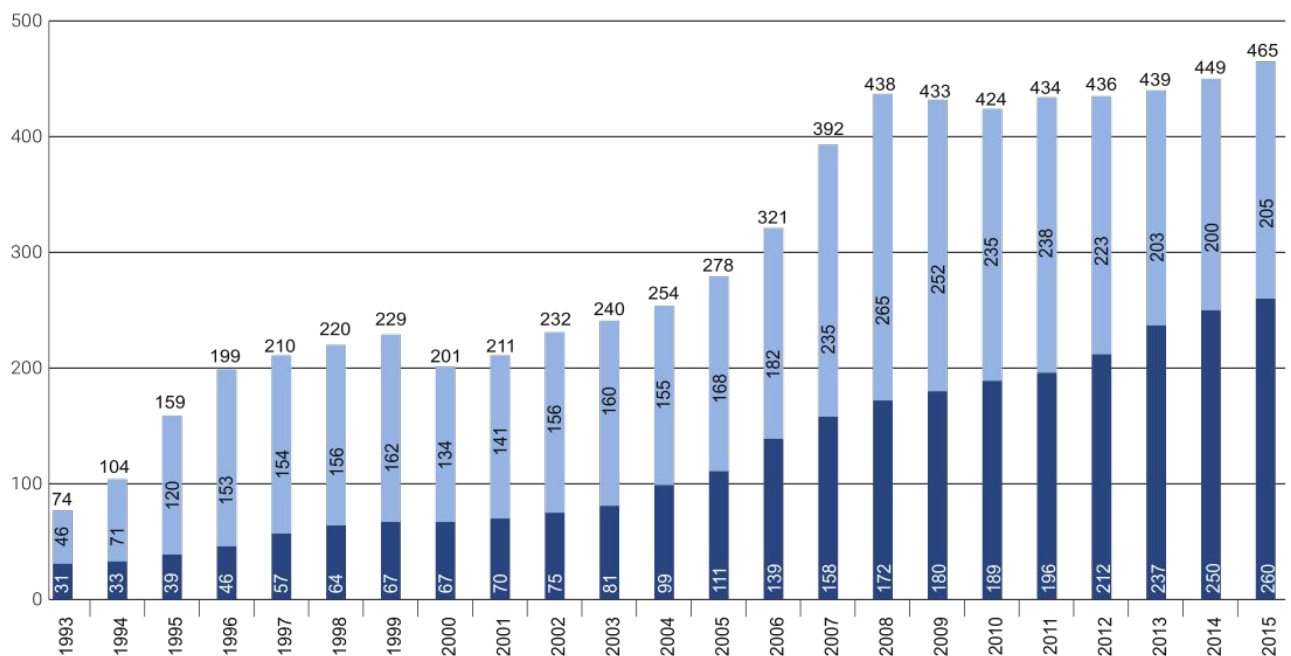


Fig : 3.1.1.1

■ Long-term residence over 90 day ■ Permanent Residence

Figure 3.1.1.1. Trend in the Number of Foreigners by the Type of Residence

Since 2012 the number of foreigners with the long-term residence increased in comparison with the permanent residence (Figure 3.1.1.1.). The immigrants acquired long-term residence, upon the condition, that they continuously stay in Czech Republic for five years. There are also other circumstances under which the relative of immigrants can acquire the long-term residence.

The other significant trend is the fact that the number of foreigners from the EU-28 during the recent years increased and opposite the number of

foreigners from third countries decreased.

In 2014 the citizens of the EU-28 reached more than four-tenths (40.9%) of the legally residing foreigners in the Czech Republic, and their share is steadily increasing (in 2006 they accounted for only 31.8%). In contrast, the proportion of citizens of the third countries was decreasing in 2010-2013. (Foreigners in the Czech Republic, according to census data, the Czech Statistical Office, 2014, p. 8)

TOP 10 citizenship of foreigners with authorized stay in Czech Republic by type of residence (by 31. 12. 2015)

Type of residence	Number	%	permanently		temporarily	
			number	%	number	%
Total number of foreigners	467 562	100,0	261 553	55,9	206 009	44,1
Most citizens of:						
Ukraine	106 019	22,7	77 603	73,2	28 416	26,8
Slovakia	101 589	21,7	41 739	41,1	59 850	58,9
Viet Nam	56 958	12,2	47 019	82,6	9 939	17,4
Russia	34 972	7,5	19 703	56,3	15 269	43,7
Germany	20 464	4,4	4 465	21,8	15 999	78,2
Poland	19 840	4,2	10 686	53,9	9 154	46,1
Bulgaria	10 984	2,3	4 175	38,0	6 809	62,0
Romania	9 116	1,9	2 688	29,5	6 428	70,5
United States	6 478	1,4	3 195	49,3	3 283	50,7
Mongolia	5 990	1,3	4 884	81,5	1 106	18,5
EU Citizenship total	196 378	42,0	75 088	38,2	121 290	61,8
Third-country Citizens	271 184	57,9	186 465	68,8	84 719	31,2

Table : 3.1.1.3

Source: Foreigners information system

Ukrainian immigrants represent the largest group of foreigners in the Czech Republic, which is due to long-term historical, cultural and economic ties to the region. The second largest group constitute the Slovaks which stems from a common state of Czechoslovakia, which broke up in 1993 and cultural and linguistic similarities remain. The third largest group of foreigners is constituted by Vietnamese citizens. The high proportion of the Vietnamese is usually attributed to the fact the socialist Czechoslovak Government invited the Vietnamese to come to Czechoslovakia in the 1970s due to the shortage of labour which in turn led to the establishment of Vietnamese community. (Table 3.1.1.3.)

The birth rates in the Czech Republic “were low in the early 2000s, but increased considerably

between 2005 and 2010; the number of live births has been relatively stable since 2011 and stands at 109 860 in 2014 (Czech Statistical Office, 2015). Population growth between 2003 and 2012 has been driven by migration. However, the Czech population remains ethnically very homogenous. Among OECD countries, the Czech Republic has one of the lowest proportions of foreign-born population, although since 2000 this increased significantly and stood at 7.0% in 2013 (OECD, 2015d).

There are less than half a million foreigners with resident permits (4.1% of the population in 2013) (OECD, 2015d). The proportion of foreign residents with permanent residence has been steadily increasing since 2010 and in 2014 stands at 55%, that is, a quarter of a million permanent residents (Czech Statistical Office, 2015). Between 2003 and

2012, the largest inflows of migrants have been from the Slovak Republic, the Ukraine and Vietnam. These three nationalities made up 57% of foreign residents in the Czech Republic (OECD, 2015d). In 2013, migrants from the Slovak Republic were the most numerous, at the same time the largest outflows were Ukrainian nationals (a net outflow of 7 000 Ukrainians in 2013). Bussolo, Koettl and Sinnott (2015) estimate the need for a net migration of 4.6 per 1 000 habitants between 2015 and 2025 to meet the population replacement rate. This is much higher than the net migration over recent years.

In 2013/14, migrants made up less than 2% of the school population (MŠMT, forthcoming). The proportion of migrants in the PISA 2003 sample was 1.3% and in the PISA 2012 sample was 3.2%. In both surveys there was a clear performance disadvantage for migrant students, but this was not as pronounced as in the OECD on average (OECD, 2013a). A closer look at the performance of the three major migrant groups shows above average performance for students from Vietnam and below average performance for students from the Slovak Republic and Ukraine (OECD, 2013a).”

(OECD Reviews of School Resources: Czech Republic 2016, pp. 36 - 37)

Of the total number of applications for international protection (asylum seekers) submitted in 2015, there were 1,239 (81.3%) filed for the first time, and 285 (18.7%) repeatedly. In 2015 in the Czech Republic asked for international protection nationals from 54 countries. The largest group of applicants were from the Ukraine, who have filed nearly half of all the applications (45.5%). Applicants from Syria were the second largest group (8.8%), the third leading members were applicants from Cuba (8.4%).

In Figure 3.1.1.2, It is possible to see, that the biggest amount of applications was from 1999 to 2003 when most of the applicants fled from the regions affected by armed conflicts in Yugoslavia, Afghanistan and the Caucasus.

International Protection

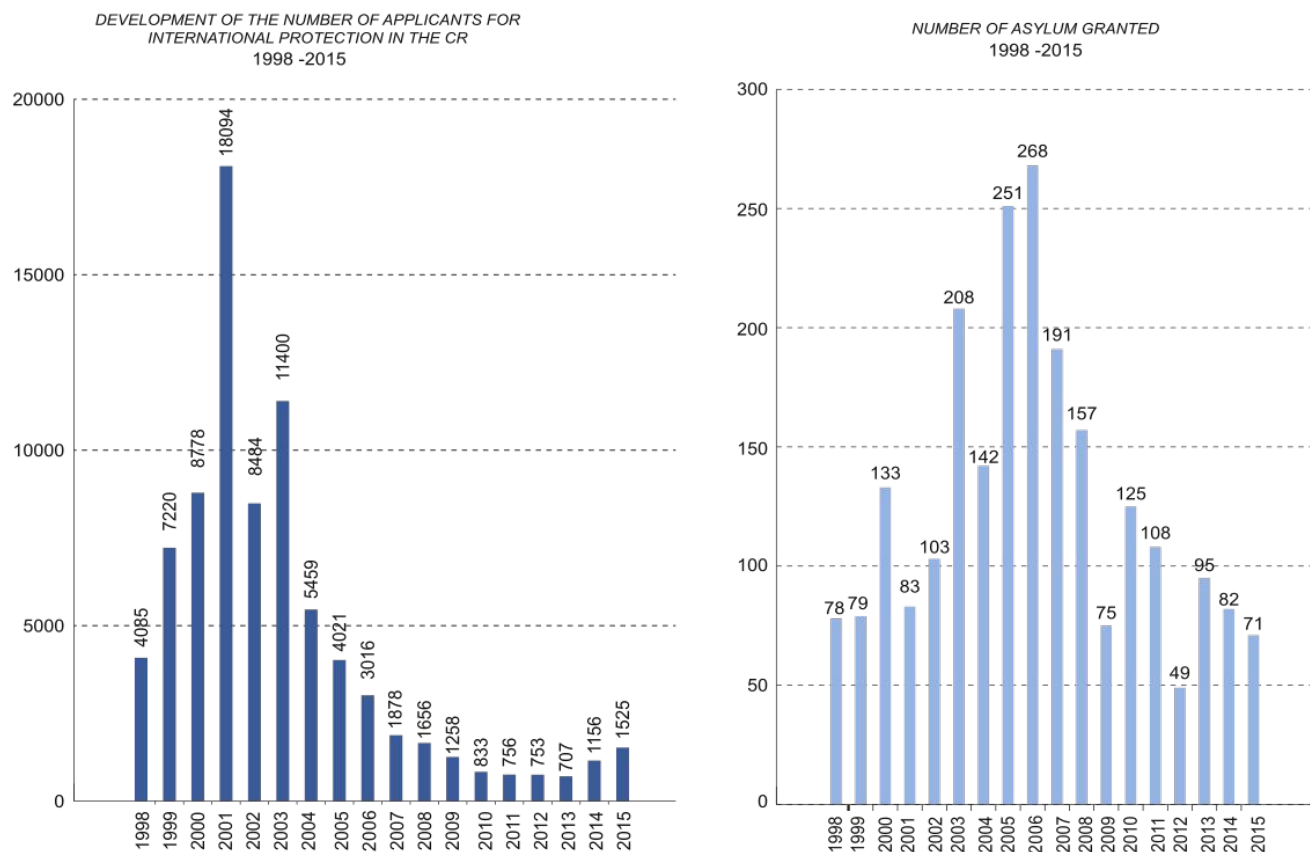


Fig : 3.1.1.2

Source: Department for Asylum and Migration Policy MI CR

Asylum applications in Czech Republic (2015)

Figure 3: Asylum applications: Top five third-country nationalities as a share of EU total per given nationality (2015)

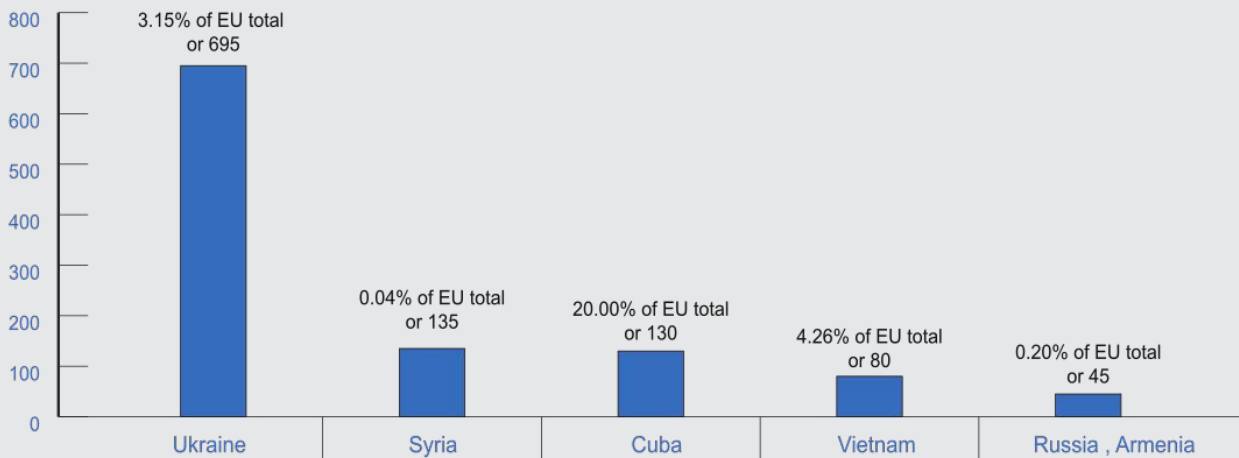


Fig : 3.1.1.3

Source: Eurostat migration statistics (migr_asyappctza), data extracted 01/07/2016 Note: the figure reads as : Czech Republic received 695 asylum application from Ukraine or 3.15% of all asylum applications from Ukraine launched in EU in 2015

In comparison with the other EU countries, a high proportion of asylum applications from Cuba is submitted in Czech Republic. It is probably based on Czech emphasis on human rights. The number of other applications is negligible.

Expected future trends

Based on the population projection of the Czech Republic prepared by the Czech Statistical Office, it can be assumed that migration will grow slightly and it will be in the range of 20-40 thousand people annually in coming years.

Generally, it is possible to say that considering the continuing conflict in the Middle East we can expect the steady migration to Europe and therefore also to the Czech Republic. The Czech Republic is no longer only a transit country, it is a destination country, in particular for migrants from Eastern Europe. As a member of the EU, the Czech Republic is supposed to accept refugees who should be relocated from Greece and Italy till the end of 2017.

It is also possible to expect increasingly high number of arrivals from Ukraine due to the crisis in eastern Ukraine. In 2015 the Czech Republic accepted several hundred compatriots from Ukraine. They are formally citizens of Ukraine, but with family roots in the Czech Republic. The Czech government continuously stresses that the Czech Republic would like to be able to choose its immigrants and that this country would better accept the citizens of Ukraine and the former Yugoslavia, as they are culturally and linguistically closer to the Czechs.

Data on children foreigners

Numbers of immigrant children and regional differences

Numbers of children of foreigners

Foreigners by sex and age as at 31 December 2015

Age	Foreigners, Total	Females	Residence for 12+ months	Females
Total	464 670	202 474	458 662	199 318
0-4	17 279	8 358	17 090	8 258
5-9	17 102	8 298	16 928	8 219

Table : 3.1.1.4

Source: Directorate of the Alien Police Service

According to the secondary data analysis in the area of migration the numbers of children of foreigners in the preschool age (2-6 years) has reached over 15 thousands in 2015. Almost a third of them were under the age of 0-2, which means that roughly 10,000 foreign children were aged 3 to 6 years. It would be then 2,2% of children at this age group in the Czech Republic.

schools. Most of the children - foreigners at nursery schools come from Viet Nam (26.2%), Ukraine (23.8%), Slovakia (19.4%), and the Russian Federation (6.3%). In 2015/2016, 8 302 foreigners attended nursery schools, which is by 15.1% more than in the preceding year, and over 75 % increase when compared with 2011/2012 .

(Foreigners in the Czech Republic, Prague: Czech Statistical Office, 2016, p. 147)

Inhabitants of Czech Republic by age and sex 31.12. 2015

Age/years	Inhabitants	Sex	
		Male	Female
Total	10,553,843	5,186,330	5,367,513
3	109,868	56,156	53,712
4	109,664	56,257	53,407
5	119,845	61,556	58,289
6	121,579	62,019	59,560
Total (3 - 6)	460,956	235,988	224,968

Table : 3.1.1.5 Source: Czech Statistics Department

Numbers of children in question in pre-schools/educational institutions

The Number of Children-Foreigners in Kindergartens by citizenship (2015/2016)

Citizenship	Kindergartens			
	Total	Girls	Foreigners	
			With permanent residence	Asylum Seekers
Total	367 361	176 418	7 757	54
Czech Republic	359 059	172 418	0	0
Foreigners	8 302	4 000	7 757	54
Bulgaria	183	103	180	0
China	133	68	129	0
Moldova	132	68	129	0
Mongolia	216	100	202	0
Germany	60	27	37	0
Poland	132	64	106	0
Romania	158	74	139	0
Russia	526	267	490	7
Slovakia	1 612	762	1 453	0
United States	45	18	32	0
Ukraine	1 972	975	1 899	14
Vietnam	2 172	1012	2 107	5

Table : 3.1.1.6

Source: Ministry of Education, Youth and Sports

The share of children of foreigners in nursery schools is 2.3% of all children attending nursery

(Report on the situation in the field of migration and integration of foreigners in the Czech Republic in 2015, Prague 2016)

Nursery schools – foreigners

	2011/ 12	2012/ 13	2013/ 14	2014/ 15	2015/ 16
Children in Nursery Schools	4 714	5 434	6 307	7 214	8 302

Table :3.1.1.7 Source: Ministry of Education, Youth, and Sports

When comparing the immigrant children in kindergartens during the past five school years, one can notice, that the numbers of foreign children are rising every year, but the order of representation according to the most populous countries of origin are almost unchanged (Vietnam, Ukraine, Slovakia, Russia, Mongolia). Since 2011, the numbers of children-foreigners in nursery schools have risen by 43%. (Table 3.1.1.7). The biggest share of children-foreigners in nursery schools could be observed in Prague, followed by the Central Bohemia region. (Table 3.1.1.8)



The Number of Children-Foreigners in Kindergartens (2015/2016)

Area	Kindergartens					
	Total	Citizens of				
		Czech Republic	Slovakia	Other Countries of EU 28	Other European Countries	Other Countries
Czech Republic	367 361	359 059	1 612	869	2 852	2 969
Prague	42 371	39 096	618	424	1 459	774
Central Bohemia	49 663	48 544	379	106	384	250
Southwest	42 750	41 841	176	98	222	413
Northwest	35 250	34 295	66	55	219	615
Northeast	54 301	53 559	134	54	254	300
Southeast	59 501	58 711	158	68	233	331
Central Moravia	43 258	43 002	37	31	59	129
Moravia-Silesia	40 267	40 011	44	33	22	157

Table :3.1.1.8

Source: Ministry of Education, Youth and Sports, Czech Republic

Statistics on family background

The structure of foreigners by type of household reflects a high number of persons living in institutions for immigrants which do not constitute a household according to the methodology of the census. Roughly a tenth of foreigners was therefore outside the household. Foreigners mostly lived in two-parent families (in married couples or registered - 39.6%), multi-member non-family households (22.6%) or as individuals (15.4%). In two-parent families (de jure), i.e. in a marriage or a registered partner lived mostly citizens of Poland (47.9%), Russia (43.5%), Ukraine (38.2%) and Vietnam (34.6%).

In addition to Slovak citizens living in complete families de jure and non-family households was a higher proportion of two-parent families de facto marriages (i.e. unmarried couples sharing a household) - a total of 16.6%. From the comparison with data for the Czech citizens it is visible a similar proportion of households (13.6% of Czechs, foreigners 15.4%) and single-parent families (14.4% Czechs, foreigners 11.0%). Different is the representation of two-parent families - married couples (the Czechs 57.3% of all households compared to foreigners 39.6% of households). The Czechs live significantly less often in a multi-member non-family households compared to foreigners (the proportion of Czechs of non-family households was 4.0%, for the foreigners 22.6%).

In on-person households lived mostly unmarried

individuals as well as married foreigners who were mainly persons residing in the Czech Republic for the long-term because of the employment having family remained in their home country (the Czechs share was only 10.7% compared to the value of 27.3 % for foreigners)." (Census 2011)

Roma minority in Czech Republic

As mentioned above, the Czech Republic is a rather homogenous country in ethnical and also linguistic terms. However, the issue often raised at different levels is the situation and integration of Roma minority. The Roma has been stigmatized as criminals, lazy and maladjusted. Based on qualified estimates of the National Coordinator for Roma Affairs, about 226,300 of Roma lived in the Czech Republic in 2015, which represents 2.1% of the total population of the country.

Referring to the education of children of foreigners, in 2014 the Czech Government has approved a new Strategy of Education Policy in the Czech Republic till 2020, "The Strategy 2020". "The Strategy 2020" focuses on addressing inequalities and is also well aligned to a recent country specific recommendation by the European Commission to support underperforming schools and take measures to increase participation in mainstream education of disadvantaged children (European Commission, 2015). To this end, the proposed extension of the early childhood and care offer and introduction of a compulsory year of pre-primary education is expected to better mitigate socio-economic influences on early childhood learning development.

While national statistics do not present the information on ethnicity, results from a 2011 survey by the UNDP, World Bank and European Commission indicate that there is an important disadvantaged group, the Roma minority. For pre-school attendance this is reflected by low participation rate of 32% compared to 73 % of non-Roma population (Table 3.1.1.9).

Indicators of socio-economic background and participation in pre-primary education for Roma and non-Roma children, 2011

	Czech Republic	Hungary	Poland	Slovak Republic
Persons living in households at risk of poverty (%)				
Roma	83	82	83	92
Non-Roma	51	37	52	47
Respondents aged 20 to 64 who considered themselves as unemployed (%)				
Roma	38	36	33	34
Non-Roma	9	22	15	8
Household members aged 20 to 24 with at least general or vocational upper secondary education (%)				
Roma	30	23	26	18
Non-Roma	83	63	86	87
Children aged 4 to starting age of compulsory education attending pre-school or kindergarten (%)				
Roma	32	83	43	29
Non-Roma	73	88	63	59

Note: The survey results are representative for Roma living in areas in a higher than national average density of Roma population. Other residents in the same area were surveyed as a rough benchmark, but are not representative of the wider population. In the Czech Republic, 1856 Roma households and 850 non-Roma households were surveyed and at least two out of three Roma households were in urban areas.

Source: UNDP/World Bank/EC regional Roma survey 2011 results in European Union Agency for Fundamental Rights and UNDP (2012), *The Situation of Roma in 11 EU Member States – Survey Results at a Glance*, http://fra.europa.eu/sites/default/files/fra_uploads/2099-FRA-2012-Roma-at-a-glance_EN.pdf

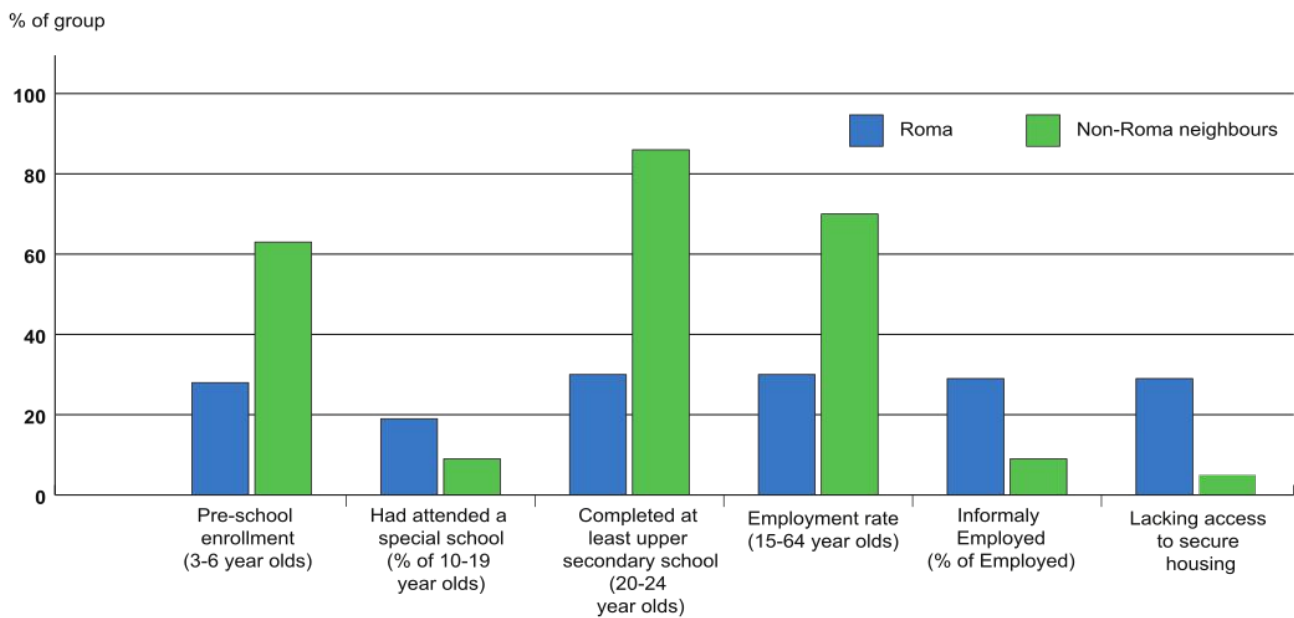
Table :3.1.1.9

In other words, only one-third of Roma households surveyed reported that their children attended either pre-school or kindergarten. At the same time, the survey results revealed low educational levels and tougher economic conditions for Roma households. Due to the absence of official data to monitor the integration of Roma children in mainstream education, some research reports compile data from different sources to provide estimates. One recent attempt (Decade of Roma Inclusion Secretariat Foundation, 2015) estimates that a significant proportion of Roma children is educated in segregated schools, although this information is contested by the Czech government.

(OECD Reviews of School Resources: Czech Republic, 2016 pp. 63-64)

The problem with integration of Roma people has several consequences as presented in the table below. Roma children are less likely to attend ordinary pre-school and more likely to be assigned to a special education institution. In addition, only one third of Roma young people (20-24 years old) complete at least upper secondary school and get employed. Almost 20% of Roma lack access to secure housing.

Challenges of Roma population



Socially excluded areas are defined as physically or symbolically delimited spaces where more than 20% of the population live in inadequate conditions. The data shown are the midpoint of the estimated range.

Source: GAC (2015), analysis of socially excluded localities in the Czech Republic, Prague. UNDP/World bank/European Commission Regional survey 2011 and FRA pilot survey 2011, www.eurasia.undp.org/content/dam/rbec/docs/Roma_survey_data_Czech_Republic_2011.xls; World Bank(2012), Toward n Equal Start: closing the early learning Gap for Roma Children in Eastern Europe, World Bank, Washington,DC.

Fig : 3.1.1.4

Summary of policies

Challenges/difficulties/problems relevant to the culturally/linguistically diverse children

One of the biggest challenges for young children is to learn a foreign language in order to be able to engage with other children in joint school activities. The problem in the Czech Republic is to ensure the provision of education for small children. By 2016, the schools themselves should have asked for financial support from the state, either through three development projects or through national grant program. However, only few pre-schools have used this opportunity. In 2014 NGO META⁵ proposed a system of measures, which in 2015 were drawn to the attention of the Czech Ministry of Education, Youth and Sports. In 2016 a new Education Act came into force, which governs the distribution of children with special educational needs depending not on the type of disability, but on the individual's needs. This change also takes into consideration the needs of children without or insufficient knowledge of the mother tongue.

Another problem of pre-school education in the Czech Republic is the lack of capacity in kindergartens, which has been an important issue since 2003. A proclaimed issue is also cultural differences of children that Czech teachers often do not reflect, because they have no training in multicultural education. This gap could be filled in by non-profit organizations, which offer courses of multiculturalism and tolerance. Likewise, those organizations whose activities are focused on the integration of foreigners help migrants to integrate into society and in most cases they actually do so. Yet a survey among immigrants implies that awareness of the activities of these organizations is very low and therefore they do not benefit from their services.

Relevant integration and inclusion policies/measures/activities at national and local levels including recommendations.

Updated Concept of Integration of Immigrants - mutual respect for 2016, which was adopted by the Czech Government Resolution and is being prepared by the Czech Ministry of Interiors. The

5.The association Meta is NGO, which actively helps with determining and improving conditions that support equal opportunities for migrants, especially in the field of education, which is necessary for their successful integration into society.

Concept was adopted by the decision of the Governmental Coordinator for Migrants Integration Policy in the Czech Republic.

The primary target group for integration of immigrants are legally resident third country nationals (ie. Non-EU countries) who are applicants for protection under International Treaties. In exceptional cases of emergency, the target group could be also EU citizens. (citizens of EU Member States, EEA and Switzerland).

The target group of the integration consisted of 266,855 third country nationals (58.2% of the total of 458,710 foreigners staying in the Czech Republic). Their share in the total population of the Czech Republic reached 2.5%.

Among the most numerically represented third-country nationals in the year 2015 were citizens of Ukraine (104,558), Vietnam (56,665) and Russia (34,787). Significantly less represented were citizens of the USA (6,292), Mongolia (5,813), China (5,655), Kazakhstan (5,146), Moldova (5,039), Belarus (4,765) and Serbia (2,652).

According to this concept of integration of migrants the greater attention should be paid to the education of children of foreigners also due to the fact that in the Czech Republic, the number of children and students from third countries increased linearly, in kindergartens, primary, secondary and high schools. In recent years, a number of foreign children in kindergartens has increased by 74%, in primary schools by 16% and in secondary schools by 40%.

In 2014, the Ministry of Education, Youth and Sports, created a network of 13 regional educational contact centres to provide information, methodological and educational support for teachers and schools. Their activities should consist of organizing training to support quality education of foreign students and provide an advise to teachers. (Updated Concept of immigrant integration - in mutual respect)

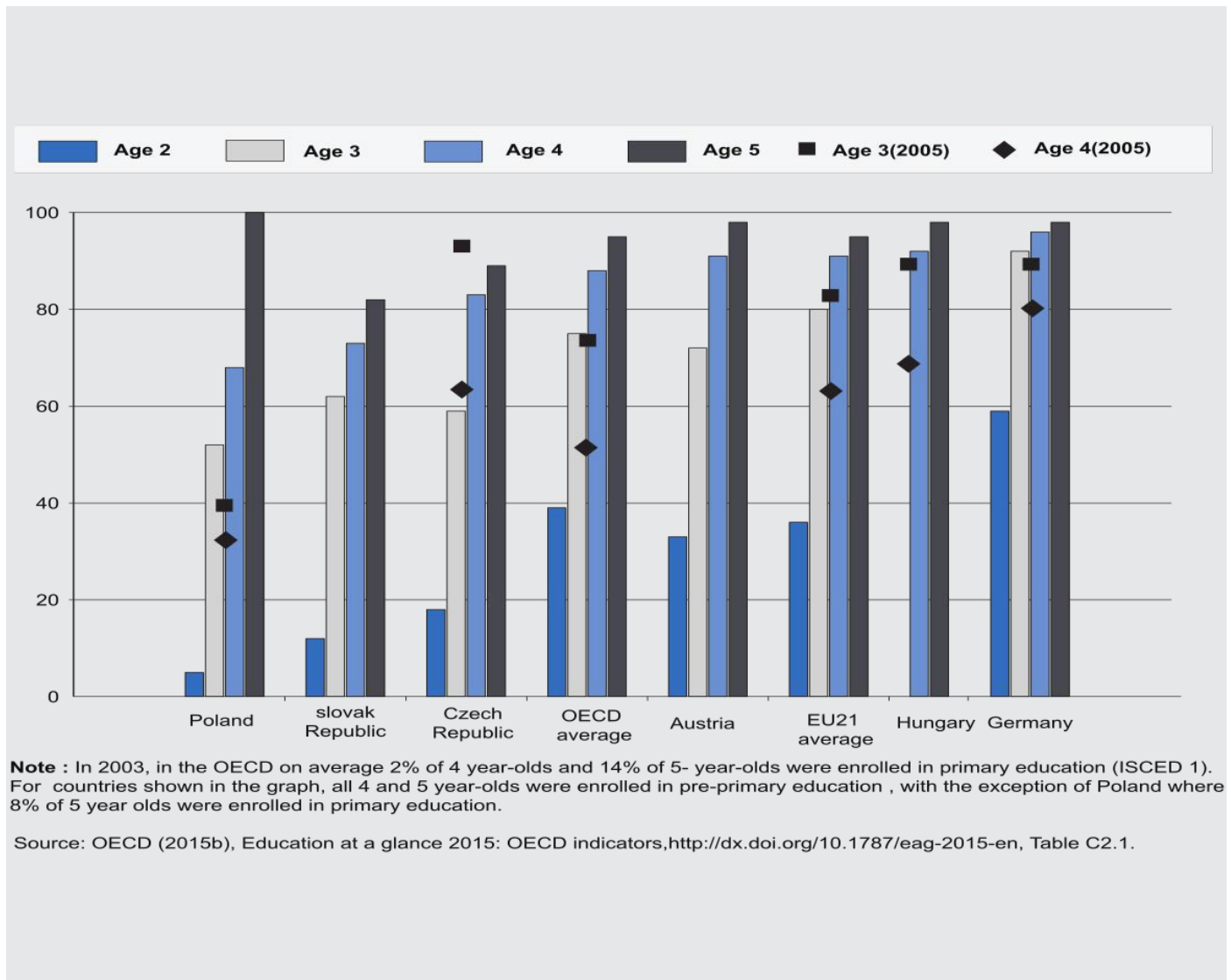
The integration of immigrants in Prague in 2012 was delegated to the network of NGOs, some of which work with migrants since the early 90s. In 2009 they joined the NGOs in the projects of municipalities and three city districts. 12 municipalities and 14 projects has become an important element of the integration of foreigners, as responding to the needs of the city and the people living there. The individual integration projects of non-profit organizations or neighborhoods that were locally fragmented and lacked interconnectivity. In 2012 the Prague City Council established a charitable society Integration

Center Prague (the ICP). ICP has become the 11th functioning integration center in the Czech Republic and also coordinator of the integration activities in the capital city of Prague.

Czech children typically start their nine years of compulsory education at age of 6. The Czech Ministry of Education, Youth and Sports plans to introduce a mandatory year of pre-school (pre-primary education) in 2017 (MŠMT, forthcoming), i.e. to extend compulsory education to 10 years (the Chamber of Deputies approved the draft Amendment to the Education Act on 9 February 2016 [Eurydice, 2016]). International data demonstrates, that 89% of Czech 5-year-olds were enrolled in pre-primary education in 2013. This compares to 95% of 5-year-olds on average in the OECD, who are enrolled in either pre-primary or primary education. In the Czech Republic, enrolment rates for children aged 3 and 4 have actually decreased since 2005. This reflects that municipalities have not been able to keep pace with the growing demand over recent years. In 2012, the Czech Ministry registered 59 000 rejected applications for kindergartens (including applications for more than one kindergarten). This confirms a continuing trend of increasing numbers of rejected applications: 13 000 in 2007/08 and 49 000 in 2011/12 (MŠMT, n.d.). The low ability of public pre-schools to offer child care to working parents has contributed to reduced credibility of the Czech government to deal strategically with drawbacks in the field of early child education and care. (Guastia et al., 2014).

In this context, the government plans to allocate European funding to support the increase of pre-schools capacity. Although the provision of pre-schools remains a responsibility of municipalities, additional funding will provide welcome support to meet the growing demand for these services. If the pre-school provision is well organized and pre-school teachers are trained in meeting special educational needs of children, it can help to prepare children from less advantaged socio-economic and culturally different backgrounds for basic education. This would be a key pillar in the overarching strategic goal to reduce inequalities. Furthermore, with careful planning, this could help to address some efficiency concerns in parts of the current school network, for example, by making use of existing infrastructure that is not fully used due to a reduced number of children of school age. The OECD review team warns that without careful planning, investment in new infrastructure could create another network problem.

(OECD Reviews of School Resources: Czech Republic, 2016 pp. 67-68)



3.1.2 **Greece**

Fig : 3.1.1.5

Complementary data on migration

As it is visible from the Table 3.1.2.1 below, the total number of foreigners in Greece during the last five years was slightly increasing. The percentages were estimated according to the last Greek census that was held in 2011, since the next census will take place in 2021, so there isn't further data about it. The total population of Greece was 10.815.197 in 2011 census.

Total number of foreigners in Greece

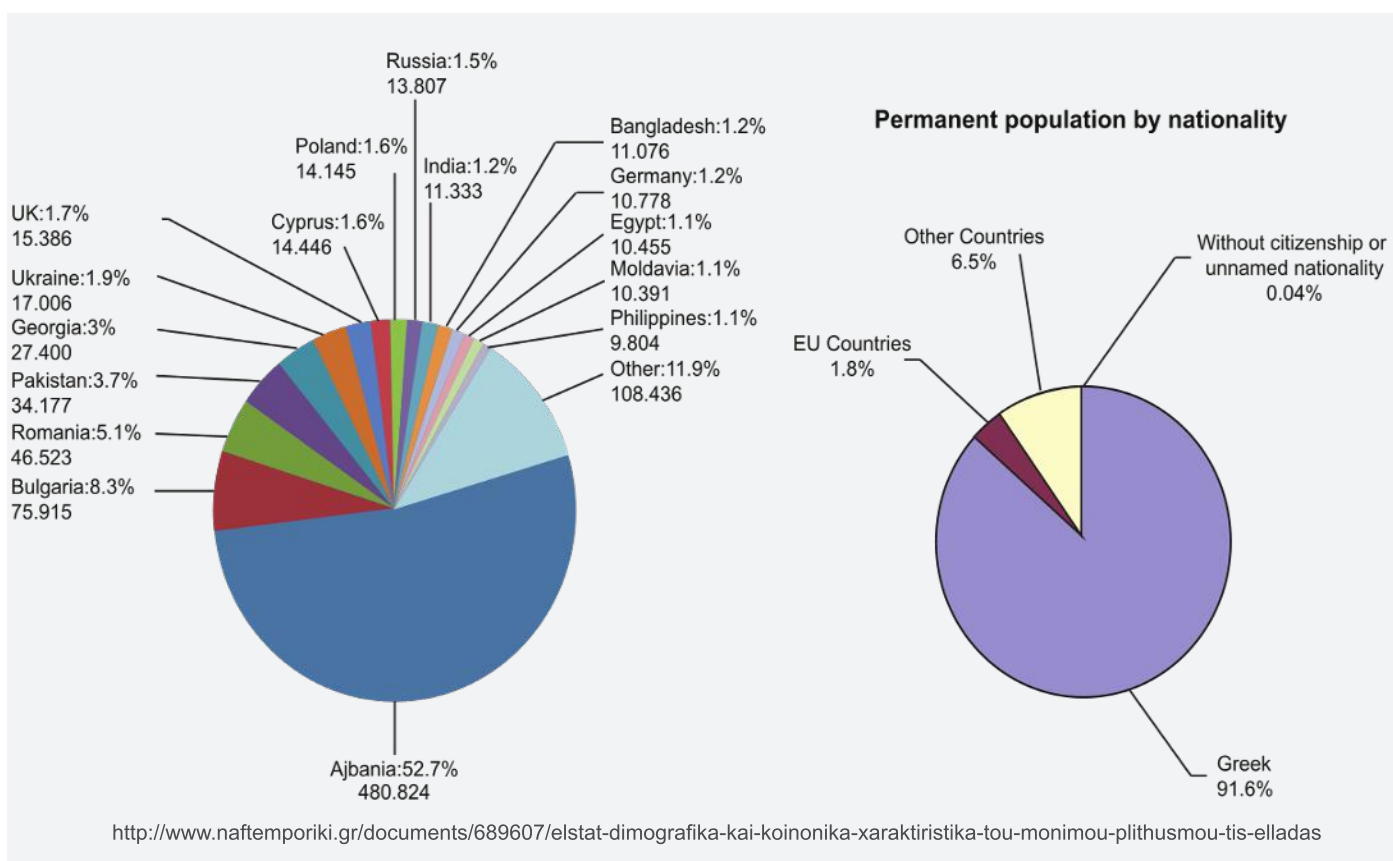
Year (by 29.09.)	2012	2013	2014	2015	2016
Total number of foreigners	560 361	554 752	550 661	572 369	572 574
Percentage (%)	5.18	5.13	5.09	5.29	5.29

Table : 3.1.2.1

Source: <http://www.eliamep.gr/wp-content/uploads/2014/10/2016.pdf>

The migration by the country of origin

Tables 3.1.2.2. a and b are about to demonstrate the permanent population by nationality in Greece and both the percentages and the number of the foreigners of each nationality.



Tables 3.1.2.2.a, b Demographic and social characteristics of the population of Greece (23rd of August, 2013)



In Figure 3.1.2.1. are applications of asylum seekers from 2001 to 2014

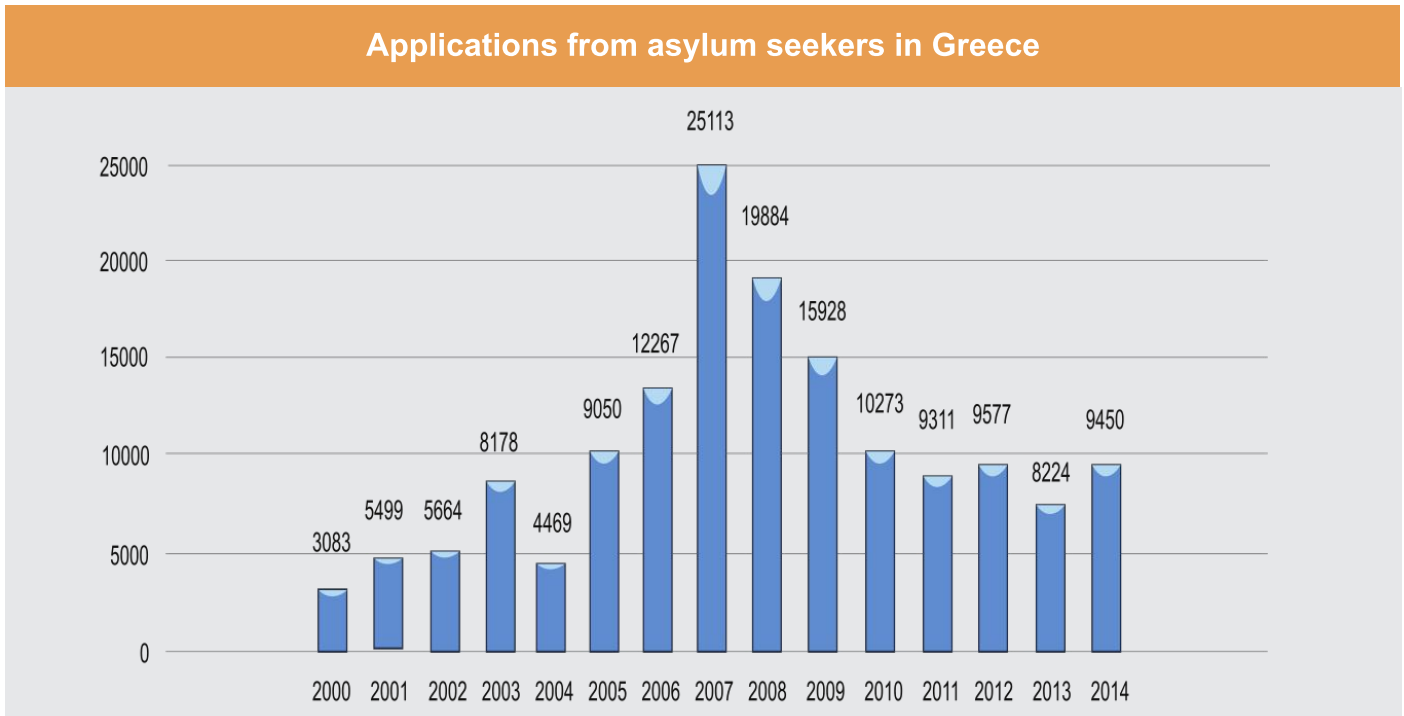


Fig : 3.1.2.1

Source: author's own compilation on the basis of the data from the Ministry for the protection of the Citizen, www.astynomia.gr

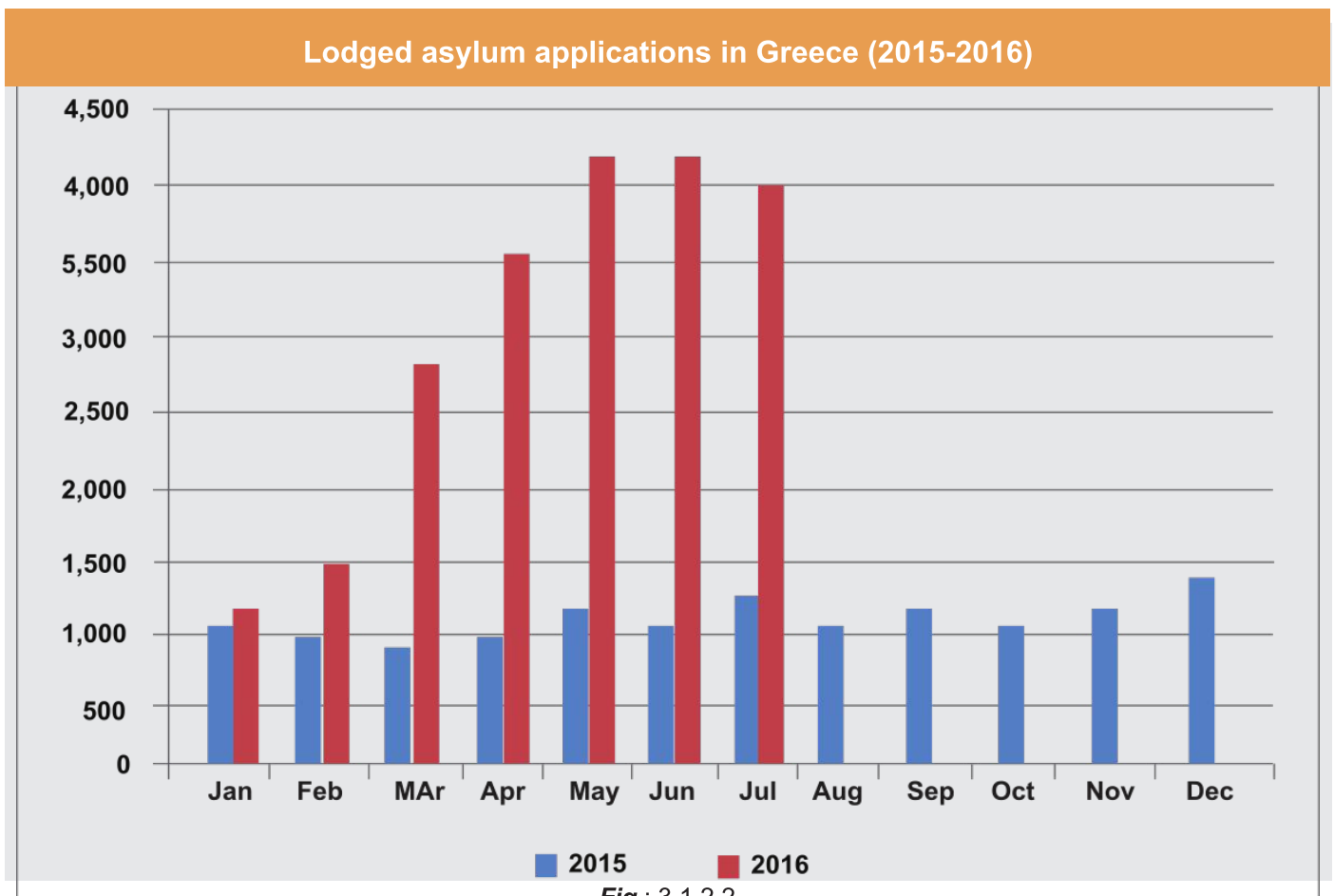


Fig : 3.1.2.2

Source: Graph compiled by author on the basis of data collected from UNHCR/Greece data snapshot 2 October 2016
 Source: <http://www.eliamep.gr/wp-content/uploads/2014/10/2016.pdf>

In the next figure, Figure 3.1.2.3, the five top citizenships of asylum- seekers of Greece are displayed. The following countries of origin which are presented below are non- EU ones.



Five main citizenships of (non-EU) asylum applicants in Greece, in 2016

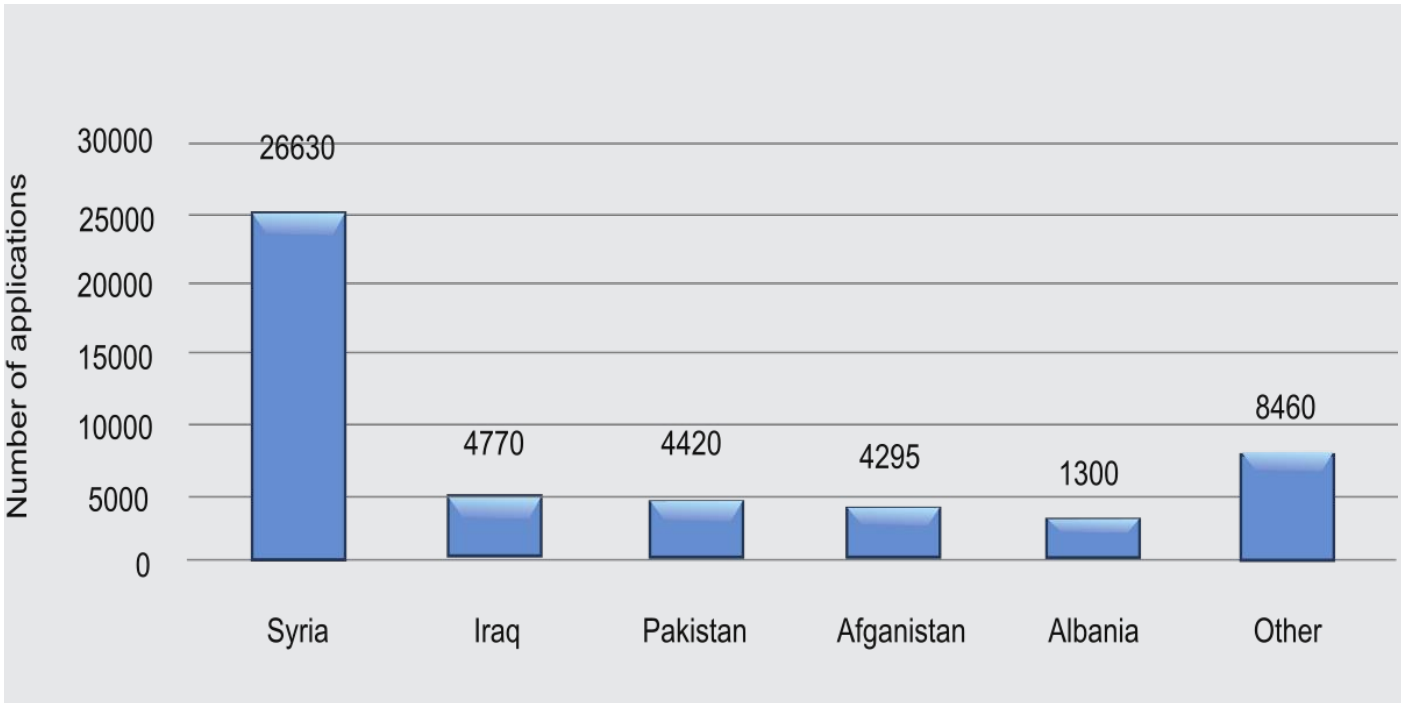


Fig : 3.1.2.3

Source:
http://ec.europa.eu/eurostat/statistics-explained/images/c/cc/Five_main_citizenships_of_%28non-EU%29_asylum_applicants%2C_2016_%28number_of_first_time_applicants%2C_rounded_figures%29_YB17.png

Expected future trends

There is no official data about the future migrant state in Greece, but it is expected that the proportion of immigrants will slightly increase.

Conclusions regarding the current situation of immigrants in Greece

This era is faced with many difficulties; one of them is the force of migrating due to a variety of reasons, such as war, poor living conditions or seeking for a brighter future. The people who seek for a better future for them and their families are defined as emigrants. However, the people who are forced to travel to other countries of force majeure (so as to survive from wars) are called refugees.

The UNHCR definition of “refugee” (16.1 million) is the following: “Refugees include individuals recognized under the 1951 Convention relating to the Status of Refugees, its 1967 Protocol, the 1969 Organization of African Unity (OAU) Convention Governing the Specific Aspects of Refugee Problems in Africa, those recognized in accordance with the UNHCR Statute, individuals granted complementary forms of protection, and those enjoying temporary protection. The refugee population also includes persons in refugee-like situations”.⁶

There are many countries that host refugees, but this report is supposed to be occupied with Greece. After the agreement between Europe and Turkey on 20th March, 2016 and since the 4th of April in 2017, the migratory flows in Greece fluctuates as follows:

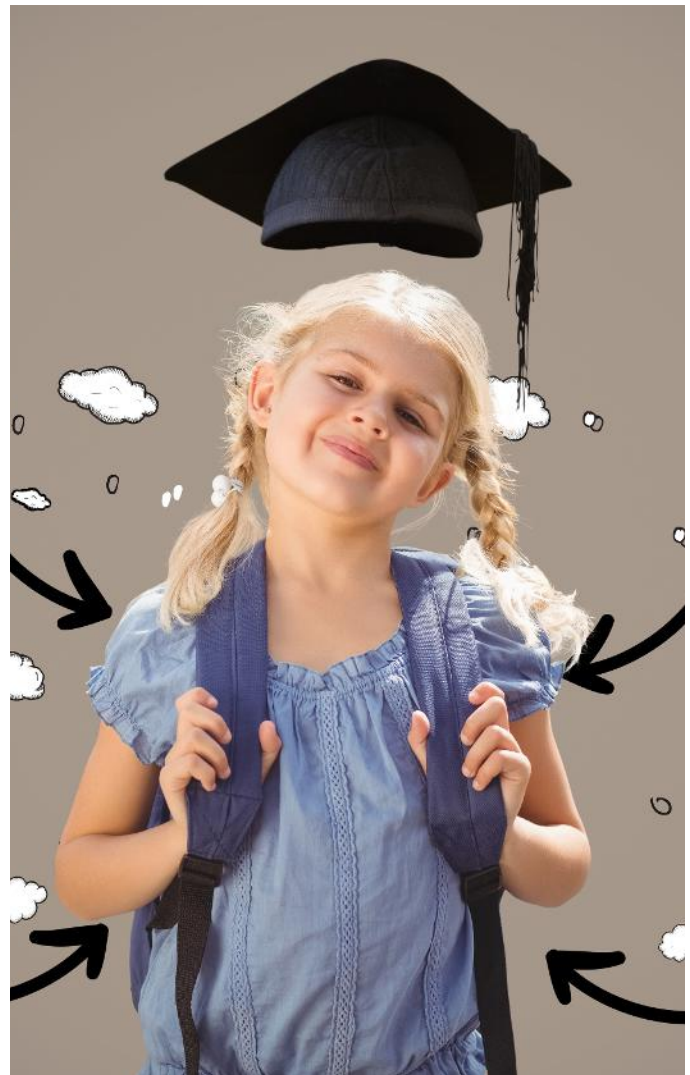
30.565 migrants arrived at the Greek islands, 944 third-country citizens have been returned from the Greek islands back to Turkey and 7.220 refugees and asylum seekers have been transported to the mainland of Greece since June 2016. 63.075 asylum applications came up from 2016 until February of 2017 (11.984 until February of 2017 and 51.091 in 2016). The cases which were examined in 2016 from the ones above were 26.924 from which only 2.709 were accepted; in 2017 7.064 cases were examined and only 925 were provided with asylum.⁷

The Hellenic Police provided the following information about the sea borders between Greece and Turkey, from 2007 to 2016. A great percentage of illegal crossings of the borders appeared firstly in 2011; the situation was under control, when both Greece and Europe took measures and both the Greek and Turkish authorities collaborated one another. Afterwards, 2013 can be characterized as the year with the least crossings of the aforementioned borders in the whole decade. Nevertheless, the illegal sea-crossings increased over and over again until they set a record of 873.000 in 2015. Since the refugee agreement between Europe and Turkey, in April, 2016, the illegal crossings began to decrease.⁸

The framework that existed in Greece, in September, 2016 was that there were 20.000 to 22.000 children but 10.000 of them had already applied for asylum or they had been through this

procedure, as the general secretary of the Greek ministry of Education, Research and Religious European Stability Initiative: The Refugee Crisis through Statistics (30 January 2017).

Affairs Yiannis Pantis had mentioned.⁹800 Refugee Educational Facilities were expected to be founded in September of 2016. The International Organization for Migration (IOM) decided to support and fund not only the transportation, the cleanliness and the observation of the migrant reception centres but also their heating, especially in the Northern Greece.¹⁰



6. European Stability Initiative: The Refugee Crisis through Statistics (30 January 2017). <http://www.esiweb.org/pdf/ESI%20-%20The%20refugee%20crisis%20through%20statistics%20-%2030%20Jan%202017.pdf>
 7. <http://www.kathimerini.gr/904902/article/epikairothta/ellada/hr8an-30000-metanastes-efygan-944>
 8. European Stability Initiative: The Refugee Crisis through Statistics (30 January 2017). <http://www.esiweb.org/pdf/ESI%20-%20The%20refugee%20crisis%20through%20statistics%20-%2030%20Jan%202017.pdf>
 9. http://www.ethnos.gr/koinonia/arthro/oktakosies_takseis_ypodoxis_prosfygopoulon_se_sxoleia_olis_tis_xoras-64522998/
 10. http://www.ethnos.gr/koinonia/arthro/oktakosies_takseis_ypodoxis_prosfygopoulon_se_sxoleia_olis_tis_xoras-64522998/

As far as it concerns the ActionAid report in March 2017, more than 62,000 people are trapped in Greece, of which 48,000 in mainland Greece and 14,400 in the islands. There are 2100 children unaccompanied or separated from their families. More than 1000 children live today “outside the official structures” and are waiting for a safe haven while 16 children are under police custody (detention). Since October 2016, hospitality on the islands has increased from 7,450 to 9,014. Even though the most vulnerable people and those who were selected for family reunification are transported to mainland Greece, the population of the islands is steadily exceeding 14,400. The European Commission’s Joint Action Plan proposes a modification of the Greek legislation, which may remove the possibility of transferring these people to Mainland Greece in the future.¹¹

The UNHCR and UNHCR’s pre-registration process indicates that 46% of the people who were involved in the process of the migrant settlement in Greece are children. For these children, Refugee Educational Facilities are founded, that are located either in Greek schools or in the reception centres, as well. The reason why there are Refugee Educational Facilities inside the reception centres is that the children aged 4-5 make it difficult to stay away from their parents.

On 18th January 2017 the international organizations Mercy Corps and Norwegian Refugee Council published the results of research on refugees and migrants that were aged from 15 to 24, estimated at 18,000 in Greece, according to the available data.¹² These youth seem to have tremendous potential to contribute even though their needs are overlooked and they feel the uncertainty for their future.

This research focuses on groups with 120 young people from 11 different countries living in the Greek islands and the continental regions. It reveals that stress, poor living conditions and uncertainty about their future, can make these youth lose any sense of hope. They appeal for something to be occupied with. Some of them ask to help them learn a language so as to teach other people in the reception centres, while others ask to provide services voluntarily so as to improve the current situation and feel as useful members of the society.¹³



11. <http://www.news.gr/ellada/koinonia/article/304156/ekthesh-ths-actionaid-gia-toys-62000-egklovismeno.html>
 12. <http://news247.gr/eidiseis/koinonia/aprostateytoi-kai-apomonwmenoi-oi-eyalwtoi-prosfyges-sthn-ellada.4484271.html>
 13. <http://news247.gr/eidiseis/koinonia/aprostateytoi-kai-apomonwmenoi-oi-eyalwtoi-prosfyges-sthn-ellada.4484271.html>



Data on children foreigners

Numbers of immigrant children

The number of immigrant children is significant not only in Greek schools, but also as a component of immigration flows. This is the result of three coinciding factors: the primacy of Albanian immigration into Greece, the larger family size and relative youth of Albanian married couples, and the increased grants of family reunification to immigrants. Thus, foreign school children constitute some 13% of immigrants in Greece, and a similar proportion of total school children, with Albanians as the overwhelming majority nationality. There is no reliable time-series of even global figures for immigrant children in Greek schools. According to unofficial data, there has been a rapid increase in total foreign student numbers (including homogenies) from 44.000 in primary and secondary education in 1996, through 86.000 in 2000, and reaching 119.000 in 2003. With declining numbers of Greek children, this has meant an even bigger increase in the proportion of foreign students in the school system.¹⁴

Data for immigrant and homogenies children is used for 1995-6, 1999-2000 and 2002-3. Interpolation is made for other years, plus one extrapolation for 2004. This data is needed because school children are not counted in any dataset other than the Census, although they are included in their parents' residence permits. 'Homogenies Cards': This important data is concealed by the Ministry of Public Order: the estimates are based on unofficial leaks of information. There is no information on nationalities, but it is most possible for Albanians to predominate.

According to the UNHCR, in the whole of 2016, 63,920 children arrived to Greece. Comprehensive data on unaccompanied and separated children (UASC) could not be captured upon arrival, but they are estimated to make up 8 % of all children (5,192) based on referrals to the National Centre for Social Solidarity (EKKA). Most of the children who arrived at Greece were originated from Syria, Afghanistan and Iraq. For UASC, the majority of them appeared to have been from Pakistan, Afghanistan and Syria by this order.

14. Migration Policy Institute in Greece: Statistical Data on Immigrants in Greece: An Analytic Study of Available Data and Recommendations for Conformity with European Union Standards. (2004)

The percentages of the migrant women, men and children.

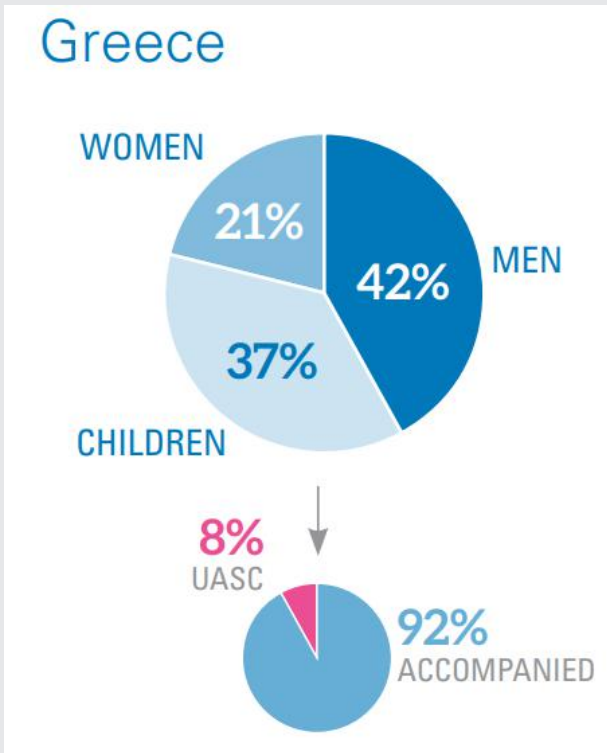


Fig : 3.1.2.4

Source: <https://data2.unhcr.org/en/documents/download/55971>



Refugee and migrant children in Greece 31st March 2017

Refugee and migrant children in Greece

As of 31 March 2017



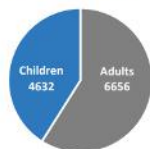
Key figures

20,300 estimated number of refugee and migrant children across Greece. Among them 2,000 UAC

4,632 children have been relocated from Greece, as of end of March. Among them 245 UASC (4 November 2015 – 31 March 2017)

59 accompanied children have been returned to Turkey through the EU- Turkey statement (20 March 2016- 31 March 2017)

Relocated from Greece* Children-adults breakdown



Target: 63302

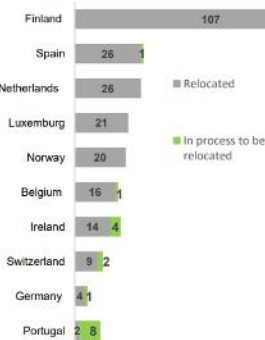
Relocated children from Greece Relocated adults from Greece

*Relocation data may be revised by Asylum Service an IOM upon finalization and quality control

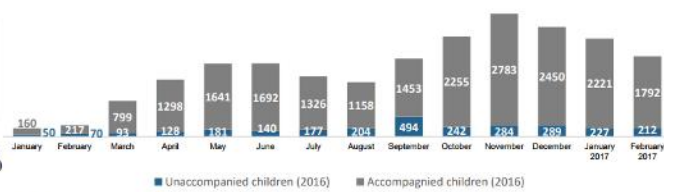


2,500 children attending formal education afternoon reception classes in schools from temporary accommodation sites (Source: Ministry of Education)

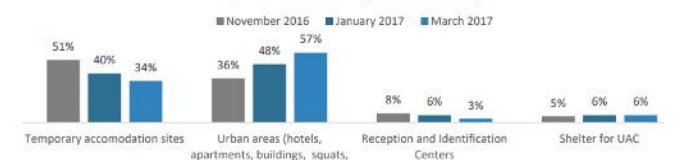
Number of UASC per country of relocation (Relocated or in the process to be relocated)



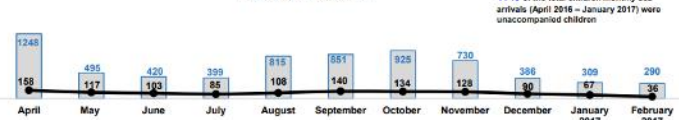
Asylum applications January 2016 - February 2017 (accompanied and unaccompanied children)



Percentage of children per type of location (November 2016 vs January 2017 vs March 2017)



Refugee and migrant children sea arrivals April 2016- February 2017



17% of the total children monthly sea arrivals (April 2016 – January 2017) were unaccompanied children

Fig : 3.1.2.5

Source: <https://data2.unhcr.org/en/documents/download/56000>

Gender Breakdown of all children by country of arrival

In all countries of arrival, the proportion of boys compared to girls is higher



Greece

Fig : 3.1.2.6

Age Breakdown of Accompanied and Unaccompanied and Separated Children by Country of Arrival

Among the 58,728 accompanied children who arrived at Greece, 30% was between 0 to 4 years old and 52% was between five and 14 years old. Age breakdown for accompanied children in Italy is not available, but their proportion is very low compared to the 92% UASC of all the children arrived in 2016 through Central Mediterranean Route.



Accompanied children (blue for the boys, pink for the girls) and their age breakdown

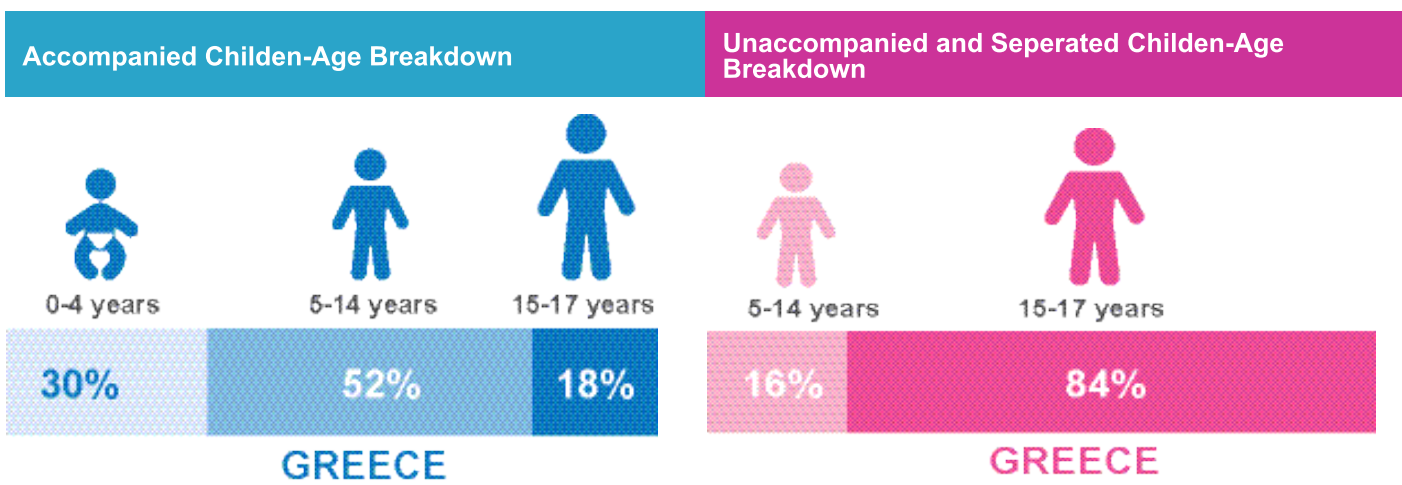


Fig : 3.1.2.7

Source: <https://data2.unhcr.org/en/documents/download/55971>

Asylum applications lodged by children, including unaccompanied and separated children in 2016- by country of asylum

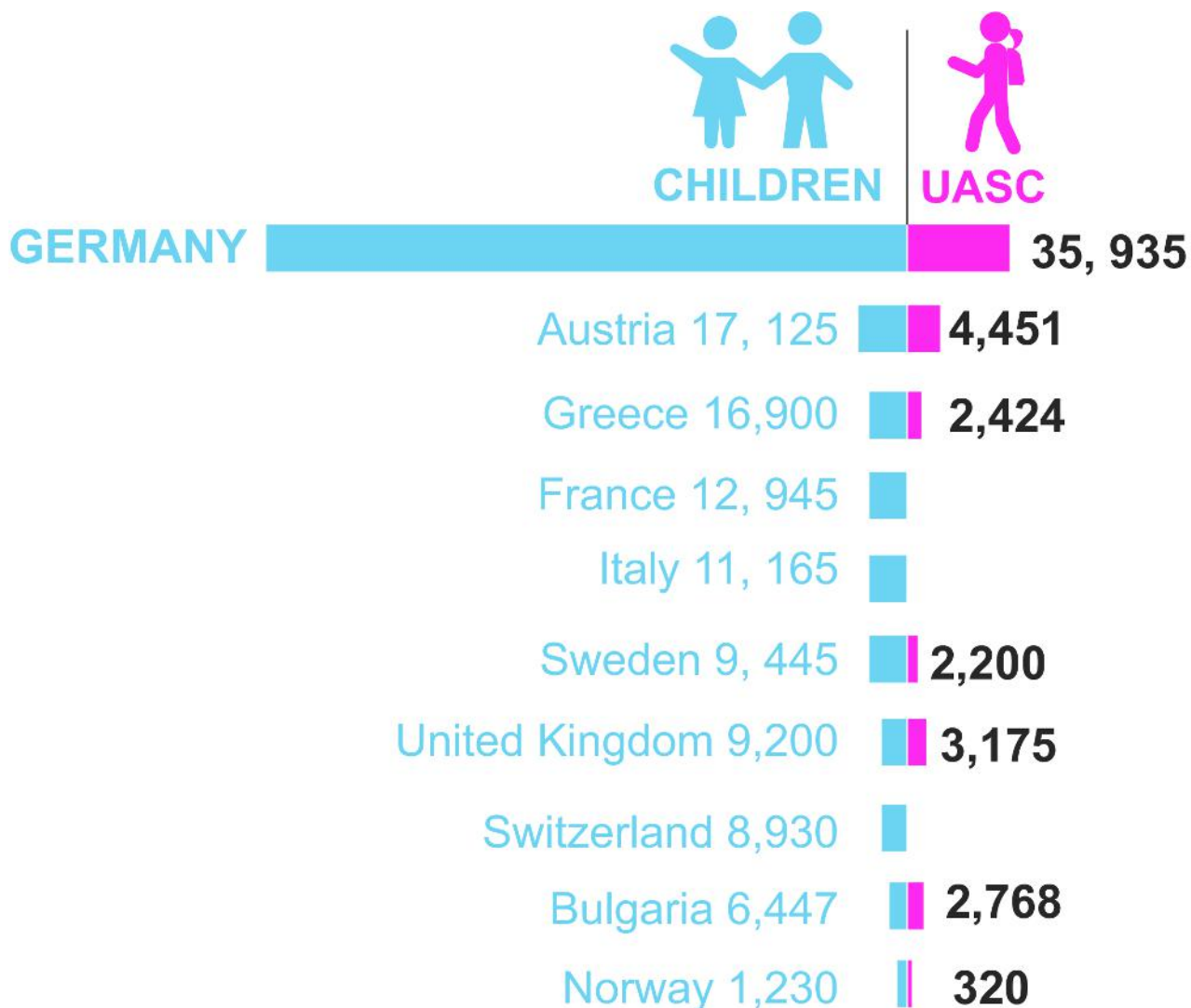


Fig : 3.1.2.8

Main nationalities of arrivals in Greece

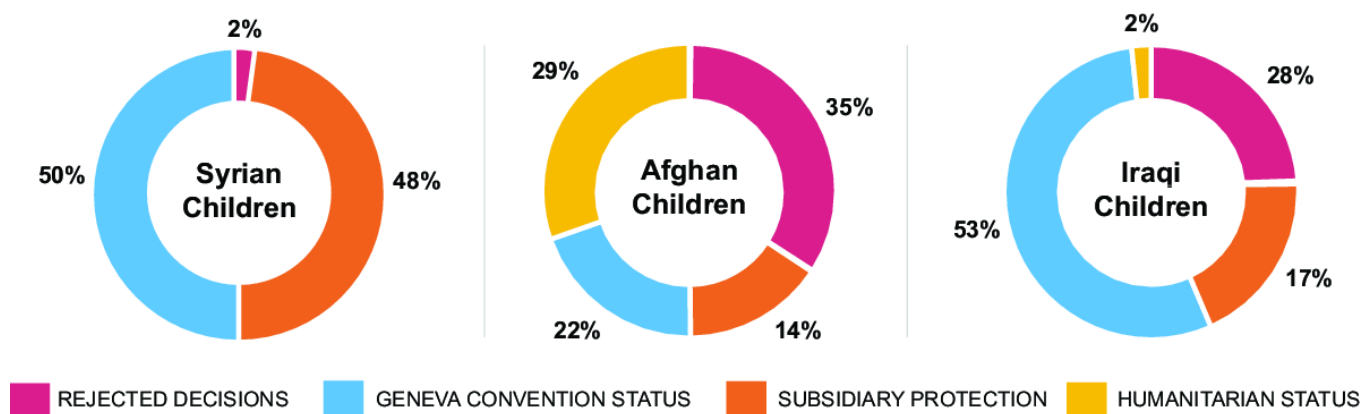


Fig : 3.1.2.9

Statistics on family background

From Census data (2011), 54 % of adult immigrants were in a traditional “nuclear family” (which simply means a married couple with one or more child), 11 % of them were couples that don’t have any children, 9 % were co-habiting with other relatives, and 14 % were in multimember unrelated households. The remaining categories are insignificant and can be ignored, for our purposes. It can be concluded that some 65 % of immigrant adults in Greece are in some conventional sort of family living arrangements, and maybe another 9 % in extended family relationships (such as elderly parents). Only 14 % have living arrangements which we would associate with temporary guestworkers – multimember households.

Living arrangements of immigrants in Greece (all nationalities, all regions)

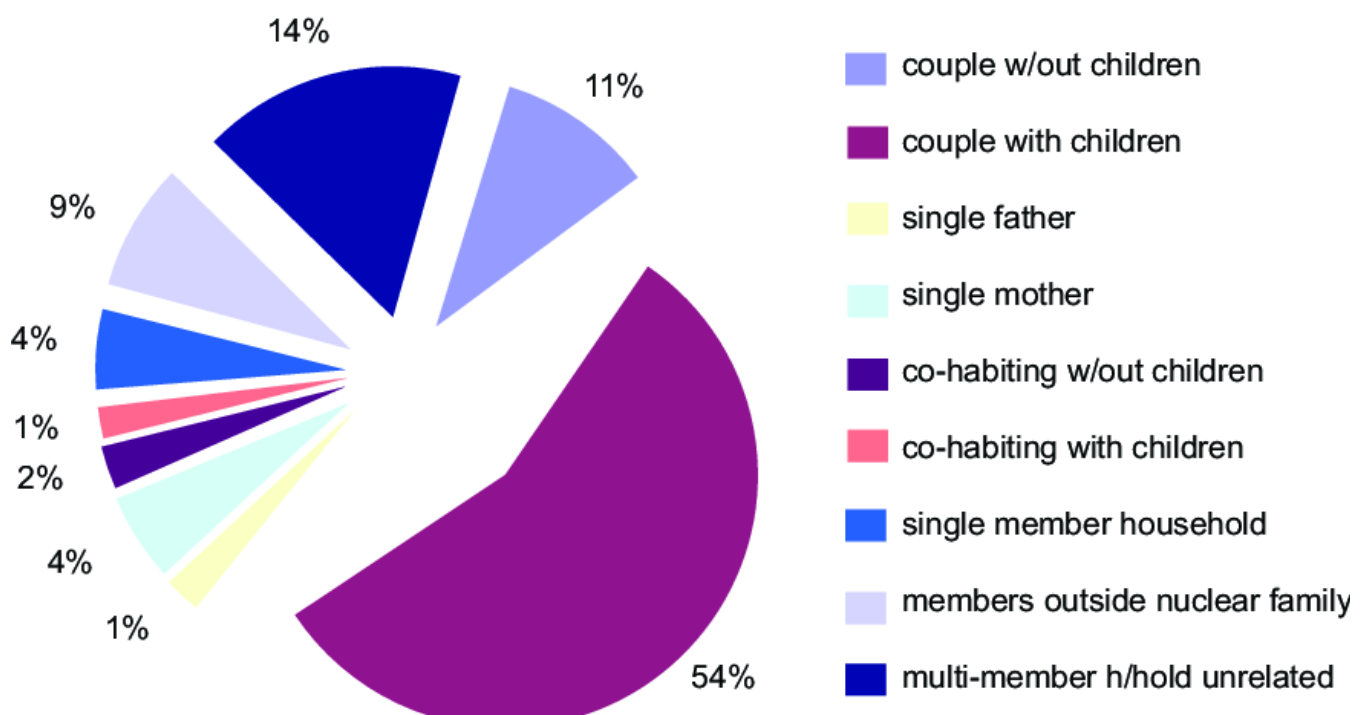


Fig :3.1.2.10.

Source: http://www.lse.ac.uk/europeanInstitute/research/hellenicObservatory/pdf/Various/migration_rhodes_conf1_Baldwin-Edwards.pdf

Family structure variations, by locale and nationality

- Taking Albanians as the predominant national group in Greece can show that there are great differences between different locales in Greece. Albanians in large cities are predominantly in nuclear families (68%), with another 9% as couples, and only 6% in multi-member households.
- In rural and semi-rural areas, the multi-member households are more important – at 20% of the total – but even so, the ratio of nuclear families is still over 50%.
- About all sorts of locales across Greece, the proportion of Albanians who are in a married relationship, with or without children, ranges from 61% in rural areas to 77%.

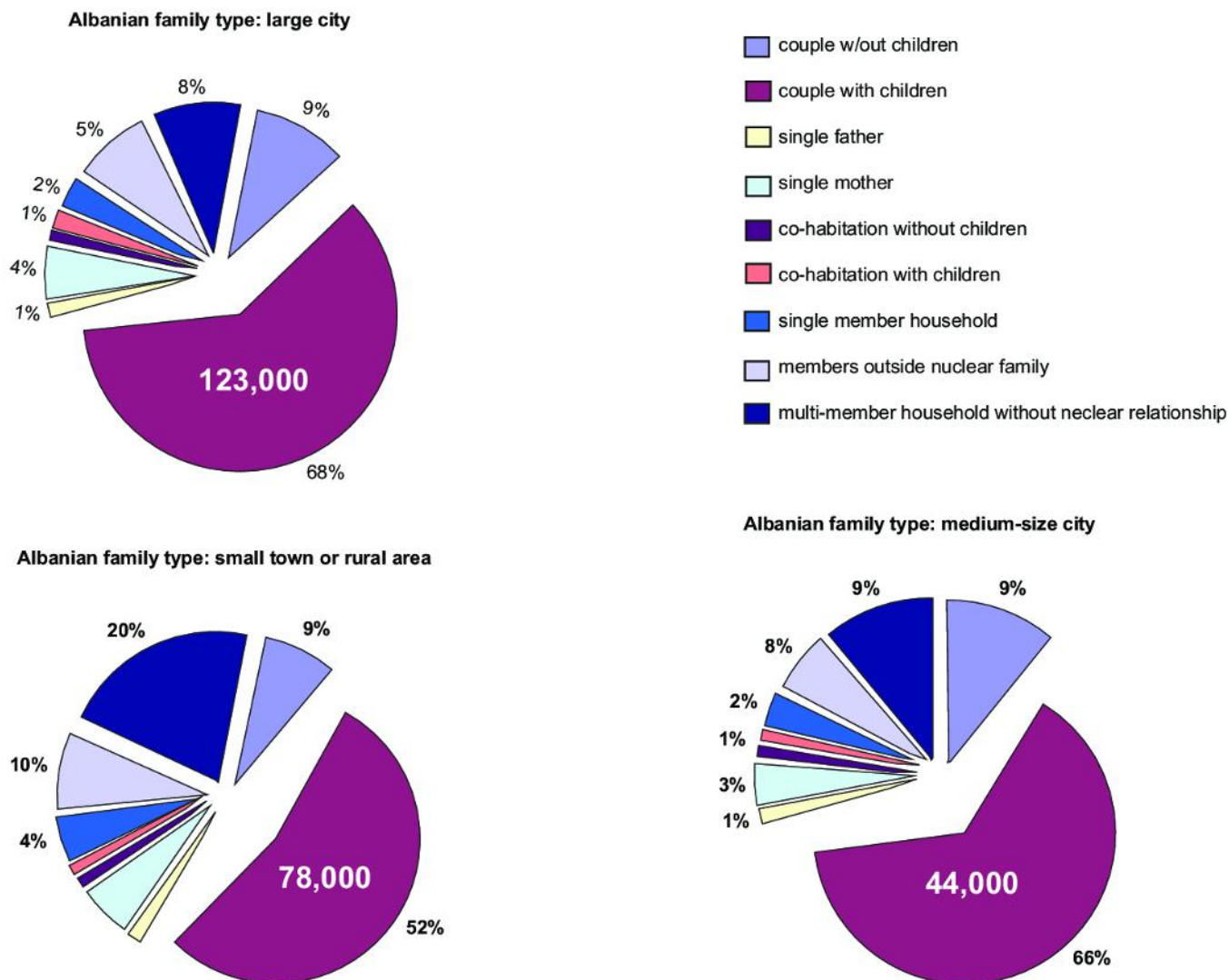


Fig :3.1.2.11.

Source:http://www.lse.ac.uk/europeanInstitute/research/hellenicObservatory/pdf/Various/migration_rhodes_conf1_Baldwin-Edwards.pdf

Comments about Roma children

In Greece, there is a certain percentage of immigrants that are Roma. A large amount of Roma is totally illiterate, since there are external factors that affect this situation, such as: financial problems that lead to child labour, distance from school, phenomena of racism at school, lack of suitable and permanent residencies and so on. Obstacles are also the existing attitudes and perceptions of Roma people regarding education and especially for girls.¹⁵ In 2009, in its third report on Greece, ECRI notes with concern that there are cases of schools that had refused to register Roma children for

attendance, for various reasons, such as the pressure by some non-Roma parents. The Greek Ombudsman has led various investigations into the segregation or lack of access of Romani children to education.¹⁶ At least 10 % of Roma children aged 7 to 15 in Greece, Romania, Bulgaria, Italy and France were identified in a 2012 survey by the Fundamental Rights Agency as not attending school: this simply means that they were either still in preschool, not yet in education, skipped the year, stopped school completely or were already working. This proportion is highest in Greece, with more than 35 % of Roma children still not attending school.¹⁷ People can get married when they turn 18 according to the law. Nevertheless, child marriage is

15. <https://www.google.gr/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0ahUKEwj0jbjZm53UAhXHQJoKHQgIAycQFggIMAE&url=http%3A%2F%2Fec.europa.eu%2Fsocial%2FblobServlet%3FdocId%3D8971%26langId%3Den&usq=AFQjCNF9K7mN1zCmQ1E8TwtnduqCbAbhQg>
 16. European Commission: Report on discrimination of Roma children in education, 2014.
http://ec.europa.eu/justice/discrimination/files/roma_childdiscrimination_en.pdf

common within the Romani community. NGOs reported that Romani women typically get married and have children at a very early age, reportedly as young as 13. While traditional in the Romani community, child marriages are more prevalent among families lacking education and economic opportunities and this is one of the main reasons why they don't attend school.¹⁸

More analytically, data based on the sample survey carried out in the framework of the Study for "Recording the Current Situation of Roma in Greece and drafting an Action Plan for the 4th Programming Period" (2008) showed that "54.7 % never attended school, 33.4 % only finished particular grades of primary school, 7 % finished primary school, 3.4 % attended certain junior secondary school classes, 0.5 % graduated from junior secondary school, and approximately 1% attended certain secondary school classes".¹⁹

From the sample, 54 % of the parents stated that they have children that have never gone to school, among the main reasons being economic reasons (25 %), travelling (22 %) and other personal and socio-cultural reasons (25 %).

In another field-study conducted in 2008, it was found that 17 % of the minors were enrolled in school, girls to a lesser degree than boys. As regards adults, 41.5 % of them were illiterate, 13 % could only read and write, 15.7 % did not complete primary school studies, 9.7 % completed primary studies, 3.6 % did not complete secondary studies, 0.8 % completed secondary studies, 0.6 % had a university degree and 0.2 % had postgraduate degree.²⁰



17. European Commission: Report on discrimination of Roma children in education, 2014. http://ec.europa.eu/justice/discrimination/files/roma_childdiscrimination_en.pdf

18. United States Department of State, Bureau of Democracy, Human Rights and Labor: Country Reports on Human Rights Practices for 2013 – Greece <https://www.state.gov/documents/organization/220496.pdf>

19. <https://goo.gl/t8cNH9>

20. <https://goo.gl/t8cNH9>

Summary of policies

Challenges/difficulties/problems relevant to the culturally/linguistically diverse children



Migrant children have a wide range of difficulties to deal with. One of them is the Greek language, which they do not know. In the REFs (refugee educational facility for short; these will be further illustrated in 2.2.1 and 2.2.2.) there are organized school subjects that have to do with the teaching of both the Greek and the English language, so as to offer the children the opportunity to continue school and have a chance to move on. Apart from the REFs, there are some centres that contribute to the children's education by teaching them Arabic, English and Greek. According to the UNHCR, in January 2017, three additional non-formal education centres opened doors for refugee and migrant children in urban Athens and Ioannina (Northwestern Greece), benefiting 408 children (3 to 17 years old). These centres are among the first of their kind- offering non-formal education to children in areas with limited service coverage. Activities include play-based early learning for 3-5 years old, as well as language lessons (Arabic, English and Greek), mathematics and life-skills classes for 6-17 years old. The majority of children are Syrians, Iraqis and Afghans. UNICEF- supported non-formal education activities has increased to 692 children

(396 boys and 296 girls). In addition, UNICEF reached 831 children across the country through the provision of school supplies.²¹

Relevant integration and inclusion policies/measures/activities at national and local levels including recommendations.

According to the Official Government Gazette of Greece (OGG)²² that was published on October, 10th, 2016 (coded 3237), 19 school units are used so as to set REFs for the children that are hosted in the migrant reception centres. (The acronym REF is created in this report for the refugee educational facility for short). The places that these migrant reception centres are located are the following:

21. UNICEF: Refugee and Migrant Crisis in Europe. Humanitarian Situation Report #20 (February 2017). <https://data2.unhcr.org/en/documents/download/53855>

22. <https://www.minedu.gov.gr/publications/docs2016/%CE%94%CE%A5%CE%95%CE%A0.pdf>

Derverni Dion (2 school units), Eleonas (6 school units), Konitsa (2 school units), Lagkadikia (3 school units), Lavrio- Agricultural Bank (3 school units) and Ritsona- Evoia (3 school units). Table 3 will be displayed in the annex that contains these REFs fully detailed.²³



Speaking of the preferences of the students of the REFs, an example follows; of the first 100 students of Eleonas reception centre, the 60 chose to learn Greek and 40 English. As for their nationalities, the Afghans prevailed and the Syrians were falling, as many of them either left Greece (relocation program or family reunification) or knew good English and some students came from Iran, Iraq, Palestine and many African countries, as well. In April, 2017, this situation was explained by Anastasia Christopoulou, the Computer and Educational Program Manager at the Athens Philosophical School, who implements the pilot project in cooperation with the Ministry of Migration Policy and the “Danish Council for Refugees in Greece”, which has undertaken to finance the project.²⁴

Following the success of the first cycle of this procedure, the students who were added to Elliniko and Inofyta reached 200, while the teaching was transferred to the Philosophy Teaching School. According to A. Christopoulou, these students have been more respectful of the School than the other students and have automatically complied with all regulations. Attendance certificates were delivered to participants - many of whom reached level B1 (in English) and A2 (in Greek).²⁵ She also clarified that the biggest challenge that make their hopes faint is the inactivity in the reception centers and their inability to change this situation.

23. <https://www.minedu.gov.gr/publications/docs2016/%CE%94%CE%A5%CE%95%CE%A0.pdf>

24. <http://www.kathimerini.gr/906636/article/epikairothta/ellada/epityxhmeno-to-programma-glwssoma8eias-prosfygwn>

25. <http://www.kathimerini.gr/906636/article/epikairothta/ellada/epityxhmeno-to-programma-glwssoma8eias-prosfygwn>

On November, 25th, 2016 a new Greek OGG (with the code 3811) defines 2 more migrant reception centres and 6 more school units that host the children of these centres; one in Sindos- Frakapor, in Eastern Thessaloniki and one in Kalochori, in Western Thessaloniki [10][11].

On January, 9th, 2017, the OGG (coded 6) announced the settlement of 12 more migrant reception centres in Greece and 44 new REFs.²⁶ The new REFs are located in 30 primary schools and in 14 junior high schools; they will be presented in Tables 5 and 6 in the annex. In this phase, at the end of January 2017, the number of the children attending classes in the REFs are estimated to 3.000 and in case everything sticks to the plans, they will reach up to 5.000-6.000 pupils, the general secretary of the Greek ministry of Education, Research and Religious Affairs YiannisPantis estimated.²⁷

Timetable of the school units that host migrants and REFs located in Volos

According to the Official Government Gazette of Greece (OGG)²⁸ that was published firstly on September, 23rd 2016 (having 3049 as a code number²⁹) and afterwards on October, 31st 2016 (having 3502 as a code number³⁰), there are exact details about the REFs that are founded both in the migrant reception centres (hotspots) and in a number of Greek primary and junior high schools. The criteria that played an important role to determine the aforementioned is the age of the children, the number of them and the place that they are settled .



As far as it concerns the children of small ages (4-5 years old) the REFs that simulate the kindergarten take place in the migrant reception centres so as for them not to be separated from their parents. Apart from them, the children aged 6-12 attend classes in the REFs which are founded in some predetermined school units of primary education and the teenagers aged 13-15 attend classes in some predetermined school units of secondary education, as well. For the instances that do not belong to the two previous categories, the children are supposed to be educated in the migrant reception centres (hotspots). Speaking of the children that are aged over 15, there is supposed to be special care, since language courses, sports, artistic activities, technical and vocational training programs will take place. They will be able to study in Greek senior high schools, if they intend to, and in the professional schools of Greece.³²

According to the Greek OGG³³, only one REF is founded at each preassigned school unit, but each of the REFs can contain more than one classes, depending on the number of the pupils. Each class should contain from 10 to 20 pupils. Speaking of the timetables of these REFs, the kindergarten REFs that are established in the refugee centres operate from 8:20 to 13:00, the primary/ junior high school units REF in the refugee centres (special cases) operate from 8:30 to 12:30 and the REF which are incorporated in the Greek primary school and junior high school units from 14:00 to 18:00 so as to have supplementary timetable towards the Greek pupils³⁴. The REFs timetable can be flexible but the duration of it cannot.

The kindergarten REFs follow the timetable of the all-day Greek kindergartens. Speaking of the REFs that address to the special cases and the ones that are incorporated in Greek schools, their timetables are depicted in the respective Table 1, included in the annex³⁵. Both the subjects that are taught in these REFs and their duration per week are different, as far as it concerns the primary or the secondary education. Table 2 provides the subjects and their duration and it is cited in the annex.

As far as it concerns the REFs that are established in Volos, the official information that is provided through the Official Government Gazette (OGG)³⁶

that was published on November, 11th 2016 and has the code 3780, mentions that there are two different REFs in this area; there's one incorporated in the 9th primary school of Nea Ionia, Volos. This school, coded as 9350195, accepts children that are housed in the migrant reception centre formerly named as K Mozas and they are from 6 to 12 years old. Furthermore, there is one more school unit, the 10th junior high school of Volos, coded as 351045, which accepts children aged 12-15 years old that are accommodated at Mozas, too.

Speaking of the Thessaly district as a whole, there is one more migrant reception centre, named Trikala Atlantic, in the city of Trikala. The children that are hosted there, attend school either at the 25th primary school of Trikala (9450273) or at the 2nd junior high school of Trikala (451020)³⁷.

There should be further research to these REFs so as to gather more information about what is really going on in these REFs, how the children react towards their education, if they are satisfied with the current educational system and how efficient this coordination is.

31. <http://www.minedu.gov.gr/eidiseis/23823-23-09-16-organosi-kai-leitourgia-ton-domon-ypodoxis-gia-tin-ekpaidefsi-ton-prosfygon-dyep>

32. http://www.ethnos.gr/koinonia/arthro/to_sxedio_ekpaideusis_gia_ta_paidia_ton_prosfygon-64516779

33. <http://www.minedu.gov.gr/eidiseis/23823-23-09-16-organosi-kai-leitourgia-ton-domon-ypodoxis-gia-tin-ekpaidefsi-ton-prosfygon-dyep>

34. <http://www.minedu.gov.gr/eidiseis/23823-23-09-16-organosi-kai-leitourgia-ton-domon-ypodoxis-gia-tin-ekpaidefsi-ton-prosfygon-dyep>

35. <http://www.minedu.gov.gr/eidiseis/23823-23-09-16-organosi-kai-leitourgia-ton-domon-ypodoxis-gia-tin-ekpaidefsi-ton-prosfygon-dyep>

36. <https://www.e-nomothesia.gr/kat-ekpaideuse/deuterobathmia-ekpaideuse/upourgike-apophase-198374-gd4-2016.html>

37. <https://www.e-nomothesia.gr/kat-ekpaideuse/deuterobathmia-ekpaideuse/upourgike-apophase-198374-gd4-2016.html>

Conclusions

Children in Greece attend school at the kindergarten, at the ages of 4-5 years old. In case that both parents work, there is an opportunity of enrolling infants to nurseries that accept infants from the age of 2.5 until 4 years old. Then, at the age of six they are enrolled to the primary school until the age of 12; from 13-15 years old they attend school at junior high school and afterwards, from 16-18 years old they attend school in a senior high school. One of the aims of this report is to activate every single migrant child so as to be well-educated at schools or at the REFs. No child should be illiterate or inadequately educated, since everyone has the same rights towards education and they all deserve a better future.



3.1.3

Sweden

Between the years 2000 and 2015 the amount of Swedes with foreign background has increased with 70% from 1 288 247 in 2000 to 2 187 020 in 2015.

Complementary data on migration

Year	2015	2014	2013	2012	2011	2010	2000	1990	1980	1970	1960
Swedish citizens	9,068.184	9,007.920	8,950.202	888.661	8,827.755	8,782.270	8,405.480	8,106.926	7,896.270	7,669.949	7,307.346
Foreign Citizens [3]	782.833	739.435	694.662	667.232	655.100	633.292	477.312	483.704	421.667	411.280	190.621
Proportion of foreign citizens in%	7.9	7.6	7.2	7.0	6.9	6.7	5.4	5.6	5.1	5.1	2.1
Foreign-born	1676.264	1603.551	1533.493	1473.256	1427.296	1384.929	1003.798	790.445	626.953	537.585	299.879
Proportion of foreign born-in%	17.0	16.5	15.9	15.4	15.1	14.7	11.3	9.2	7.5	6.7	4.0
Swedish-born with two foreign-born Parents	510.756	488.655	467.697	448.736	430.253	421.960	284.449				
Foreign back-ground	2187020	2092206	2001190	1921992	1857549	1797889	1288247				

Table :3.1.3.1.

The total of “Swedes with foreign background” includes both foreign-born citizens (17%) and Swedish-born with two foreign-born parents (6%).

In terms of asylum seekers one can see an increase of over 400% from year 2010 to 2015. The group asylum seekers does not include immigrants who come to Sweden of other reasons, such as work, marriage, family reunion et al.

Asylum seekers

	2010	2011	2012	2013	2014	2015
All Countries						
Women and men	35 486	36 777	43 220	52 775	79 387	181890
Percentage of total population	0,4%	0,4%	0,5%	0,6%	0,8%	2%

Table:3.1.3.2.

The migration by the country of origin

In the table below are the 25 largest immigration populations by country of origin in 2015. Sweden and the other Nordic countries have for a long time had free exchange of labour, which might explain the high number of Finnish immigrants and to a lesser extent from Norway and Denmark. Finland also has a great number of Swedish-speaking communities. There has also been an extensive immigration of labour from Finland and also Poland since the 1960s, when there was a demand for labour in Swedish industries.

The other main immigrant countries are areas where there has been armed conflicts in recent times.

German migrants can be explained by the fact that Germany has been an important trading partner for a long time.

Turkish immigrants have come in waves. In the 1960s there was a labour immigration and during the latter part of the 1900s, there were a refugee wave, mainly consisting of Kurdish refugees.

Thai immigration is mainly due to marriage between Swedish men and Thai women.


























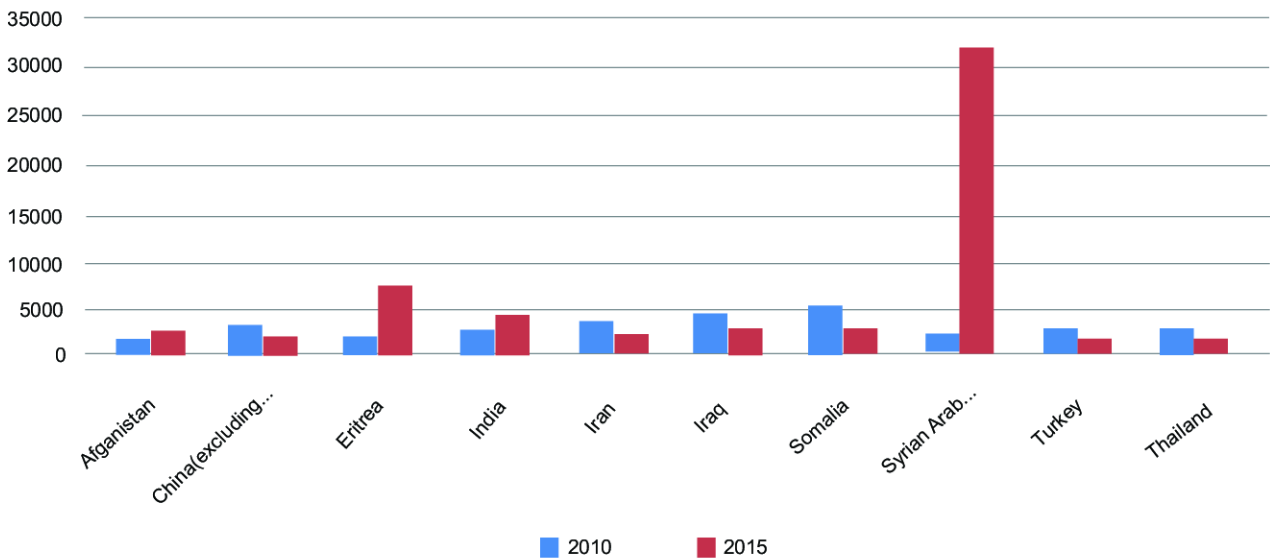
Country	Men	Women	Population
 Finland	61,868	94,077	▼ 156,045
 Iraq	70,815	61,073	▲ 131,888
 Syria	56,701	41,515	▲ 98,216
 Poland	38,610	46,907	▲ 85,517
 Iran	35,941	33,126	▲ 69,067
 former Yugoslavia	33,808	33,882	▼ 67,190
 Somalia	30,294	30,329	▲ 60,623
 Bosnia and Herzegovina	28,533	29,172	▲ 57,705
 Germany	23,142	26,174	▲ 49,586
 Turkey	25,520	20,853	▲ 46,373
 Norway	18,687	23,387	▼ 42,074
 Denmark	22,217	19,653	▼ 41,870
 Thailand	8,443	30,349	▲ 38,792
 Afghanistan	18,709	12,558	▲ 31,267
 Eritrea	15,892	12,724	▲ 28,616
 China (excluding Hong Kong)	11,330	17,080	▼ 28,410
 Chile	14,162	13,910	▼ 28,072
 Romania	12,891	13,467	▲ 26,356
 Lebanon	14,496	11,663	▲ 26,159
 United Kingdom	16,681	8,585	▲ 25,266
 India	11,862	11,375	▲ 23,237
 United States of America	10,236	9,279	▼ 19,515
 Russian Federation	6,622	12,828	▲ 19,450
 Vietnam	7,830	9,255	▲ 17,085
 Ethiopia	8,378	8,326	▲ 16,704
Total Immigrant Population	828,027	848,237	▲ 1,676,264

Table:3.1.3.3.

In short, this table explains immigration to Sweden during the past 50 years or thereabouts. It gives a glimpse of the history of immigration to Sweden.

For the sake of the Mutual project it is more interesting to look at recent immigration, since it provides information about the situation in pre-schools in Sweden today. The two following diagrams explain the main immigration countries. Please note the difference in scale between the two diagrams. One can conclude that the immigration from Non-European countries by far overshadows the immigration from European countries. One can also note that the Finish immigration is more of an old immigration than a recent one.

Immigration by country of birth Non-European



Immigration from European countries

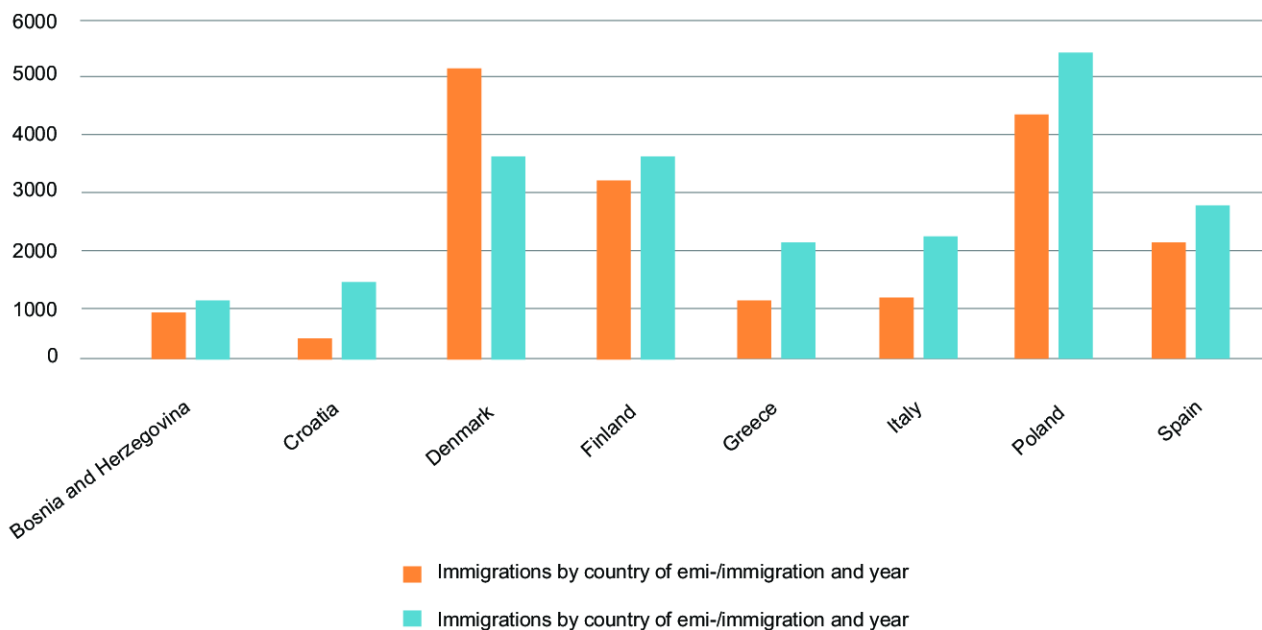


Fig :3.1.3.2

The following table shows the origin of most asylum seekers coming to Sweden between 2010-2015. The main emigration countries are consequently Syria, Afghanistan, Iraq, Eritrea, Somalia and Iran. It is important to note that the term asylum seekers is not the same as immigrants, but for child care purposes, these numbers are important, as all children are entitled to child care.

Expected future trends and forecasts						
	2010	2011	2012	2013	2014	2015
Afganistan						
Women and men	2406	3669	4298	3607	3719	41501
Eritrea						
Women and men	1163	1403	2020	4026	10243	9160
Ethiopia						
Women and men	475	599	680	767	1016	2315
Iran (Islamic Republic)						
women and men	2287	2261	2462	2038	1786	5410
Iraq						
Women and men	4724	3250	2506	2390	3472	21301
Somalia						
Women and men	2766	2899	4058	3489	5215	7539
Syrian and Republic						
Women and men	926	1094	5696	10897	23195	55672

Table :3.1.3.4

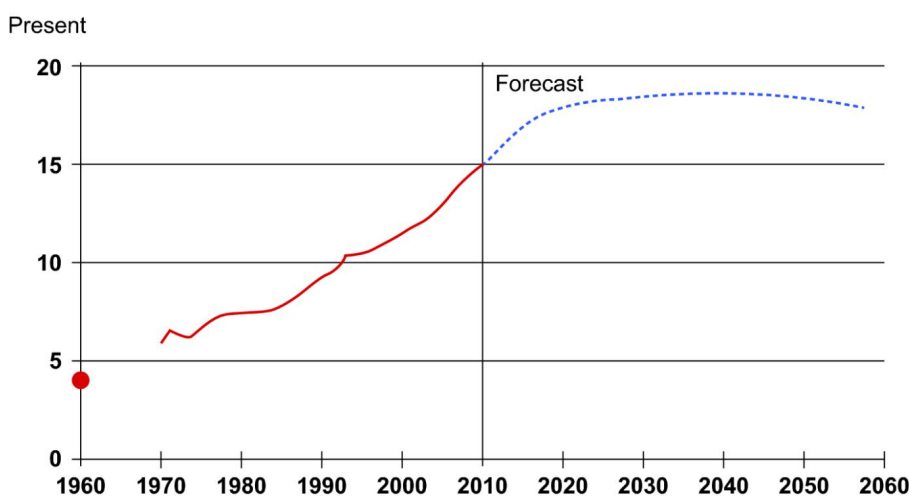


Fig :3.1.3.3.

It is expected that the share of foreign-born will continue to increase until 2020 and then flatten out and keep a relatively constant level. The number of immigrants from European countries is predicted to stay more or less on the same level, whereas the number of immigrants from outside Europe will decrease considerably.

Total number of foreigners in Greece

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Nordic countries excl, Sweden	7656	8086	8434	8668	8821	9069	9104	9122	9164	9183
EU excl, Nordic Countries	24492	24521	24548	24583	24631	24682	24712	24812	24917	24992
Europe excl, EU and Nordic Countries	7286	7246	7279	7351	8208	8291	8408	8493	8480	8462
High HDI excl, Europe	11520	11690	11886	12071	13126	13121	13147	13062	12957	12860
Medium HDI Excl, Europe	61548	77107	89956	72193	77249	46327	39675	37583	36864	35509
Low HDI excl, Europe	21157	34984	32524	24337	23937	20030	15711	14824	14595	14135

Table : 3.1.3.5

Up to 2060 the population of Sweden is expected to increase to 12.9 million. These are the findings of Statistics Sweden's population projection with new assumptions about migration, childbearing and mortality in both the short term and the long term.

Life expectancy has increased and is assumed to increase in the future, leading to a greater number of older persons. The number of children in school aged 7–15 is also expected to increase, especially in the next 20 years.

Another clear change in the population structure is that more and more persons of actively working ages and older will have been born abroad.

The forecast of asylum seekers who immigrate is based on the Swedish Migration Agency's assumption about the large number of people

expected to seek asylum in Sweden, mainly because of the civil war in Syria. The conflict is expected to subside in a few years, which means a lower rate of immigration of asylum seekers. In the long term immigration from troubled areas around the world is expected to be significant, but not at the same high level as today and the next few coming years.

An increased immigration also leads to increased emigration. Foreign born persons as well as Swedish born persons are expected to emigrate at an increasing rate during the entire forecast period.



Conclusions

Sweden finds itself in a new situation due to important changes in its demographic structure. The number of Swedes with foreign background has increased with 70% during these last 15 years. Additionally, the number of asylum seekers has increased by 400% from year 2010 to 2015.

Most immigrants come from war-torn countries such as Syria, Somalia, Eritrea, Afghanistan, Iraq but there have also been high numbers of immigrants from European countries like Spain, due to the economic crisis. Traditionally Sweden has had continuous exchange of labour force with the Nordic countries and Poland, which we can also find in recent years. However, the immigration from Non-European countries by far overshadows the immigration from European countries.

For child care purposes the number of asylum seekers is important since all children are entitled to preschool activities. The main asylum seekers today come from Syria, Afghanistan, Iraq, Eritrea, Somalia and Iran.



It is expected that the share of foreign-born will continue to increase until 2020 and then flatten out and keep a relatively constant level. The number of immigrants from European countries is predicted to stay more or less on the same level, whereas the number of immigrants from outside Europe will decrease considerably. In the long term immigration from troubled areas around the world is expected to be significant, but not at the same high level as today and the next coming years.

Data on children foreigners

Numbers of immigrant children and regional differences

In Sweden there has been an increase of 29% children aged 0-4 with foreign background in background between 2010-2015. For older children, aged 5-14, there has been an increase of 24%. See Table 3.1.3.6.

The corresponding figure for infants, aged 0-4, with Swedish background is a decrease by 0,7% and for older children, aged 5-14, there is an increase of 8%.

One can see that there has been a considerable increase of children with foreign background these last five years, whereas the increase of children with Swedish background is much lower or even decreasing.

	2010	2011	2012	2013	2014	2015
Foreign background						
0-4 Years	96493	100781	105426	110766	117342	124170
5-14 Years	188995	194900	203924	218309	232723	249092
Swedish background						
0-4 Years	465295	466588	468157	468253	466815	462048
5-14 Years	814176	822001	834352	848773	865153	881833

Table: 3.1.3.6

In the county of Gävleborg, where the main activities of the Mutual project are carried out, there has been an increase of 62% children aged 0-4 with foreign background in background between 2010-2015. For older children, aged 5-14, there has been an increase of 55%.

The corresponding figure for children with Swedish background is for infants, aged, 0-4, a decrease by 2,5% and for older children an increase by 3%. See Table 3.1.3.7.

	2010	2011	2012	2013	2014	2015
Gävleborg County						
Foreign background						
0-4 Years	1682	1679	1831	2043	2352	2644
5-14 Years	3533	3647	3875	4490	5069	5477
Swedish background						
0-4 Years	12587	12475	12544	12518	12359	12271
5-14 Years	24451	24414	24566	24654	24934	25185

Table: 3.1.3.7

As compared to the situation in Sweden in general, it is evident that the county of Gävleborg has a considerably higher number of foreign-born children.

When looking more closely at the group “foreign background” it can be divided into two groups; “foreign born” and “born in Sweden with two foreign born parents”. In the foreign born group one can note an increase of children of 38% (aged 0-4) and 40% (aged 5-14), whereas the increase is lower for children born in Sweden by two foreign born parents; 27% (age group 0-4) and 26% (age group 5-14).

The term “*children with Swedish background*”

refers to children with either one or two parents born in Sweden. One can see an increase of 11% (children aged 0-4) and 22% (children aged 5-14) in the groups with only one parent born in Sweden. On the other hand, for the children with both parents born in Sweden, there is a decrease of 3% (children aged 0-4) and an increase of 6% for children aged 5-14.

	2010	2011	2012	2013	2014	2015
Foreign born						
0-4 years	15493	15348	15734	17138	19052	21314
5-14 Years	80301	82962	87225	96112	103656	112174
Born in Sweden with two foreign born parents.						
0-4 years	81000	85433	89692	93528	98290	102856
5-14 Years	108694	111938	116699	122197	129067	186918
Born in Sweden with one parent born in sweden and one foreign born parent						
0-4 years	75789	78209	80251	82040	83188	83990
5-14 Years	108406	111621	115962	120734	126208	131695
Born in Sweden With two parents born in Sweden						
0-4 years	389506	388379	387906	386213	383627	378058
5-14 Years	705770	710380	718490	728039	738945	750138

Table: 3.1.3.8

If one compares the numbers for children with foreign background in Sweden and in the county of Gävleborg, the numbers for children born in Sweden aged 0-4 is the same. However, there are considerably higher numbers of children of foreign born children aged 5-14 (increase of 61%) and children with two foreign born parents; increase of 70% (age group 0-4) and 44% (age group 5-14).

As for the group “*children with Swedish background*” the numbers for young children are almost the same, whereas one can notice a smaller increase in the number of older children; 18% in Gävleborg as compared to 22% in Sweden for children with one parent born in Sweden and 1,5% in Gävleborg for children with both parents born in Sweden, the corresponding figure for Sweden in general being 6%.



Numbers of children in preschools

	2010	2011	2012	2013	2014	2015
Gävleborg County						
Foreign born						
0-4 Years	390	345	350	398	462	537
5-14 years	2310	2367	2517	3043	3457	3714
Born in Sweden With two foreign born parents						
0-4 Years	1238	1334	1481	1645	1890	2107
5-14 years	1223	1280	1358	1447	1621	1763
Born In Sweden with one parent born in Sweden and one foreign born parent						
0-4 Years	1393	1438	1486	1554	1549	1536
5-14 years	2129	2183	2278	2344	2431	2521
Born in Sweden with two Parents born in Sweden						
0-4 Years	11194	11037	11048	10974	10810	10735
5-14 years	22322	22231	22288	22310	22503	22664

Table: 3.1.3.9

All immigrant and refugee children living in Sweden have the same right to attend school and preschool as other children living in Sweden. The municipality where the children live is responsible for making it possible for them to go to school like the other children and young adults in the municipality. This concerns preschool, compulsory school, and secondary school. Moreover the parents have to attend Swedish classes and Introduction to Sweden classes in order to get their "salary" or allowance. This means that they have to put their children in the preschool.

This signifies that the number of children migrating to the country, immigrants as well as asylum seeker would, by and large, be the same as the number of children attending preschool or school. In per cent, there are fewer foreign-born children attending preschool than native-born, but the difference is not significant. This can be explained by the facts that fees for preschool are low and that parents can keep their children in preschool even when one parent is staying at home on parental leave. However, there might be some children who are unknown to the local authorities since the Migration Agency is not allowed to supply information about children seeking asylum to the municipality without the parents' consent.

Statistics of family background

(a) Educational level

Immigrant offspring also have lower education outcomes and more difficult school-to-work transitions than their peers with no migration background.

Mean PISA reading scores of 15-year-old students by migration background, 2012

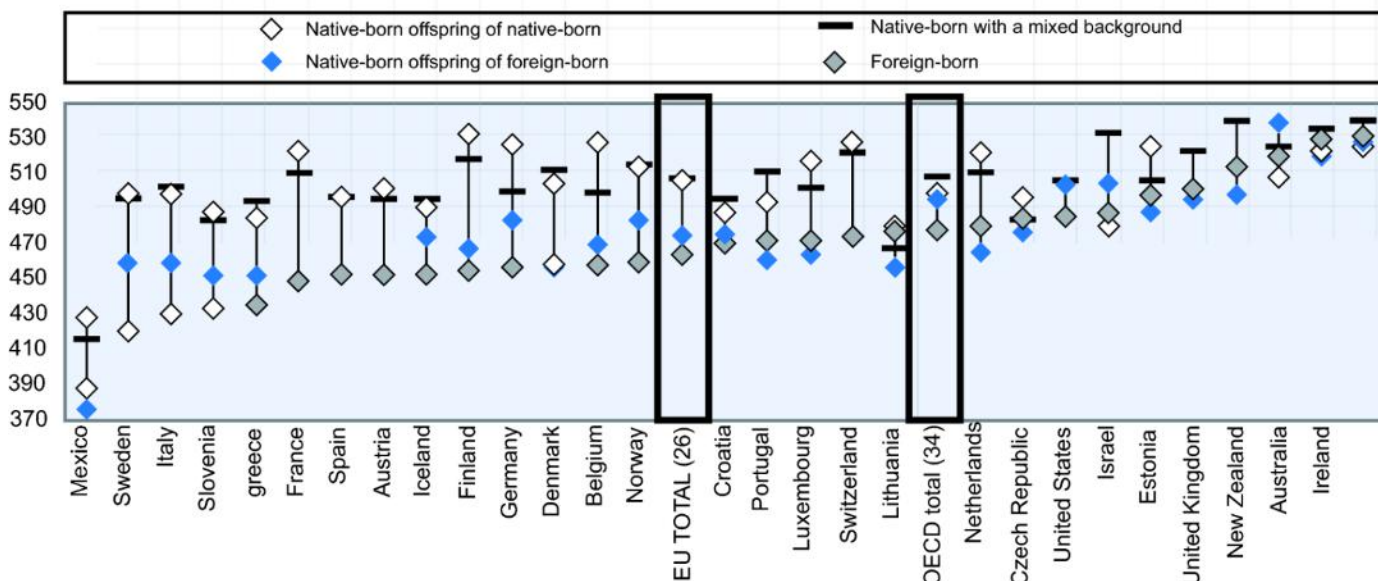


Fig : 3.1.3.4

There are also more early school leavers among students with foreign background, as can be seen in the following graph.

Early school leavers among 15-24 year-olds, 2013

Differences in percentage points with native-born offspring of native-born

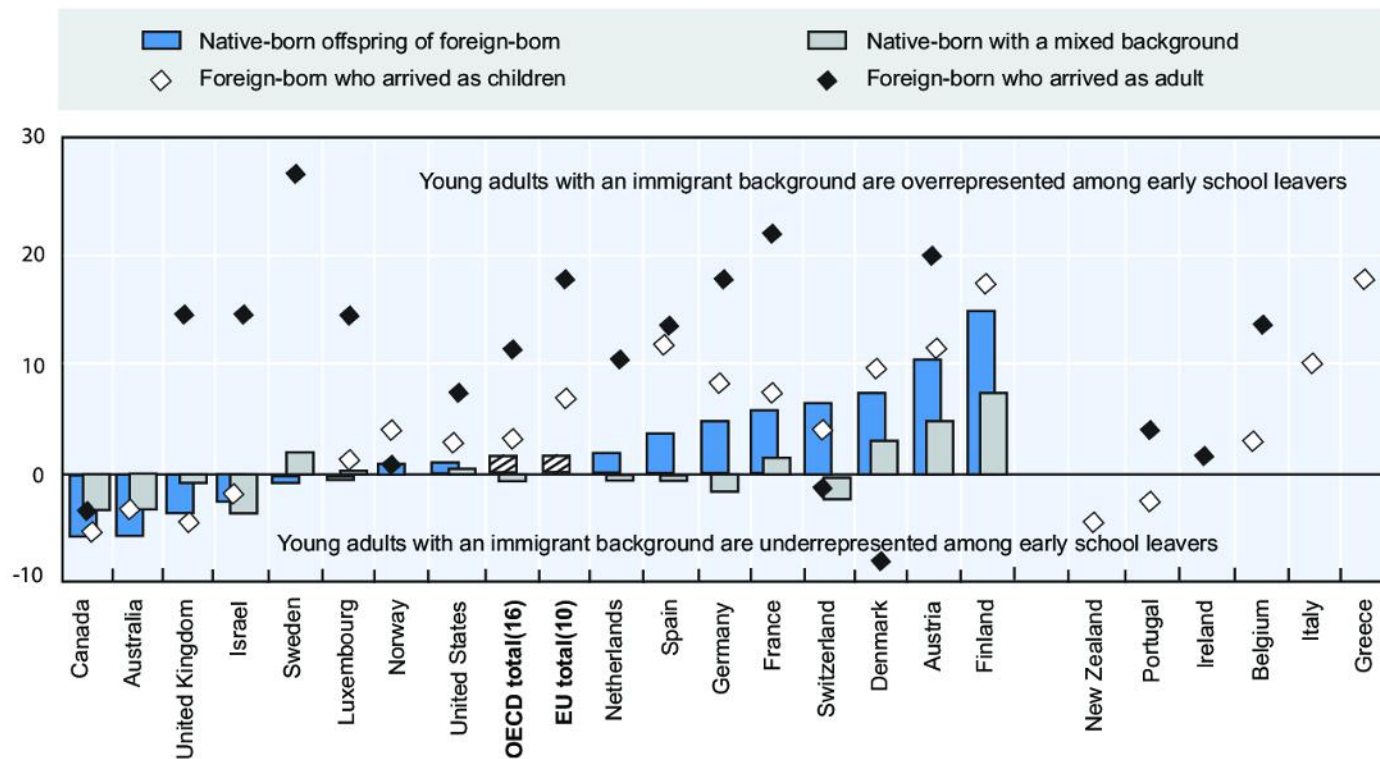


Fig : 3.1.3.5

It is interesting to note that the percentage of highly educated persons with at least three years of post-secondary education is equal among Swedish born and foreign born persons, 25 percent. The overall difference with regard to post-secondary education is small; 40 percent of Swedish born persons aged 25-64 have post-secondary education compared to 39 percent of foreign born persons. However, a larger share of foreign-born persons than Swedish-born persons has only compulsory education, 20 and 11 percent respectively.

The difference in the level of education among foreign born and Swedish born persons is greater for women than for men. Similarly, more foreign-born women only have compulsory school as compared to women born in Sweden, 20 and 8 percent respectively, and the share of highly educated persons is lower among foreign-born women.

The level of education for persons who immigrated to Sweden varies considerably, depending on which countries these persons have emigrated from. The differences are largely explained by the age structure, the reasons for immigrating to Sweden and the educational structure in the countries from where they emigrated.

The table below explains the variations in education between native-born and foreign-born on different levels in the educational system in Sweden.

Educational level for Swedish/foreign born by sex, 2013. Ages 25–64. Percent							
	Sex	Population (number)	Compulsory education	Upper secondary education	Post secondary education less than 3 years	Post secondary education 3 years or more	Information about education missing
Total	Total	4,910.989	13	45	15	25	2
	Women	2,421.477	11	42	16	30	1
	Men	2,489.512	15	48	15	21	2
Swedish born	Total	3,877.266	11	48	15	25	0.4
	Women	1,896.573	8	45	16	30	0.3
	Men	1,980.693	14	51	15	20	0.4
Foreign born	Total	1,033.723	20	35	14	25	7
	Women	524.904	20	33	14	28	5
	Men	508.819	19	36	14	23	8

Table : 3.1.3.10.

Many who immigrated to Sweden during the 2000s have a higher level of education than those who immigrated earlier. Their level of education is even higher than the Swedish born persons in the population. The share of highly educated persons is 29 percent, as compared to 25 percent in the Swedish-born group. A large proportion, 44 percent, of those who immigrated during the 2000s is relatively young, which partly explains the high level of education.

The women who immigrated to Sweden during the 2000s have post-secondary education of 3 years or more to a greater extent than men, 32 and 27 percent respectively. In addition, a larger share of women has only compulsory education compared to men, 20 and 18 percent respectively.

Of those who emigrated from Africa and Asia, a relatively large share has only compulsory education, 34 and 26 percent respectively. A larger share of women born on these two continents only have compulsory education while a larger share of men has post-secondary education of 3 years or more.

(b) Employment

Migrants and their families tend to struggle to integrate. They show rather poor labour market outcomes and experience much higher levels of relative poverty and lower-standard housing than the native-born.

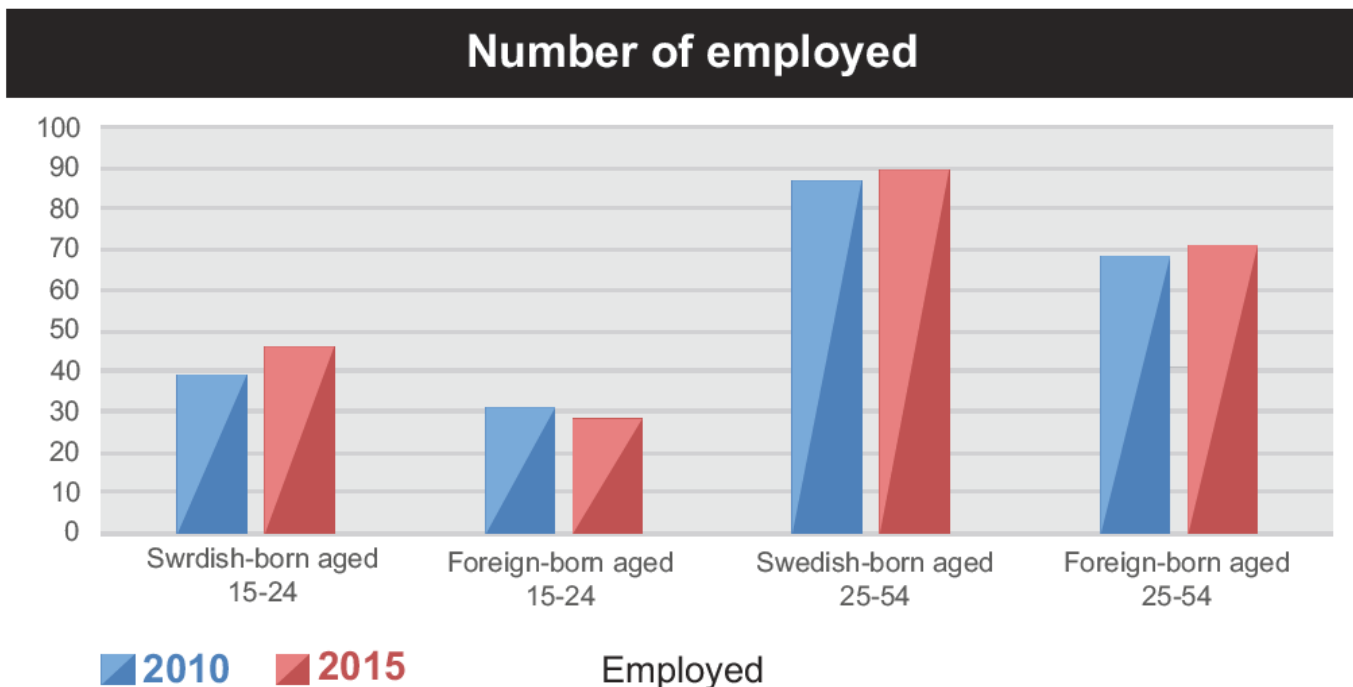


Fig : 3.1.3.6

As can be seen in the graph above, employment is higher among Swedish-born individuals as compared to corresponding foreign-born groups. The unemployment levels are thus higher among the foreign-born cohorts, as can be seen in the following graph.

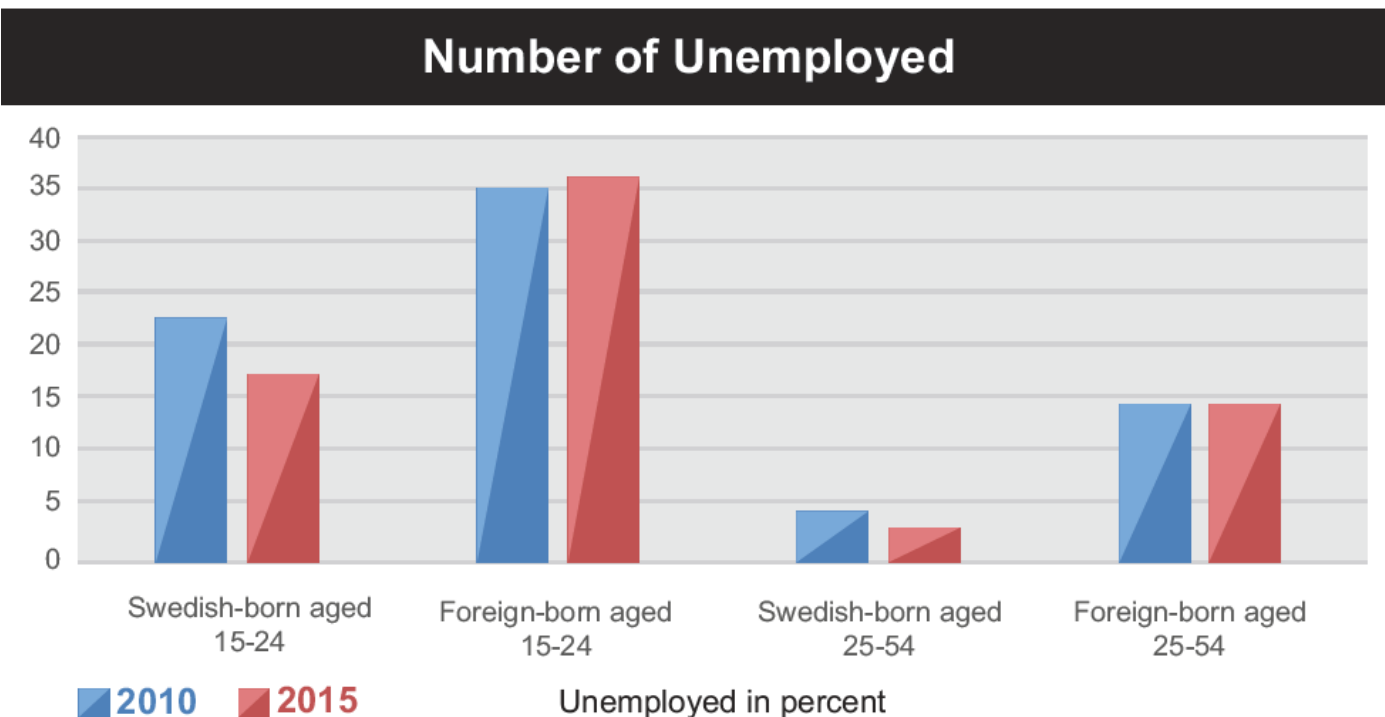


Fig : 3.1.3.7

(c) Income

The annual income is also lower in foreign-born households and the poverty rates are 26.8 % of 16-year-olds and older living in immigrant households as compared to 15.4 % for the corresponding native-born group. 29.6 % and 16.3 % being the numbers for EU.

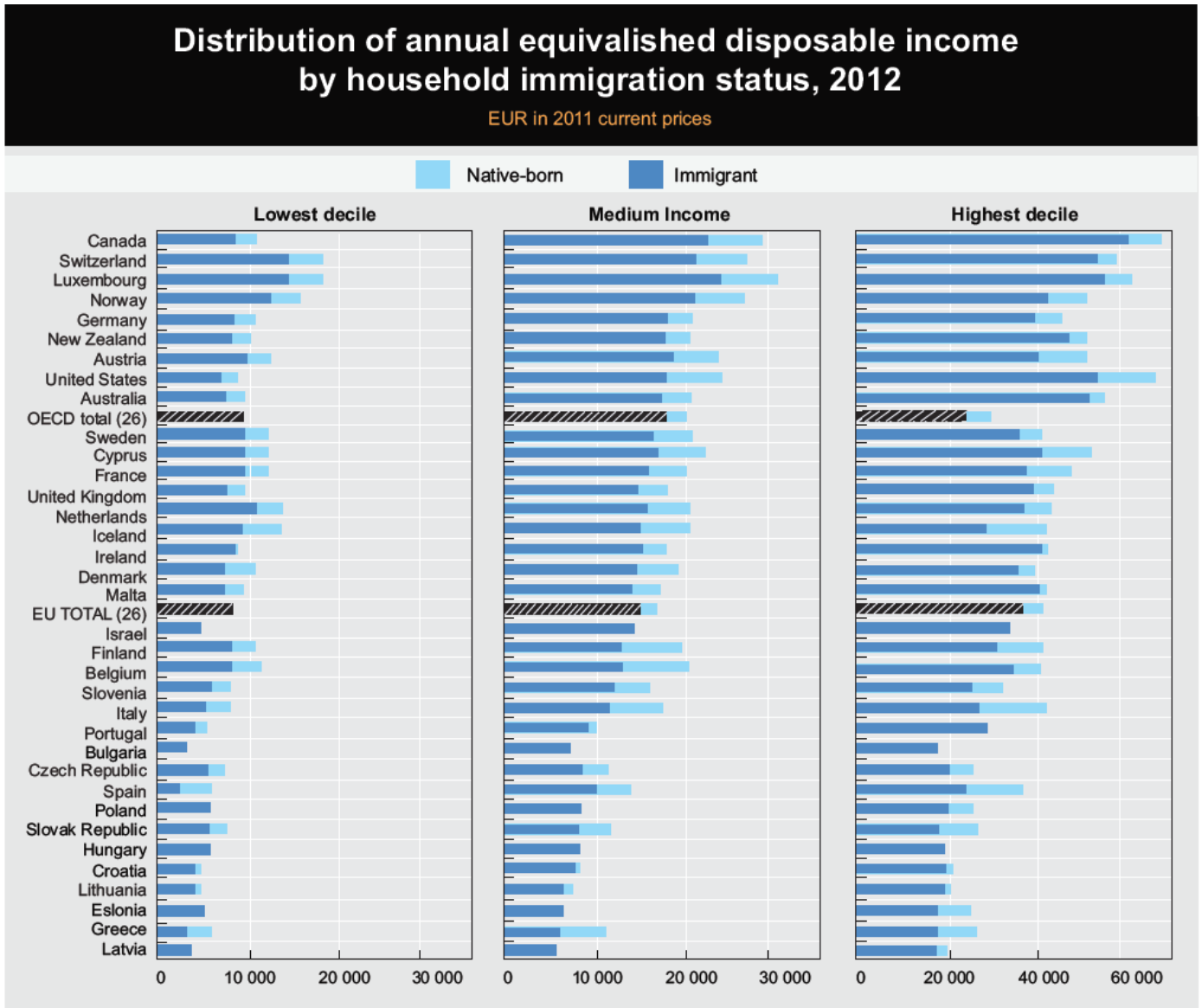


Fig : 3.1.3.8

(d) Health

According to the “Health among foreign-born Swedes 2000–2005 Surveys of Living Conditions” (ULF), people with foreign backgrounds uniformly reported having poorer health than those with Swedish backgrounds. Interviewees born outside of Europe reported having the worst health, followed by those born outside EU15 countries. The health patterns of people born in EU15 countries were more similar to those of native-born Swedes.

These disparities emerged in the responses to almost all health-related questions. They were particularly pronounced in relation to subjective health, diminished work capacity and physical disabilities, but were also evident in form of symptoms of anxiety and nervousness. It was three to four times more common for foreign-born interviewees with origins outside Western countries to assess their health as poor or very poor compared with interviewees with Swedish backgrounds. See the following graph:

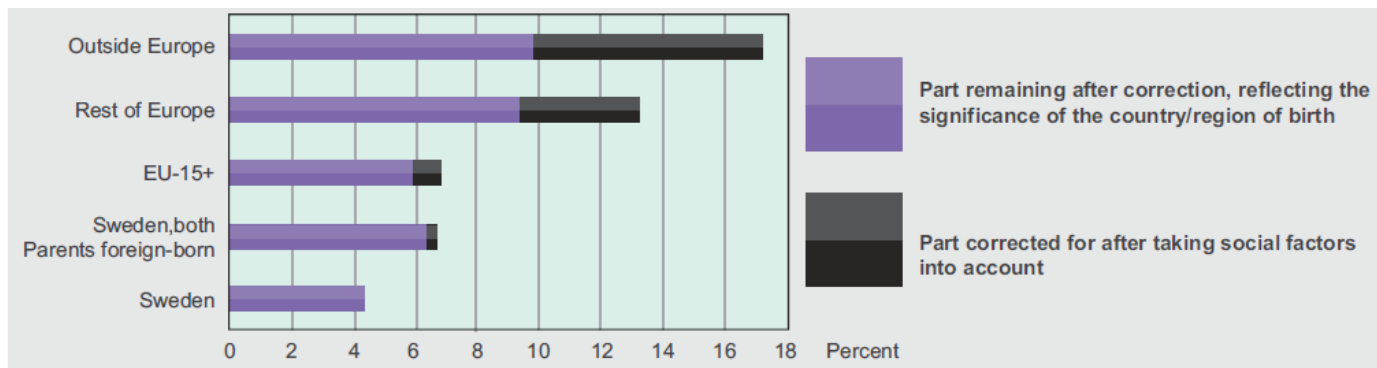


Fig : 3.1.3.9

When the analysis was corrected for social differences across groups – such as how common it was for interviewees to be labourers, to have poorer economic resources and to live in rented accommodation – the health disparities decreased significantly, as can be seen above. This indicates that social living conditions in Sweden are largely responsible for the ill-health reported by people of foreign background.

Other important causes of a poorer state of health include, for example, risk factors associated with being a refugee and a newcomer in Swedish society. It takes at least ten years for an immigrant or a refugee to enjoy living conditions equivalent to those of the rest of Sweden’s population. It is probable that perception of being discriminated against also contributes to poorer health. In common with Swedish-born women, foreign-born women report more instances of ill health than men of the same background. A similar picture is painted by the 2012 report on medical needs being met or not, as shown by the following graph.

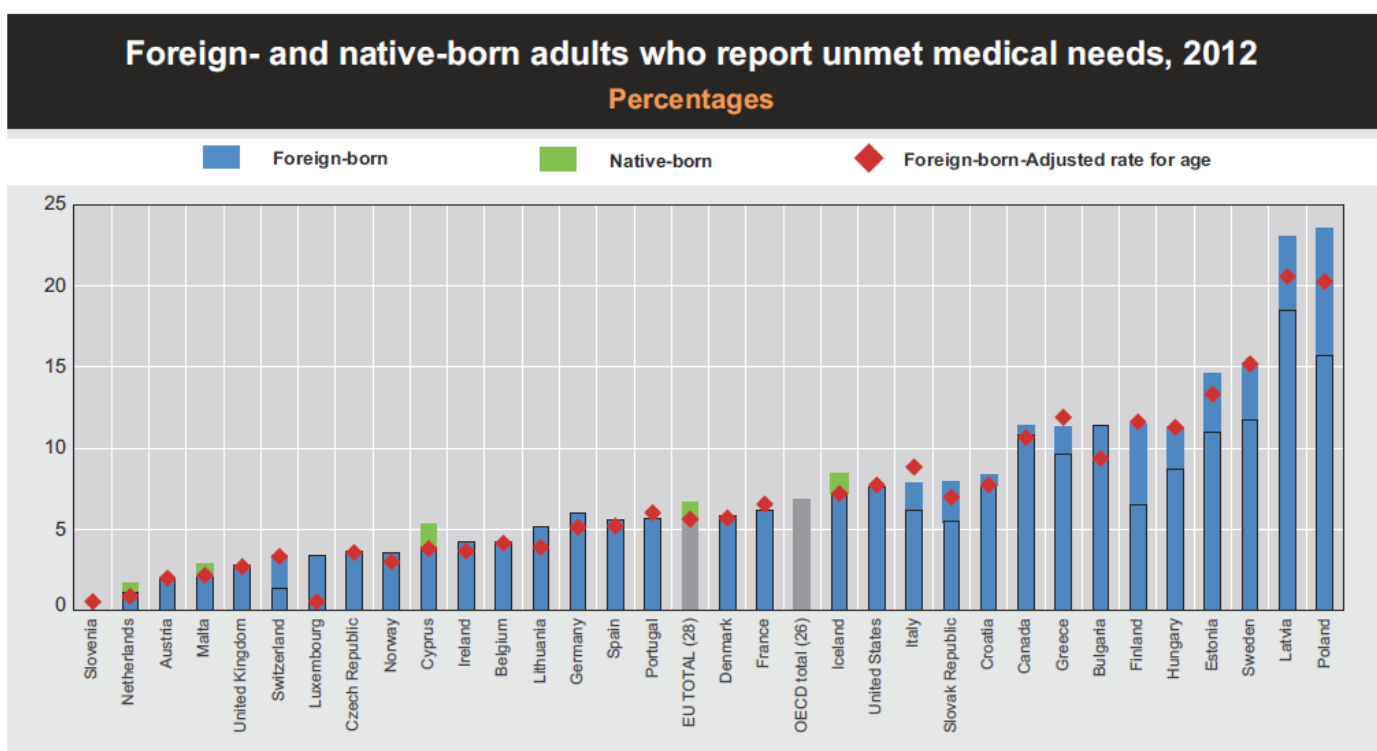


Fig : 3.1.3.10



Conclusions

In Sweden in general there has been a considerable increase of children with foreign background in all age groups between 2010-2015. The corresponding figures for children with Swedish background is significantly lower or even at a slight decrease. In the county of Gävleborg the increase of children with foreign background is much higher than in the rest of Sweden. The majority of these children are foreign-born.

All immigrant and refugee children living in Sweden have the same right to attend school and preschool as other children living in Sweden. This is a privilege that most families take advantage of, almost to the same extent as Swedish families. A place in school is to be provided within 3 months, which means that the influx of immigrant children poses great challenges on the Swedish school system.

However, statistics show that immigrant offspring have lower education outcomes and there are also more early school leavers among students with foreign background. These factors can be a result of the fact that it takes time to get integrated into society for these children and the fact that the educational level among the foreign-born adult generation is lower than their native-born counterpart.

There are of course great varieties in the foreign-born group, depending upon which country they come from. One can also see that recent immigrants have a higher level of education than those who immigrated earlier, but there are also groups of immigrants that only have primary school competences.

Migrants and their families tend to struggle to integrate. They show rather poor labour market outcomes and experience much higher levels of relative poverty and lower-standard housing than the native-born. Their annual income is lower and poverty rates are higher.

People with foreign backgrounds uniformly have reported having poorer health than those with Swedish backgrounds. Interviewees born outside of Europe reported having the worst health, followed by those born outside EU countries. However, if the data is corrected for social differences the health disparities decrease significantly, which points to the fact that social living conditions in Sweden are largely responsible for the ill-health reported by people of foreign background.

Summary of policies

The municipalities are responsible for the children's schooling and ensuring that young people are offered a place at a municipal school unit. Children have the right to attend preschool from the age of 1 and municipalities are obliged to offer a place in a preschool within 3 months after registration. The Swedish National Agency for Education is responsible for schools in Sweden and apart from setting up the framework and curricula for Swedish schools it also offers assistance and advice to school boards, principals and teachers.

The mission of Swedish preschools is first and foremost to encourage each child's development, and for it to meet other children. In kindergarten, the game is just as important for children's development and learning. The children try to express themselves by singing, dancing, drawing and painting. Language is important, both the Swedish language and the children's mother tongue, if other than Swedish. The Swedish curricula for preschools also stress the importance of each child's own culture and the equality of all individuals, regardless of background.

Preschool staff in the country's kindergartens in contact with more and more children and parents who speak a language other than Swedish. Important factors in the work of multilingualism in preschools are the staff's attitude and knowledge of how to give children who speak several languages to develop both Swedish and their mother tongue. Since the majority of preschool staff primarily speak Swedish many questions and concerns arise about how to follow the curriculum's intentions. According to the preschool curriculum, preschools should strive to ensure that children who have a mother tongue other than Swedish develop their ability to communicate in both Swedish and the mother tongue.

Research shows that the single most important factor in students' ability to learn in school is the teacher. Subject teachers' competence to teach newly arrived pupils is therefore a crucial factor for success in school. Collaboration between subject teachers and tutors improves the conditions for the student's ability to perform well. In order to cope with a more diverse working environment the National Agency has developed support materials, based on the Education Act and the preschool curriculum, which aim to improve pre-school staff's knowledge, inspire and provide guidance in the work of multilingualism in preschool.

Multiculturalism in Swedish schools is for most municipalities a new phenomenon, which poses a great number of challenges on Swedish municipalities in terms of organisation, facilities, floor space, competence development among staff and the carrying out of daily activities in the preschools to meet the new children.

The vast majority of teachers have not been trained for the situation that Swedish preschools find themselves in, which is a challenging situation for each school, municipality as well as for the National Agency for Education.

The Education Act and the curricula clearly describe the goals with the activities of the Swedish preschool, but the municipalities, whose responsibility it is to carry out this mission, are met with great challenges caused by the significant increase of immigrants recently.

A great deal of work is being done to meet these challenges on all levels, local, regional as well as national – work that is initiated and carried out by authorities as well as on grass root level, by teachers in the classrooms.

Complementary data on migration

The numbers of the culturally/linguistically divers population during the last two decades have been growing rapidly and has reached 8.3 million people or 13% of the total population in 2014. For example, the percentage of the foreign born population in the uk in 1991 was only 5.8%. Source: ONS, Estimated Population by Country of Birth and Nationality January 2014 to December 2014,

Population in the United Kingdom, excluding some residents in communal establishments, by country of birth (thousands)

Countries of the UK, unitary authorities, local authorities, metropolitan and London boroughs and counties	Total	United Kingdom	Non-United Kingdom	European Union	Non-European Union					
				European Union (1)	All (2)	Other Europe (2)	Asia		Rest of the World	
							All	South Asia	All	Sub-Saharan Africa
United Kingdom	63,686	55,375	8,277	3,025	5,252	289	2,749	1,739	2,213	1,208
England	53,541	45,918	7,593	2,680	4,912	268	2,575	1,656	2,069	1,141
London	8,455	5,359	3,082	929	2,153	157	1,013	641	983	544
Inner London	3,346	2,012	1,325	417	908	73	353	189	481	220
Outer London	5,109	3,348	1,757	512	1,245	84	659	452	502	324
Wales	3,060	2,880	180	80	100	5	52	22	43	26
Scotland	5,264	4,882	381	181	200	13	102	54	84	35
Northern Ireland	1,821	1,696	124	84	40	3	20	8	17	7

Table :3.1.4.1.

Source: Annual Population Survey (APS), ONS

(1) European Union consists of the countries in the EU14, and (from 1 January 2004) the EU8, Malta and Cyprus, and (from 1 January 2007) the EU2, and (from 1 July 2013) Croatia. The United Kingdom is not included in this grouping, but is shown separately.

(2) Excludes United Kingdom and other European Union countries.

According to the Table 3.1.4.1, the biggest the majority of foreigners live in London and constituting 36 % of inhabitants in the capital. 14% of population in England are foreign-borns, whereas in Scotland and Northern Ireland the numbers constitutes 7 %. The least share of foreign borns could be found in Wales (6%). The highest number of foreign borns arrives from the EU countries and South Asia.

The size of the foreign-born population in the UK increased from about 3.8 million in 1993 to over 8.3 million in 2014 (see Figure 3.1.4.1.). During the same period the number of foreign citizens increased from nearly 2 million to more than 5 million.

The number of foreign-born people in the UK increased in almost every year, although there were slight decreases in 1996, 2007 and 2010, while the number of foreign-born increased again from 2011. Over the whole time period analyzed (1993 to 2014) the highest growth in the foreign-born population occurred between 2005 and 2008. This period coincides with the significant inflow of Eastern European migrants following EU enlargement in 2004.

Total foreign-born population, 1993-2014

Chart provided by www.migrationobservatory.ox.ac.uk

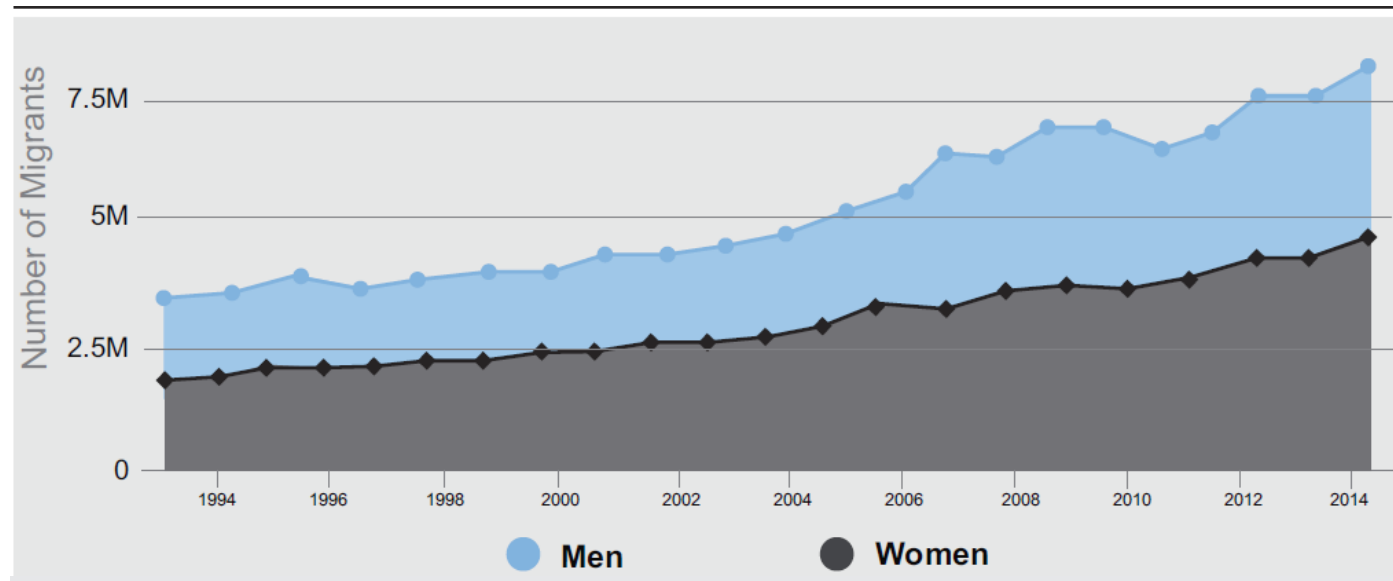


Fig :3.1.4.1.

Source: Labour Force survey Q4

Long-Term International Migration estimates in the YE June 2016 were:

net migration = +335,000 (similar to YE June 2015), comprising +189,000 EU citizens, +196,000 non-EU citizens and -49,000 British citizens

immigration = 650,000, the highest estimate recorded (up 11,000 (not statistically significant) from YE June 2015)

emigration = 315,000 (up 12,000 (not statistically significant) from YE June 2015)

Net migration was similar to the YE March 2016 estimate of +326,000 (sources: National office of statistics).

The migration by the country of origin

The Polish immigrants represent one of the most numerous minorities living in the United Kingdom. (853 thousands in 2014) The second largest group constitutes immigrants from India (365 thousands) and Ireland (331 thousands).

Foreign population in the United Kingdom, excluding some residents in communal establishments, by sex, by nationality (thousands)

	Nationality	Total	Male	Female
1	Poland	853	415	439
2	India	365	192	173
3	Republic of Ireland	331	145	186
4	Pakistan	210	116	94
5	Romania	175	89	86
6	Portugal	175	80	95
7	Italy	170	90	80
8	France	160	71	89
9	Lithuania	155	72	84
10	United States of America	153	72	81

Table: 3.1.4.2. **Source:** Annual Population Survey (APS), ONS

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Foreign-born population in the United Kingdom, excluding some residents in communal establishments, by sex, by country of birth (thousands)

	Country	Total	Male	Female
1	India	793	407	386
2	Poland	790	373	417
3	Pakistan	523	282	241
4	Republic of Ireland	383	168	215
5	Germany	301	135	166
6	Bangladesh	212	112	100
7	South Africa	201	93	108
8	China	196	84	112
9	United States of America	187	89	97
10	Nigeria	178	88	89

Table : 3.1.4.3. **Source:** Annual Population Survey (APS), ONS

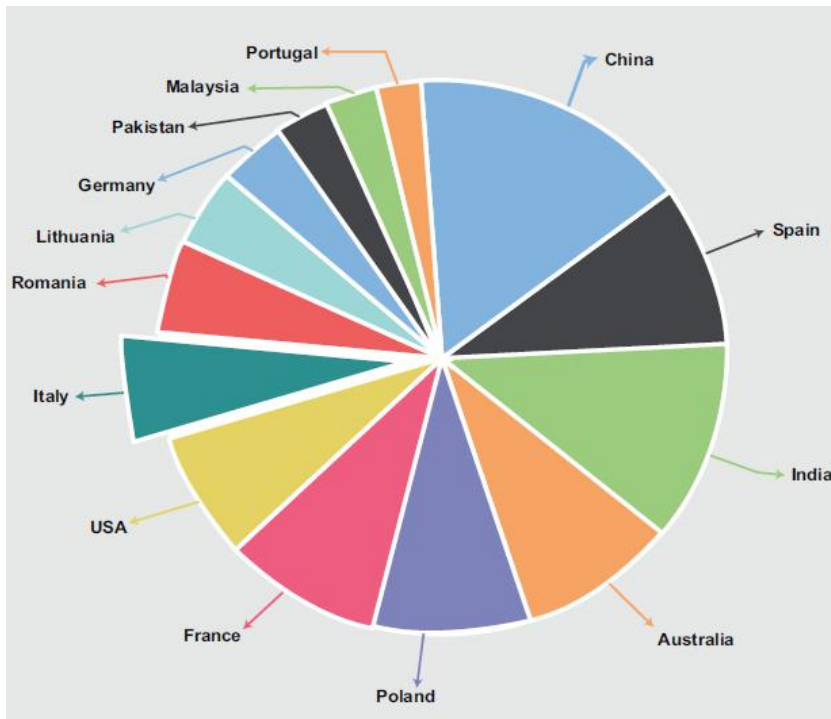
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Referring to the numbers of foreign-born population, the most numerous group are migrants born in India and Poland. (793 and 790 thousands respectively). The third most numerous group are migrants born in Pakistan (523 thousands)



The map below, using the ONS' most recent data, shows the 15 most common "last countries of residences" for migrants coming to Britain in 2013.

Where have they been coming from?
 (Long-term International Migration, estimates from International Passenger Survey: annual data, 2013)



China is the most popular country of origin, with 46,000 arriving in Britain in 2013. The second most popular “last country of residence” is Spain, with 33,000 of its denizens arriving in Britain that year, and a similar amount from India. Around 29,000 migrated from Australia, 27,000 from Poland, 22,000 from France and 20,000 from the USA. Malaysia and Portugal are the 14th and 15th most popular countries of origin, with 9,000 and 8,000 migrants from each respectively. Three-quarters of immigrants to the UK are people migrating to work or study.

There were 25,771 asylum applications from main applicants in the year ending June 2015, an increase of 10% compared with the year 2014 (23,515). The number of applications remains low relative to the peak number of applications in 2002 (84,132).

Fig : 3.1.4.2.

Asylum applications and initial decisions for main applicants

Year	Total applications	Total initial decisions	Granted (1)	Granted as a % of initial decisions	Refused	Refused as a % of initial decisions
Year ending June 2011	18,823	18,935	5,365	28%	13,570	72%
Year ending June 2012	19,996	16,644	5,803	35%	10,841	65%
Year ending June 2013	23,523	18,712	7,105	38%	11,607	62%
Year ending June 2014	23,515	13,795	5,120	37%	8,675	63%
Year ending June 2015	25,771	28,538	11,600	41%	16,938	59%
Change: latest year	+2,256	+14,743	+6,480	-	+8,263	-
Percentage change	+10%	+107%	+127%	-	+95%	-

Table: 3.1.4.4

Table notes

Source: Home Office, Immigration Statistics April to June 2015, **Asylum table as 01 q.**

(1) Granted includes grants of asylum, humanitarian protection, discretionary leave, leave to remain under family life or private life rules, leave outside the rules and UASC leave.

In the year ending June 2015, the largest number of applications for asylum came from nationals of Eritrea (3,568), followed by Pakistan (2,302) and Syria (2,204). World events have an effect on which nationals apply for asylum at any particular time. For example, the number of applicants from Syria increased sharply following the outbreak of the Syrian civil war in early 2011. In the year ending June 2015, including dependants, there were 2,475 asylum applications from Syrian nationals, compared to 186 in the year ending June 2011. In addition, increasing numbers of people have sought asylum from Eritrea mirroring the increased international concern over human rights within that country. In the year ending June 2015, including dependants, there were 3,624 asylum applications from nationals of Eritrea compared to 834 in the year ending June 2011. In contrast, applications from Zimbabwean nationals have fallen by more than two-thirds (-69%) since year ending June 2011, from 913 to 279 in the year ending June 2015.

Grant rates for asylum, humanitarian protection, discretionary leave or other grants of stay vary between nationalities. For example, 87% of the initial decisions made for nationals of Syria were grants, compared with 73% for Eritrean nationals and 22% for Pakistani nationals.

In the year ending June 2015, the number of initial decisions on asylum applications more than doubled to 28,538. Of these initial decisions, 41% (11,600) were grants either of asylum or an alternative form of protection, compared with 37%

(5,120) in the previous year, and this is the highest number of grants since the year ending December 2003 (11,074). The Home Office has worked to ensure that straightforward asylum applications made before 1 April 2014 received initial decisions by 31 March 2015. This is reflected in the 107% rise in the number of initial decisions.

The overall proportion of applications either granted asylum or a form of temporary protection at initial decision or after having an appeal allowed by the courts was estimated to be 43% in 2014, having risen over the past decade from only 26% in 2004.

Estimated figures show the UK had the seventh highest number (33,000) of asylum applications within the EU in the year ending June 2015, including dependants. Germany (259,000), Hungary (93,000) and Sweden (78,000) were the top 3 receiving countries.

In addition to those asylum seekers who apply in the UK, resettlement schemes are offered. In the year ending June 2015, a total of 809 were resettled in the UK. Of these, 166 (216 since the scheme began) were granted humanitarian protection under the Syrian Vulnerable Persons Relocation Scheme.

Top 5 nationalities applying for asylum, year ending June 2015 compared with year ending June 2014

Ranking year ending June 2015 (Year ending June 2014)	Nationality	Year ending June 2014	Year ending June 2015	Grant rates based on initial decisions (1)
1 (2)	Eritrea	2,113	3,568	73%
2 (1)	Pakistan	3,088	2,302	22%
3 (4)	Syria	1,688	2,204	87%
4 (3)	Iran	2,033	2,049	57%
5 (8)	Sudan	938	1,799	83%

Table : 3.1.4.5

Table notes

Source: Home Office, Immigration Statistics April to June 2015, **Asylum table as 01 q**.

(1) Grant rates relate to the number of grants for asylum, humanitarian protection, discretionary leave or other grants of stay as a proportion of all initial decisions made in the year ending June 2015. Asylum grants are based on initial decisions and they do not necessarily relate to applications made in the same period.

Expected future trends

The Office for National Statistics produces projections on different assumptions about net migration. If net migration were reduced to zero the population would rise gradually to 67.7 million (from its current 65 million) in twenty-five years before gradually declining from the middle of the century.

In contrast, under the principal projection from the ONS with net migration at 185,000, the population is expected to increase by a total of 9.7 million over the next twenty-five years, passing the 70 million mark sometime in 2026³⁸.

If net migration continues at around recent levels, (net migration has averaged 250,000 in the last ten years) then the population is projected to rise by 500,000 a year and so reach 73 million in the next 15 years. This is the ONS 'high' migration scenario of 265,000 per year. This increase of nearly 8 million people is the equivalent of adding the combined population of Greater Manchester and the cities of Birmingham, Glasgow, Liverpool, Leicester, Leeds, Sheffield, Bradford, Nottingham, Portsmouth and Bristol. 75% of this increase would be from future migration and the children of those migrants.

(Source: <https://www.migrationwatchuk.org/key-topics/population>).

Projections at Different Levels of Net Migration
based Population Projections, Office for National Statistics.

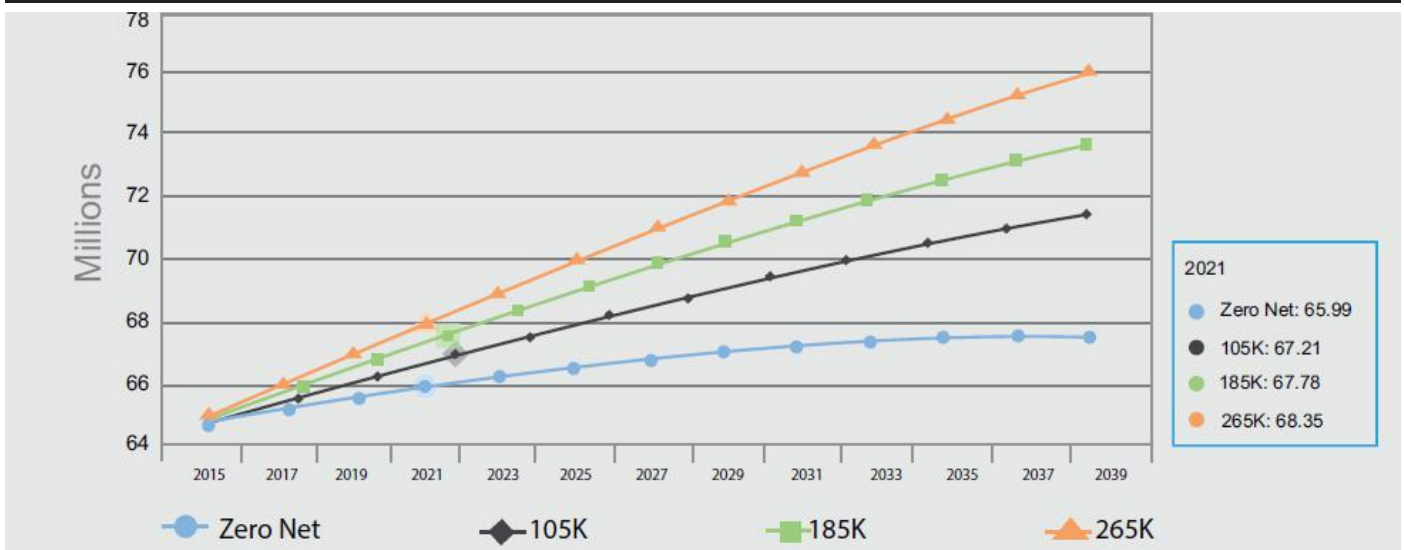


Fig : 3.1.4.3

Projection	net migration assumption	UK Population in 2039 (millions)	Population increase (millions)	% of increase down to future migration
Zero net	Zero	67.7	3.1	0
Low	105,000	71.8	7.2	57%
Principal	185,000	74.3	9.7	68%
High	265,000	76.8	12.2	75%

Table : 3.1.4.6

38. More information Office for National Statistics

Some final remarks

Migration policy-making in the UK has been mostly driven by short-term economic objectives and human rights frameworks (for example, for the admission of family migrants and asylum seekers). This and the English language has made the UK the most popular European country for migrants from the other European countries and else where in the last decades. However in the approach to Brexit referendum and after it the demographic arguments are gaining more the idea that Britain's demography is not 'sustainable'. The impact of immigration on population growth has become a hot issue in public debates about growing housing needs, congested road networks and public transport, loss of countryside to eco-town developments, and public service provision, including school places. This has contributed to the public anxieties about migration, asylum seekers, and the 'failure of multiculturalism'. The debates where population control and environmentalist lobbies advocate immigration restrictions are becoming more and more vocal. However the zero net migration is highly unlikely, also in the post Brexit Britain. This makes the inclusion of young migrants and their families into the preschools/schools and wider a constant task for the educators in the UK.

Data on children foreigners

Numbers of immigrant children

There is no official statistics that would offer the date on 'children foreigners' in the UK. This is due to the fact that data of children is not collected in this way. The children are instead officially identified as children whose first language is other than English, known as English as an additional language (EAL) children. Not all of these children are necessary foreigners or foreign born. The term instead refers to all pupils whose first language is not English, but who are living and attending school in England. EAL student is characterised as a "pupil whose first language is known or believed to be other than English". The Department for Education (DfE) defines 'first language' as "the language to which a child was initially exposed during early development and continues to be exposed to this language in the home or in the community" (DfE, 2013).

The children who are labelled as ESL children fall into a number of different groups and have very different needs. These groups include, children belonging to well established ethnic minority communities in the UK, children of refugees and asylum seekers, and children of migrants whose parents have come to the UK to work. It is also likely that some children with English as an additional language will be "invisible" and will not appear in school statistics. These may include children, those who are outside formal education, those in immigration detention, those who have not yet been allocated school places by local authorities, others whose parents may migrate to different regions of the UK or globally, and children

who are trafficked into the UK.

The needs of children from refugee communities will differ from the needs of children of labour migrants and from those who arrive as unaccompanied asylum seekers. Some children may have been well-educated in their country of origin, while others may have had little, or disrupted, schooling. Some children who come from war-torn countries need psychological help. At school level, all these factors bring with them specific costs and a need for a particular expertise amongst school and local authority staff.

In 2013, there were over 1 million school-age students between 5 and 16 years old in English schools whose first language was known or believed to be other than English, out of a total student population of 8.2 million (DfE, 2013b4). 18.1 % of primary school students and 13.6 % of secondary school students in England speak a language other than English as a first language. In 2012, the figures were 17.5 % and 12.9 % respectively in primary and secondary schools. The table below shows that the number of children with English as an additional language in England has doubled since 1997.

MAINTAINED PRIMARY AND SECONDARY SCHOOLS: NUMBER AND PERCENTAGE OF PUPILS BY FIRST LANGUAGE

	PRIMARY Number of primary pupils whose first language is other than English	Percentage of primary pupils whose first language is other than English	SECONDARY Number of secondary pupils whose first language is other than English	Percentage of secondary pupils whose first language is other than English	TOTAL Total number of pupils whose first language is other than English
1997	276,200	7.8	222,800	7.3	499,000
1998	303,635	8.5	238,532	7.8	542,167
1999	301,800	8.4	244,684	7.8	546,484
2000	311,512	8.7	255,256	8	566,768
2001	331,512	9.3	258,893	8	590,405
2002	350,483	10	282,235	8.6	632,718
2003	362,690	10.4	291,110	8.8	653,800
2004	376,600	11.0	292,890	8.8	669,490
2005	395,270	11.6	299,200	9.0	694,470
2006	419,600	12.5	314,950	9.5	734,550
2007	447,650	13.5	342,140	10.5	789,790
2008	470,080	14.4	354,300	10.8	824,380
2009	491,340	15.2	362,600	11.1	853,940
2010	518,020	16	378,210	11.6	896,230
2011	547,030	16.8	399,550	12.3	946,580
2012	577,555	17.5	417,765	12.9	995,320
2013	612,160	18.1	436,150	13.6	1048310

Table :3.1.4.7

Source: <http://www.naldic.org.uk/research-and-information/eal-statistics>

These figures, however, should not be taken to reflect a uniform lack of proficiency in English. The guidance on language coding provided by the DfE to schools for completion of census data states that where a child is „exposed to more than one language (which may include English) during early development the language other than English should be recorded irrespective of the child’s proficiency in English“ (DfE, 2013a, p. 30). Similarly, the census figures do not distinguish between foreign born children whose first language is not English and second generation children born in the UK who are either bilingual or whose first language is not English (see also Strand & Demie, 2006 and 2007).

The numbers of preschool children who are of foreign origin does not exist in England. The preschool in England is not obligatory and many children with English as an additional language will be „invisible“ and will not appear in statistics.



Summary of policies

Under Article of the United Nations Convention on the Rights of the Child (UN, 1989) and Article 2 of the first protocol of the European Convention on Human Rights (EU, 1998), both of which the UK is signatory to, all states must recognise the right of every child to an education. This means that UK schools must absorb migrant children into populations. Classrooms, playgrounds and school corridors across the UK become a critical location for the playing out of relationships between migrant populations and the communities they live in. In the UK political climate community of the first decade of the new millennium cohesion was a central aim and schools have been identified as locations where cohesion can be fostered (CIC, 2007; Vertovec, 2007). However, the significance of migrant children in schools, this is still largely un-researched area.

The existence of an *'endemic'* dilemma between *'commonality'* and *'difference'* in schools means that schools must negotiate 'how to offer learners who are palpably different from each other something (*"an education"*) that is palpably the same for all' Over the past five decades the British government has offered a raft of education policies aimed at addressing this dilemma. It moved from promoting assimilation and integration in the 1960s and 1970s, to a multicultural model and ideas of antiracism in the 1980s. At present (for the moment anyway) it has settled on ideas of an 'inclusive' education. However, the concept of an inclusive education is not well defined. Its central feature is providing a high-quality education for all students within mainstream schools. Implicit in this are ideas of

equal opportunities and nondiscrimination. Furthermore, an inclusive school should provide a 'welcoming community' and the opportunity for each individual to retain and develop his or her own cultural identity. The duty for schools to work towards community cohesion and the creation of strong positive relations between people from different backgrounds, which was stated in 2006, adds strength to the aims of inclusion (DfES, 2006a). In 2011 however, the government set out the need for *'British values'* to help everyone live in safe and welcoming communities where they feel they belong. These British values are defined as Democracy, The rule of law, Individual liberty and mutual respect, Tolerance of those with different faiths and beliefs. These values are not unique to Britain but are universal aspirations of equality and are, as such, fundamental to helping all children become compassionate, considerate adults who form part of a fair and equal society. Early years settings must demonstrate these values through the management and implementation of the Early Years Foundation Stage and ensure that they are understood and applied.

The childcare system in England is a mixed economy, with services provided by the public, private, voluntary and independent sectors. Most providers must register with and be inspected by the regulator Ofsted. Since the 1998 National Childcare Strategy (DfE, 1998), key government policies and programmes have focused on how to increase the availability of early education and childcare services, improve the quality of provision and make services more affordable to parents. This trend has continued under the Coalition and Conservative governments. The Children and Families Act 2014 introduced a number of measures which aim to help parents better balance their work and home life, including extending the right to request flexible working to all employees from 30 June 2014, and mothers, fathers and adopters being able to share parental leave around their child's birth or placement from April 2015.⁶ Childcare services for children aged up to 5 years (which includes the first year of school – known as reception class) must comply with the requirements of the Early Years

Foundation Stage (EYFS).

This framework was introduced in 2008 and specifies the ways in which children's learning and development should be supported with a series of milestones which children can expect to reach by particular ages. The framework was later revised several times. The current provision follows the framework from 2014. The Early Years Foundation Stage Profile for every child is completed at the age five with the first progress check at the age of two. It assesses whether the child has achieved a good level of emotional, cognitive and physical development. It is divided into 17 learning goals. The registered settings are inspected by Ofsted against how well they meet the requirements of the EYFS.

The EYFS defines the provision for children who do not speak English as a first language as follows

'For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS: ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.'

The urge to understand the needs of the children in early years has led to preparation of the Guidance on Supporting Children Learning English as an additional language The National Strategies document. The guidance reiterates key principles, highlighting specifically how good practice in supporting the speech, language and communication skills of all children can also be used

to support the skills of children learning English as an Additional Language (EAL). It defines the following key principles:

Key principle: Bilingualism is an asset, and the first language has a continuing and significant role in identity, learning and the acquisition of additional languages. (Supporting children learning EAL: Guidance for practitioners in EYFS – page 4.)

Like all children, those learning EAL thrive and learn best where practice is excellent; key factors include the inclusive attitude and ethos set by leaders and managers and required of all practitioners in the setting, an understanding that bilingualism is an asset, genuinely reflective practice and an adherence to the belief that every child matters. (Supporting children learning EAL: Guidance for practitioners in EYFS - page 8.)

Key principle:

Secure and trusting relationships with a key person are vital to a child's development in all areas. Bilingual support is a highly desirable resource but it has to be accepted that appropriate first-language support may not be available for all children in all settings all the time. (Supporting children learning EAL: Guidance for practitioners in EYFS - page 6.)

Key principle:

The physical environment should also include play and learning resources that positively reflect the children's cultural and linguistic identity and experiences; for example books, posters, labels, role-play equipment including community language newspapers and food packets, displaying a variety of scripts to support language awareness. (Supporting children learning EAL: Guidance for practitioners in EYFS - page 13.)

Key principle:

The physical environment should also include play and learning resources that positively reflect the children's cultural and linguistic identity and experiences; for example books, posters, labels, role-play equipment including community language newspapers and food packets, displaying a variety of scripts to support language awareness. (Supporting children learning EAL: Guidance for practitioners in EYFS - page 13.)

Key principle:

All areas of Learning and Development are interrelated and interdependent, and offer rich opportunities for developing children's use of language. Activities in your setting which you plan specifically to support all children's language and communication skills should need little adapting for children learning EAL. Enhancing activities inevitably benefits all children in the setting. (Supporting children learning EAL: Guidance for practitioners in EYFS – page 16.)

Key principle:

Give children space and time; your patience and support, thoughtful provision, and acknowledgement of their skills in their home language will give them the confidence to achieve in English. Children are natural linguists. With your support children learning EAL will have the best foundation for becoming truly bilingual, with all the intellectual and social benefits this confers. (Supporting children learning EAL: Guidance for practitioners in EYFS – page 18.)

These are the recommendations which are followed in the nurseries across England. In addition local authorities have their own recommendations. Some of them also organise training courses for child care professionals who work in multilingual settings.

Early Years Foundation Stage and performance gap

In 2013, 44 per cent of EAL and bilingual children achieved a good level of development in the EYFS compared to 54 per cent of children whose first language is English. The difference between bilingual children meeting this benchmark and mother tongue English children had been narrowing since 2007 but the introduction of new assessment arrangements has shown an increase in this 'gap'.

There is also variation in the first language attainment gaps (comparing those pupils whose first language is English and those with first language other than English) when looking at the 17 Early Learning Goals. The widest gap is in speaking 19 percentage points lower for pupils whose first language was other than English. The narrowest first language attainment gap is seen in moving and handling where the attainment gap is just 2 percentage points.



Conclusions

The issue of EAL or bilingual achievement calls into question many of the assumptions made within the education system - How are 'EAL' or 'bilingual' pupils defined? and How are their achievements assessed? There are more than a million children between 5–18 years old in UK schools who speak in excess of 360 languages between them and are at varying stages in their learning of EAL, from newcomers to English to fluently bilingual students. The issue of how to provide the best education for EAL children and students therefore constitute an ongoing task and effort across UK educational system. The study conducted by Middlesex University Newly Arrived Migrant and Refugee Children in British Educational System, 2013 (commissioned by Action for Social Integration has defined the following main challenges:

1 Changing demography:

While some schools have a good deal of experience working with ESL children groups, there is a need to keep pace with the changing make up of those groups. The demographic evidence presented in this report illustrates that the groups constituting ESL are under going significant change across the UK.

2 Overcoming main obstacles:

Language is the most obvious obstacle facing newly arrived pupils. While they may pick up spoken English relatively quickly, development of higher order fluency and an advanced level of understanding may take some time and require on-going language support.

Adjusting to a new system:

Depending on their age, children may have had experiences of a very different educational system and it may take time to adjust to the British schooling environment.

Curriculum:

The British curriculum emphasises learning through creativity, especially in primary schools, and this may be unfamiliar to children coming from different educational systems.

Classroom:

the layout of classrooms, in tables rather than in rows of desks, may be new and unfamiliar.

Discipline:

Children coming from educational systems where physical discipline is enforced may find the style of discipline in British schools confusing. The apparent informality of relationships between pupils and teachers may take time to get used to.

Socio-economic disadvantage:

Newly arrived pupils, especially those from refugee backgrounds, may have to cope not only with trauma, loss of loved ones, a new and unfamiliar

environment, but also financial uncertainty, temporary and insecure accommodation. This economic disadvantage may impact on their learning in varied ways.

Unaccompanied minors: there is evidence that some unaccompanied minors have disrupted education, limited English, and insecure migration status. Many are facing deportation back to their country of origin.

Making new friends:

Language barriers may inhibit new friendships and in some cases children may stay within close knit groups of co-ethnics.

Racism:

different groups of pupils may face racism. Children may be confronted by a range of negative stereotypes from other pupils, parents and even some teachers. Experiences of racism and xenophobia are not limited to Black pupils but may also be a problem for White, Eastern European children, especially in the context of economic recession.

3 Challenges facing schools:

There have been several on-going challenges identified facing schools, especially in terms of resources:

Resources:

The on-going arrival of new children, not just at the start of term but throughout the whole year, can place high demands on class teachers. Many class teachers do not have specialised training in language teaching. While some schools do have specialist teams of EAL staff, in many schools there is an expectation that this work will be taken up within classrooms by ordinary teachers. In addition, the cost of translation services can be extremely high and schools may see computer software packages as a more affordable option.

Transitory populations:

Migrant families may move around in pursuit of employment, or in the case of refugee families may be moved between different temporary

accommodation. This means that children change schools which can delay the settling in process.

Language barriers may delay the diagnosis of special educational needs (SEN) in some children. This may be exacerbated in some cases by stigma about special needs within some communities. Newly arrived parents may be reluctant to acknowledge that their child has SENs.

Involving Parents:

most of the parents we interviewed were very positive about the efforts made by schools to welcome their children and involve them as parents. It was suggested, however, that events should not only be organised during the working day as this prohibits many parents from attending.

3.1.5 The Summary of Secondary Data Analysis

From the data presented above, it is obvious how the situation in the partner countries differs. The Czech Republic has a significantly smaller number of foreigners compared to other countries, whether foreigners or foreign-borns. Greece has a similar share of foreign-borns as the Czech Republic. Overall, however, the situation in the Czech Republic differs greatly from the fact that the number of illegal border crossings has increased since 2011 as a result of the long-standing conflict in Syria. Sweden and Great Britain have been immigration countries since World War II. The share of children from different linguistic or cultural backgrounds in pre-school establishments varies according to the number of foreigners in each country. The specific difficulties and challenges that arise in such a situation are reflecting the ECEC policies in pre-school education settings in the countries concerned.

For the MUTUAL project, it was especially important to obtain data on pre-school education and the challenges associated with the number of children from different cultural or linguistic backgrounds in specific pre-school settings. Consequently, we have summarize the general problems of institutional setting. The problems faced by pedagogical staff and other staff will then be discussed in more detail in the next chapter.

Except of Greece, all the countries we have targeted in our project show insufficient capacities of pre-school facilities. At the same time, all of them point to the lack of competence of pre-school teachers in multicultural education. Both of these aspects are particularly problematic in connection with an increasing number of children from different linguistic or cultural environments in these countries. In the Czech Republic, this problem becomes even more urgent, given that one year of pre-school attendance is required by the amendment to the Education Act.

The situation in Greece is particularly specific due to the high number of refugees from the Middle East. In migrant reception centers Refugee education facilities have been set up to allow incoming children to attend school lessons and to learn either in English or Greek.

However, the primary barrier remains the language barrier both in communication with children and with parents. This problem is particularly evident in examinations of children, for example, to diagnose of special educational needs (UK) or to diagnose school maturity by all children in the Czech Republic before entering elementary school.

Involvement of parents is also important for the successful integration of children into education, which is hampered, for example, by a low awareness of services and activities of non-profit organizations assisting foreigners with integration into society. An important role in this process is played by the educational institution itself, which can engage parents more in their child's education (UK) through various activities.

3.2 Survey Data



The following part focuses on qualitative research data that has been examining the work with children from a different linguistic or cultural environment at pre-school age. The project partners conducted 17 qualitative interviews with pre-school teaching staff or other pedagogical personnel. The aim of this research was to get information on how pre-school facilities work with children and parents from different linguistic or cultural backgrounds, and what difficulties and obstacles teachers and other workers identify in integrating these children.

The information gathered during these interviews will be used for the comparative analysis of methods and strategies used to integrate pre-school children from different cultural environment into mainstream education system in partner countries. The questionnaire was designed to fit the needs of countries involved.

The data is again broken down by country where it was retrieved and further organized by the structure of the questionnaire that was created for research purposes. This structure highlights four main topics:

1

General approaches, methods (as viewed by teacher)

2

Activities of work with pre-school children and their parents

3

Main difficulties/obstacles faced in their work

4

What would help/what is needed



3.2.1 Czech Republic

In the course of qualitative research aiming to illuminate the approach of pre-school teachers and pedagogical personnel to children from different cultural environment, we have conducted seven open-end qualitative interviews. Six of the conducted interviews were peer-to-peer in the pre-school environment and one was conducted over the phone. The interviews conducted in the pre-school facilities also enabled the participant observation of classroom environments and interactions between teacher and children-foreigners. Six out of seven interviewees were head masters and teachers of the public pre-school provisions based in Prague. One of the pre-schools was based outside Prague.

All of the interviewees based their answers on the experience of work with children with different mother tongue (non-Czech). Four of the respondents described their experiences when teaching children basic Czech in cooperation with educational NGO META (<http://www.meta-ops.cz/>). Three respondents did not have an explicit experience in cooperating with other actors to support children with different mother tongue. One

of the respondents interviewed indicated a very high numbers of children with different mother tongue without a teacher assistant in classroom helping those children to get by.

The pre-schools involved in qualitative study could be described in terms of numbers of children enrolled. The pre-school located outside of Prague with 164 children 2,5 – 7 years old, 8 out of which were children with different mother tongue (Mongolian and Ukrainian). The next pre-school enrolled 112 children, 3-7 years of age, 16 out of them were Vietnamese, Ukrainian, Russian and Slovak. The third pre-school enrolled 112 children 3-7 years old, 36 of which were from Ukraine, Slovenia, Pakistan, Lebanon, and Hungary. The fourth pre-school affiliated with the Pedagogical Faculty enrolled 135 children from 2,5 to 7 years old, 18 children from Russia, Ukraine, Serbia, Bulgaria, Turkey, Japan, China, Albania and Pakistan. The fifth pre-school enrolled 135 children 3-7 years old with 9 children from different countries, and the sixth pre-school with 104 children enrolled 6 from Vietnam, Ukraine and Macedonia.

Czech Republic

Pre-schools	MŠ 1	MŠ 2	MŠ 3	MŠ 4	MŠ 5	MŠ 6	MŠ 7
Number of Children	164	112	112	135	168	125	104
Number of Children with Different Mother Tongue	8	16	36	18	9	Cca 20	6
Share of Children with Different Mother Tongue (%)	4,9	14,3	32,1	13,3	5,4	Cca 16	5,8
Years of Professional Experience of Respondent	40	30	37	31	12	-	25
Experience of work with Children-Foreigners	10	13	14	13	12	-	-

1

Approaches and Methods Used as Viewed by the Teachers

The most frequent practice of work with children foreigners is the enforcement of position of teacher's assistants for individual approach to children with different mother tongue. Pre-schools involved in the research have often utilized the methods of Step by step Programme³⁹, which was developed in the Central Europe and Eurasia and is based on the division of classroom space according to activities in different centres/corners (building centre, cooking centre, reading centre). The aim of the programme is to supervise and support children in their learning, so that they can manage to achieve different individual goals. According to respondents, this type of individual learning meets the needs of children with different mother tongue the best. One of the assessed pre-school had an opportunity to organize the forest class, which is according to respondents, the most adequate for the children from different linguistic environments:

“We have small classes for siblings, for children with low immunity or children with different mother tongue” (MŠ4)

Some of the pre-schools target specifically the support of linguistic capabilities of children, that's why there are many songs and nursery rhymes used in their daily programme. In other pre-schools teachers use their intuition in the approach to children foreigners:

“Pay an interest to children, show your care, so that the children trust you and then sometimes tell more things to you than to their own parents” (MŠ3)

One of the most frequent good practice identified by the teachers, was their cooperation with NGO META working to support for integration of foreigners. (MŠ2, 3, 4, 7) The most helpful of their activities are Czech classes for foreigners, interpreting services and translation of important documents into the foreign language (for example the school rules, enrolment forms):

“ They (META) organise a number of interesting and useful workshops and trainings. It was useful not only for work with children from different cultural or linguistic environments, but also for work with our Czech children. Every child comes from different family and sometimes unfavourable environment, and may have very low language skills. Therefore, we can apply similar methods of work as with children-foreigners ” (MŠ2)

META supports the cooperation and active involvement of pre-school teachers:

“ We have been working together with META on the translation of Czech vocabulary for children with different mother tongue and now are working on the translations of Czech games ” (MŠ4)

39 In 1994, the Open Society Foundations launched the Step by Step Program, an early childhood education reform initiative in 15 countries in Central Europe and Eurasia as reaction to the decline of early childhood education systems in these regions due to the transition from state control to market economies. Twenty years later, Step by Step has developed into the International Step by Step Association, a network of NGOs and individuals working together to improve the lives of young children and families through a vibrant learning community active in national and regional reform projects.

2

Methods of Work with Children – Foreigners

Among the most frequently used methods in work with children with different mother tongue, the teachers have indicated “KIKUS”- the picture-based method of teaching foreign language to children developed in Germany⁴⁰. At the same time, teachers also often use their own pictures and illustrated books to teach Czech to children- foreigners:

“ Before we started to use “KIKUS”, we had our own books and pictures for communication with children with different mother tongue. We are trying to adjust “KIKUS” to our environment and our constantly changing needs. Our conditions are changing every year, because there are new parents and children arriving to pre-school. The methods of work with those children should be focused to the maximum support to a child dedicated by the teacher. From the beginning teacher has to monitor the behaviour and reactions of a child- his/her perceptions, so that the child is not excluded ”
(MŠ2)

Other schools, which do not use the tools developed by “KIKUS”, use similar individual approach to education of children with different mother tongue:

“ They do participate in all the class activities according to the daily education plan. In addition, they have an individual work with teacher assistant - look through the picture books together, special picture vocabulary, according to their age - discuss with the assistant and repeat the words and learn together. We trust our intuition, we experiment, we are open and supportive to children and parents, so they feel safe in pre-school ”
(MŠ1)

Teachers have also described that as the pictograms and picture books are important, so is the example - to demonstrate the activity step by step thereby showing children the example.

3

Main Obstacles and Difficulties in Work with Children and Parents - Foreigners

Lack of Language Skills

One of the main obstacles identified by the teachers was the lack of Czech language in communication between parents and teachers. This may sometimes cause difficulties when providing parents with information about the daily life in pre-school, the rules and requirements, which they should meet in order to sign up for the pre-school and lunches. It may also result in difficult situations and evoke problems, when teachers are unaware of the health condition of children (parents are not able to communicate these problems to teachers):

“ In autumn we had a Mongolian girl, who had got an epileptic fit, but we did not know that and we called the ambulance. We have then called the family practitioner, but she did not know about girls condition either. So we had to find out ourselves and apply the safety measures, which are necessary in this case ” (MŠ1)

40. Kikus is based on three pillars:

1. targeted language support for children in a small group at the KIKUS course, Systematic support, regularly once or twice a week
2. consolidation of acquired language competences during attendance in pre-school facilities,
3. support for children's mother tongues in the family environment

Instead of speaking a Czech language with mistakes, it is better to fetch the mother tongue

Due to the lack of language skills children from non-Czech speaking families are confronted with difficulties when joining all the activities, which cause them emotional distress and feeling of unhappiness.

“ Currently we do have a boy from Vietnam and it is a big problem for us, because neither him, nor his parents speak Czech. It is difficult to convey the information to them on the daily basis, or when we are preparing for some special occasions. They do have kind of interpreter, their uncle, whom we try to use, but the messages do not always reach parents. For example, when we had a carnival in pre-school, the uncle did not tell the parents and the boy did not have a mask - we tried to make him a mask, help him at last, but still he was unhappy. ” (MŠ5)

It may also result in difficulties when joining the group play, following the rules and integration with other children:

“ It takes time and every child has individual needs. For example, they do not understand, when I am giving instructions and cannot follow the instructions. Or for example, when we have classroom rule “not to bring toys from home”, but they keep bringing their toys, and then are sad and crying, when it gets lost or broken. ” (MŠ5)

Among the obstacles teaching Czech language to children - foreigners was mentioned the absence of teaching assistants (difficulty in obtaining funding for the position), the specialized Czech language teachers, who could come to the pre-school, and the big numbers of children -foreigners in classrooms:

“ It looks like we will soon have only Vietnamese children here. Children do not try to speak Czech when there are three to five children of the same nationality in the class - they communicate together in their native language. It be very helpful if these children (Vietnamese) would be required to learn basic Czech before they enter the pre-school. There could be some special language course for them, that be perfect. ” (MŠ6)

Aggressiveness of Children

The lack of language knowledge may cause difficulties for integration of pre-school children as well as to their social and emotional development. The feeling of uncertainty and “being lost” sometimes evoke aggressive reactions directed to other children and teachers.

“ The children, who are currently already in school, when they have come to pre-school, they did not understand a word in Czech and it caused communication problems- they have been hitting other children and did not react normally... ” (MŠ1)

“ Many Vietnamese children were using aggressive behaviour to protect themselves from the environment, which they could not understand and felt unsafe...the teacher then had to be a guide ” (MŠ2)

The aggressive behaviour of children-foreigners evokes complaints of other children and parents, and thus, the reputation of those children and their negative reactions would even get worse.

“ I have got the feed back from other parents, that their children do not want to go to school because Davidek (Vietnamese) is pushing and hitting them, but this is his way to make social contacts. He is not able to tell children in Czech “you are a good friend, lets play together”, so is trying to simply join the game and sometimes is being too persistent ” (MŠ5)

“ We had children, who did not speak Czech at all, so instead of the language, they used the physical contact: hit or push, but then the other children pay back and they are fighting. That’s why we have out a request for a teaching assistant ” (MŠ7)

Different Approach to Education

In case of parents from different cultural environments, the respondents indicate a very liberal approach to education in families. Pre-school teachers have difficulties explaining those parents the role of pre-school and the importance of cooperation with parents. Sometimes these misunderstandings result in dropping a child from the pre-school:

“ Father was from Afghanistan and mother from Ukraine, and after a year and a half of hard work integrating they are leaving. The parents and a boy could not understand the key principals of how the school works. The four years old boy would approach teachers frightening them with beating... the father would be rude to teachers and would not want to discuss the problems. They will bring the same problems to school and I think it might get even worse. I think parents should respect the culture and traditions of the country they are living in. We are trying hard to respect their culture... ” (MŠ2)

Different Confession

Teachers have indicated, that they have often problems approaching parents and children with different confessions:

“ Of course, the different confession is also a cultural difference. For example, when we talk about the Jehovah community - they do not celebrate Christmas and do not give presents to each other, so the child is not attending related special events in pre-school. ” (MŠ2)

Cultural Differences

Parents from different cultural environments have different expectations towards the pre-school education, some of them a liberal and the others are focused on the academic achievements despite of the difficulties the child is facing. Teachers, however, do not have an opportunity to learn about different cultures and what they could expect from the parents coming from different cultural backgrounds.

“ For example, Vietnamese parents do not wish to postpone the entry to the first grade of school, even though according to the tests child is not ready for school. ” (MŠ2)

Problems with Czech Children

According to respondents, the pre-school teachers are currently facing lack of linguistic skills also in communication with Czech children. More often, children have speaking handicaps as well as poor vocabulary, especially young children three to four years old. These difficulties stem from the lack of communication in family.

“ It is because their parents do not have time to spend with children, to talk to them. Children then do not know the words and it is difficult to understand them. We have a Czech child, who does not speak at all and his father holds a University degree. Children come home, grab the iPhone or put on TV and this is how they spend the most of their time. In these cases, the children-foreigners have often better language skills than their Czech counterparts. ” (MŠ7)

Future Changes in Czech Education Policy

The current amendment of the Czech Education Law is bringing important changes into the pre-school environment. The obligatory pre-school attendance will be enforced starting September 2017 for five-year-olds. Therefore, the pre-school personnel capacities should be enhanced to enable integration of children with disadvantages and children from different cultural environments.

There will be new opportunities for pre-schools to request state funding for teaching assistants, which will enable more individual approach to children in classrooms. In addition pre-schools will be able to request funding for teachers of Czech language to support children with different mother tongue.

“ We have already applied for funding for the teacher of Czech as a second language and we have already chosen the teacher, who is going to work with us. We do not know yet, how this will work and what will be the outcomes for children with different mother tongue. We do not know, what requirements the new law will raise for children entering the first grade of basic school. Will they have to pass the language exam, will there be specific requirements for understanding or speaking Czech- we do not know yet and this worries us a bit... ” (MŠ2)

“ I think the number of children-foreigners in pre-schools will raise, because of the new law. The parents will have to bring them in. Now these children are attending only if parents have some acquaintances in pre-school ” (MŠ7)

Problems with Psychological-Pedagogical Council/Assessment of School Readiness

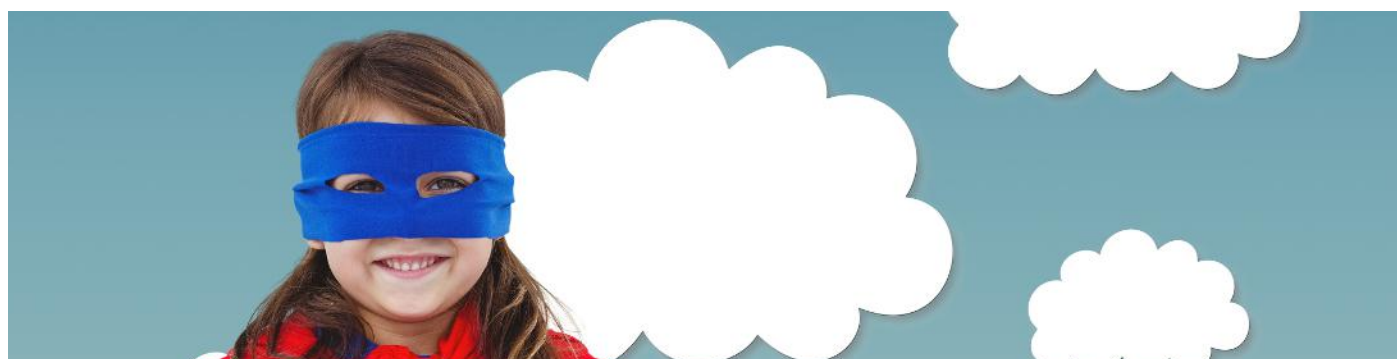
Respondents indicated, that they have frequently problems with the diagnostic Council, authority for assessing the school readiness of pre-school children. The Council is not equipped for the assessments of children with different mother tongue. They do not possess tools, information and skilled professionals to complete the tests, which cause problems for children entering the first grade at school. In addition, the assessment also serves as a basis for funds provided for teaching assistants in pre-schools.

“ They will not simply make tests, because they do not understand each other (children and psychologists). It causes difficulties, cause we did not want to lose our teaching assistant, so we had to get the confirmation from the Council, but they did not want to make an assessment. We had to organize everything by ourselves: invite the psychologist, parents, and interpreter. It is a big problem for children entering schools - the assessment though should be made by the psychologists, who speak the language of children, because the information gets lost in translation. ”
(MŠ2)

4 What is Needed / What Could Help

When answering the question of what support teachers need to make their work with children with different mother tongue easier, respondents identified six main points:

- (a) Teaching assistants in every classroom, who would be working individually with children and dedicating more time to support their Czech language skills. This would be extremely helpful during the group activities, such as reading stories together with Czech children.
- (b) Availability of interpreters. When there is a need a teacher could invite interpreter for meeting with parents to discuss some specific issues with them. In addition, they could make translations of the key documents needed for entering the pre-school and school into the foreign languages.
- (c) The presence of teacher or assistant, who can speak the language of children-foreigners.
- (d) The methodological guidance/training for teachers and assistants working with children with different mother tongue related to their adaptation, making social contacts, and dealing with negative emotions.
- (e) Enhancement of capacities and competences of the Psychological-Pedagogical Council enabling to complete the quality school readiness assessment of children-foreigners. (also related to state funding for teachers assistants)
- (f) Guidance for implementation of the amended Czech Education Law 2017. Pre-schools will have to meet requirements to accept children from disadvantaged or culturally different environments as an outcome of the obligatory pre-school enrolment of five year olds regulated by the law.



3.2.2 Sweden



In Sweden, there were interviewed 4 preschool teachers and 1 preschool assistant. The preschool assistant coordinates and educates interpreting resources/personnel for two preschools and works a great deal with Swedish as a second language in multicultural groups. The preschools in question, all in all 6 preschools, are public.

The schools have on an average 20 children per class and one school has 150 children in 8 different classes/groups and another one has 95 children in 5 groups. The teachers 34 to 61 years of age have worked with immigrant children for 3, 10, 12, 15 and 19 years respectively.

The preschool teachers all have a university degree and the preschool assistant has a high school diploma.

Pre-schools	1	2	3	4	5-6
Number of Children	23	21	19	95	150
Number of Children with Different Mother Tongue	14	19	16	3	120
Share of Children with Different Mother Tongue (%)	60,9	90,5	84,2	3,2	80
Years of Professional Experience	10	16	22	20	35
Experience of work with Children-Foreigners	10	12	19	3	15

Foreign-born children come mainly from Syria, Somalia, Eritrea, Kurdistan. Other countries of origin are Turkey, Palestine, Lebanon, Iran, Iraq and countries in central Africa. In 5 out of 6 schools, Swedish children are a minority, roughly 10-15%. In one school the number of immigrant children is significantly lower, only 3 children out of 95 are from other countries than Sweden.

Concerning the language groups Swedish is the dominant mother tongue in one of the schools. In the other schools, most children speak Arabic, Somali, Tigrinya, Kurdish, Turkish and, Dari and to a certain less extent also Polish, Spanish, Swahili and other central African languages.

1

Approaches and Methods Used as Viewed by the Teachers.

The teachers follow the preschool curriculum from The Swedish National Agency for Education, UNCRC and the educational goals stated by the municipality. However, they do not have any formal guidelines for working with children with another native language than Swedish. They do trial and error and learn step-by-step by testing different things and evaluating the process. The teachers were offered to take classes in “*Swedish as a second language*” (the teachers get paid time off during the week to study) at university, and some teachers took this opportunity.

In one of the schools teachers follow the curriculum for a multicultural preschool where language, math and the children’s participation are in focus. Teachers work with language assistants and expose the children to both their native language and Swedish so that they can develop their language skills in both. They are encouraged to use translators (sometimes over the phone, if

necessary) when communicating important things with the parents.

In the school where there are only three migrant children, teachers don’t use specific strategies regarding the non-native Swedish speakers. They follow the Swedish curriculum and since the Swedish language surrounds the children all day at preschool, their experience is that these three children are quite fluent speakers of both Swedish and Arabic/Persian. When the teachers send home important information to the parents, it is translated into their native language. Often the parents bring in application forms or school surveys and fill them out with help from the teachers.

2

Methods of Work with Children – Foreigners

The curriculum is the basis of everything they do at the preschool. The children are always in focus; the teachers need to make sure that their needs are being met, first and foremost. They need to feel that they are safe and that the preschool (staff) is there for them. The children are given many chances to participate in the plans and activities at the school in the hopes that this will lead to more engaged children, fun-filled learning and as much Swedish acquisition as possible during their preschool years to strengthen their chances to not fall behind when they start elementary school.

Teachers use a sign language method to boost language comprehension through body and signs. They also work a lot with sensory learning, for example in a forest-themed room where the children can touch, feel and learn about the nature.

Schools employ language assistants, who work either with a few children at a time or with the children in small groups but often they work alongside the teachers, integrated in the group. To establish and keep good contact with the parents is a key to effective learning. The teachers have worked out different ways of communicating important messages for example guidelines around what to do when the child is sick, what clothing to wear. They take pictures or use iPads to film the children to show the parents what the child has been doing at preschool and also to document their development within different areas. Picture material is also used to improve the communication with parents, for example when children are going on an excursion, there are pictures as to what sort of clothes the children need to wear.

Information material to the parents is translated into their languages in some schools, and if necessary interpreters are hired, but that is not always possible. Most often they use interpreters when receiving a child for the first time and when having the annual development meeting with the parents and the child. Kindergardens also try to hire assistants who master different target languages.

Teachers have written important information regarding school routines and regulations in simple Swedish on sheets of paper. They have also attached QR-codes to the paper where they have asked assistants to translate the information and record it in different languages. The preliterate parent can then scan the barcode and listen to the

information in their native language.

They are about to start a new method called “*writing your way to reading*” where they for example work with breaking down fairy tales and rhymes into different parts, both in meaning and language components, and they feel that this will benefit all the children.

In some schools, they also work with a method called “*The Bornholm Model*”, increasing children’s phonetic awareness through songs, rhymes and stories to stimulate language growth in all children and boost their pre-reading skills.

Plays, songs and sagas are also used, where they go from concrete to more abstract subjects and link these art forms, and others, to the mission statement of the school and the guiding values of the curriculum. Teachers also try to find songs that exist in different languages.

The teachers work with a variety of methods since all the children learn things differently. The three native Swedish speakers, in the group where there are only 3 children with Swedish background, learn some words and phrases in different languages.

They also cooperate with the city library to be able to participate in their events, like story-telling events and plays. One school also regularly visits different churches, when it’s time for big national holidays, to learn about why people in Sweden celebrate or don’t celebrate different historical or religious events. It’s a way of getting to know Swedish society and culture.

3

Main Obstacles and Difficulties in Work with Children and Parents - Foreigners

It is difficult to make sure that information reaches/is understood by the parents. There is always a way to get hold of a translator, but sometimes parents say that they understand when they don't. The difficulties in the parent-teacher relationship seem to be in the areas of information and how to make sure that the parents understand what is being communicated in regards of the child. To ask parents to fill out forms and send them back does not work so well. For a while they had parents sit down at pick-up or drop-off time to fill out the forms, but it was too time consuming so in some schools they don't do that anymore.

The cultural differences in norms and ideas of child rearing can also be difficult. One example of that is that, as a rule, Eritrean parents do not start with disciplines and routines for their children until the age of 7, which is a big difference from the Swedish traditions.

The school has asked a local company that works with giving immigrants language lessons and internships, to help translate and produce a pamphlet called "What to bring to preschool" from Swedish to many different languages.

“ We had the problem of attracting parents to the conferences we held for them. There has always been very low attendance, so we have decided to rename these conferences to the “spring party” or “summer party” and suddenly almost everyone has come.

(Pre-school 3)

”



The preschool makes sure that they have native speakers to translate information during these parties/conferences.

Teachers use a lot of show-and-tell with the parents when it comes to, for example, what clothes to bring to school. The teacher says that this is both language barriers and cultural differences, that many parents think that the children should play indoors if the weather is less than perfect, while in Sweden children play outside in all weather conditions

The foreign-born children sometimes need a little more time when they are introduced to new things at school. With the parents, it is difficult to know if they understand oral information given, since they often say that they understand and then show that they, in fact, did not understand the information given. The teachers will now often give information and then ask a few questions to check if the parent(s) understood.

Many parents do not understand the role of pre-school and pre-school status in Swedish society and what is expected of them in cooperation with the preschool and that Swedish preschool is a school with a curriculum and a mission; it is not babysitting, but an educational program. Then there are cultural differences - for example, how to look at the woman's and the man's role in the family and society.

Some children from migrant cultures have only been breastfed until the age of 1, which is a problem, because that's the time when the parents need to start their own courses in the Swedish language and there is no time in preschool to feed the children with a bottle. Also, some toddlers have never sat on a floor since they are accustomed to being carried or sitting in a pram – they have not explored things such as a lawn so there is a new world in the preschool plus it's a new environment with new people, which is challenging.

Teachers also feel that there are too many children with diverse migrant backgrounds and they feel sometimes frustrated that they have problems meeting the objectives in the curriculum and the mission of the preschool.

4 What is Needed/ What Could Help

To avoid segregation and boost integration of immigrant children in a class need to be fewer than the native Swedish speakers. Today, the schools and preschools that are closest to the neighborhood where most immigrant families live, receive almost all non-native speakers and these children become the majority and there is little integration. Teachers would like to see them spread out into the different preschools and schools in and around town. In this preschool, with 3 non-native speakers surrounded every day by native Swedish speakers, their language acquisition is almost a non-issue because of the language difficulties they experience at preschool.

“ For the future I would like to see different preschools/schools around town specialized in one or two different languages and then focus the different language resources to that place of education, instead of having 23 different languages in one preschool and trying to meet all the needs that arise..

”

(Pre-school 5-6)

One of the teachers also highlighted the fact that being a teacher in Sweden today is a low status profession and there are a lot of uneducated people working in preschools and schools. To lift and strengthen all children's education there need to be some structural changes to lift the profession and motivate more people to become certified teachers. Thereby the chance for all children to get an equally good education would increase, no matter which school they attend.

To start networking groups between the different preschools so that the teachers in more experienced areas, in terms of working in mixed cultures, could educate other teachers and show good examples on how to integrate language learning in their daily activities.

Increased cooperation with the local Family Centre, where the parents get introduction and support, is also desirable. Not only to inform the parents about what is expected of them when their children start

kindergarten, but also so that the preschool teachers know more about child and family background.

The children need to find activities in their spare time where they mix with Swedish-born children, and not just in playing soccer. A few local soccer clubs have actively, and quite successfully, worked to target these children and get them involved in the club.

Another problem is that the groups are not static, children come and go throughout the year because families move and that means that new children are constantly introduced into the groups/classes. This gives a sense of disorder and is something that disturbs the group dynamics.



Pre-schools/Kindergarten	Preschool 1	Preschool 2	Kindergarten 1	Kindergarten 2	Kindergarten 3
Number of Children	92	42	158	70	131
Number of Children with Different Mother Tongue	14	13	17	43	12
Share of Children with Different Mother Tongue (%)	15,2	31	10,8	61,4	9,2
Years of Professional Experience	26	21	12	7	4
Experience of work with Children-Foreigners	26	11	5	5	2

We have interviewed managers and staff of 5 nurseries in Leeds/Bradford region who have a range of experience of working with children who do not speak English as their first language.

These are Cookridge preschool, Ducklings at St Margaret's, Domi Domingo, Pebbles Nursery and Cliff House Nursery.

Three of the settings are registered as day nurseries which look after and educate children from 4 months to 5 years and tend to open from 8.00am to 6.00pm, but can be opened even longer hours. All three are privately owned but offer publicly funded provision. They are opened from Monday to Friday and operate all year round, usually with the exception of bank holidays and Christmas. All three settings offer free state funded early education places which are available to 2 year old vulnerable children and all children aged 3 and 4. This means that parents are able to use child's entitlement to 15 hours of free nursery education in these settings.

The other two settings are registered as pre-schools attached to schools (Cookridge School and St Margaret's school). They are both registered with their local authority to provide pre-school education. They are run by voluntary committees and sometimes ask that parents get involved in the life of the setting, including fundraising for equipment, volunteering in the setting once a term or even bringing a piece of fruit for the morning snack.

All of the settings are registered with Ofsted (Office for Standards in Education, Children's Services and Skills), the authority body that will inspect them and rate their service. They follow the government's Early

years Foundation Stage (EYFS) guidance to ensure each child's learning is tracked and evaluated. They offer a huge variety of activities which allow the EYFS to be implemented following children's needs and learning in their own right. They are also following the guidelines that every child is unique and is constantly learning, should be resilient, capable and confident and self assured. Children should learn to be strong and independent through positive relationships and play. The settings have to provide enabling environments in which the experiences respond to child's individual needs. They are all working hard to develop a strong partnership between practitioners and parents/carers as well as wider community.

The practitioners: the qualifications and responsibilities of the interviewees vary, two of them were the owners of the nurseries (Pebbles, Domi Domingo) in all of the settings we interviewed managers, in some of them also room leaders). We have interviewed 9 practitioners all together. They all have at least level IV qualification in child care (according to European Qualification Framework), five of them have university degree in early years education or teaching.

Children: the structure of the children in nurseries/preschools who do not speak English as their first language vary. Some of them have been born in the UK but they live in the communities where they speak languages other than English as their first language, others are foreign born and have arrived to the UK recently. We have found out that they speak 17 languages other than English as their mother tongue in the five nurseries/preschools we visited. These are: Arabic, Kurdish, Polish, Romanian, Bulgarian, Italian, Greek, Polish, Spanish, Czech, Lithuanian, Punjabi, Serbian, Latvian, German, Mandarin and Russian.

1

Approaches and Methods Used as Viewed by the Teachers

There is no formal guidance given on the issues of work with children who do not speak English as their first language to the settings or to child care professionals. However there is a reference to the English as a second language in Statutory Framework for Early Years Foundation stage which is the key document for all early years providers in the country. One of the areas of learning and development which the framework is addressing is also language and communication.

“ For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS: ensuring children are ready to benefit from the opportunities available to them when they begin Year 1.

When assessing communication, language and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.” (EYFS, 2015)

The early years providers must therefore develop their own strategies to meet the above requirements. The practitioners put emphasis on age-appropriateness and play and employ different approaches and practices flexibly to meet the needs of all children. The manager of Domi Domingo added:

“Our staff consider Characteristics of Effective Learning, which is Part of Early Years Foundation Stage Curriculum (EYFS) and we plan to encourage and support all children's learning styles in our environment. We also look at schemas and note any children that are in a particular schema. Parents are then informed and information passed on regarding schemas, what they look like and activities and support that can be given at home.”

2

Methods of Work with Children – Foreigners

All of the nurseries and preschools do a variety of activities and have developed several different approaches to meet the needs of the children who do not speak English as their first language. Two of the nurseries are employing staff who is bilingual (Domi Domingo and Cliff House). Domi Domingo (Lithuanian, Polish, Russian, Spanish, Arabic), Cliff House (Arabic). Domi Domingo is trying to use one person one language approach.

The nurseries use some of the same approaches when working with children who have English as a second language, some of them however differ. In the heart of all of the settings is the understanding, acknowledgement and climate that provide practitioners with enough space and time to relate to the individual child, show patience and support. They acknowledge the children's first language and give opportunities for these children to express themselves in their mother tongue also.

All of them use the so called system of key words with children and parents. *"We try to use as many visual clues as possible and try to provide language rich environment."* said Sue from Ducklings. They also are becoming more adapted at regularly using *'the object of reference'*.

"The children who have limited understanding of EAL can begin to recognise that if we show the coat, we are asking them if they want to go outside. Staff use key words alongside these objects of reference so that the children can hear and begin to understand and use the key language," the manager of Domi Domingo pointed out.

The nurseries use a lot of music songs and rhymes to stimulate language learning. Some of them go also a step further. One of the respondents said:

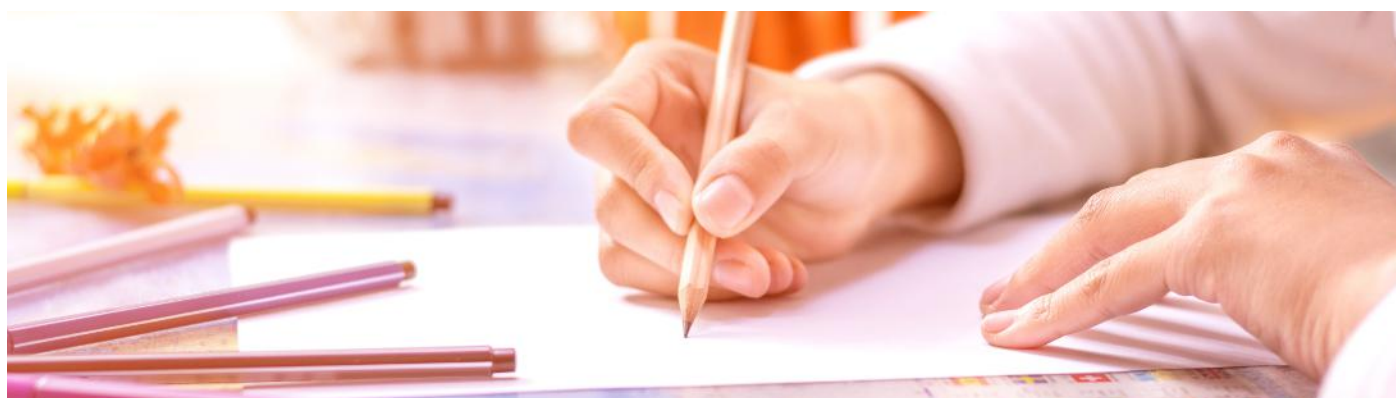
" We try and all learn the songs in the child's mother tongue, we also try and learn to count in the language of the children, we also try to learn at least basic word. "

One of the approaches they are all using are the activities which *'wrap children in language'* to do so they tell stories, use books, puppets and props and story sacks to try and extend children's vocabulary and provide as many clues as possible. They use open questions, encourage modelling, talking to children whilst they are in play, repeating words, use a lot of practitioners self talk-running commentary of what they are doing, give children plenty of time to respond, offer first hand experience on the walks, to ignite role play, etc. The nurseries and preschools also use a lot of visual aids such as timetables photographs/pictures with words or captions, flash cards, labelling with words and pictures to help children to feel safe and to engage with other children and in activities. One of the managers said:

" Any child who is not playing in a theme or area is encouraged by an adult to choose a card, thus an area to play in. These cards also support our children with EAL and SEN (special educational needs). Some of our parents have asked for a copy of these cards, and are using them at home. "

All of the nurseries also organise so called cultural days. These are usually organised as a week of activities where all the children get familiar with different cultures. The cultures are those of the children who attend the nurseries. They include activities such as presentation of the country, making and trying their traditional food, celebrating their festive days (such as Chinese New Year), drawing the flag, acting out how children spend their holidays in different countries and other activities.

All of the nurseries also recognise and try to engage more with the parents. This is sometimes considered difficult because of the language barriers they face. However they are trying to reach further and provide information in the format and language which is suited to the parents needs. The





nurseries regularly use google translate and send out also written messages which gives parents the time to reread the message. They also invite parents in to present their cultures and language and teach child care professionals a few words in the mother tongue of the child.

“ If we can not speak with parents because we don’t know their language and they don’t know English we use google translate and we write things down and send more e-mails in which we explain what has been happening during the day. [...] We also try to encourage the parents to speak with children as much as possible at home in their mother tongue, we, on the other hand, speak English with them. [...] We are also using bilingual books and invite parents to come in and do a session with the children. We also encourage them to present the countries where they come from during the topic around the world. [...] In some of the cases we use translators ” , was reported in Cliff House.

The Cookridge nursery has also developed a unique approach of working with parents in easing the transition from home to preschool in terms of encouraging parents to start to use key words with children at least two months prior to entering the preschool.

“ We work a lot with parents. We give each of the parent at least two months before the child enters the nursery a list of words which are most used in nursery and the translation in their own language. We find that fathers often speak both languages but are busy working, while the children are spending time with their mothers

and some of them do not speak a word of English. Encouraging them to speak the key words in both languages before the children start nursery gives the child a head start and they then feel safer when they are with us. ”

At Ducklings though they also run special communication sessions for parents of vulnerable children, who are however not necessarily the parents of ESL learners.

3

Main Obstacles and Difficulties in Work with Children and Parents - Foreigners

All of the nurseries have expressed that they lack materials and staff training to assist children who's first language is not English. There were also some concerns that the use of the materials provided is sometimes not relevant. One of the nursery manager said:

“ we have bought some English Mandarin books but it turned out that the child uses a different language.” However different settings have different additional concerns.

Some have expressed the need of more staff with dual language proficiency.

“ If you don't have the person speaking the language that the child and the parents are speaking it is very difficult to assess child's progress, explain to parents what is happening, engage them more in child's learning.” *“The main problem is that the children come from very diverse linguistic backgrounds. It is impossible to have a dual language provision because we would need a different child care professional for each of the child in question ”*, Cliff House manager told us.

Another problem is assessment of special educational needs with the child who speaks English as SL. *“ It is especially difficult to spot a child who is having language or speaking*

difficulty and would need additional help. We have only recently discovered that the girl who speaks Spanish and was not talking much actually had a problem in expressing herself also in Spanish. After having some concerns we have invited a bilingual language therapist and she suggested the girl is having a language speaking disorder in her mother tongue. It is also very difficult to find bilingual therapist.”

There was also identified the problem with the transition from home to nursery/preschool:

“ The biggest difficulty for me is to make child feel safe from the start when they enter the nursery. We understand that entering the setting where the children don't understand the language can sometimes be overwhelming therefore we try to make them feel safe and happy. If we manage to bridge the first obstacles and manage to engage the child in activities, gain his/her trust then we find the rest of it quite easy.”

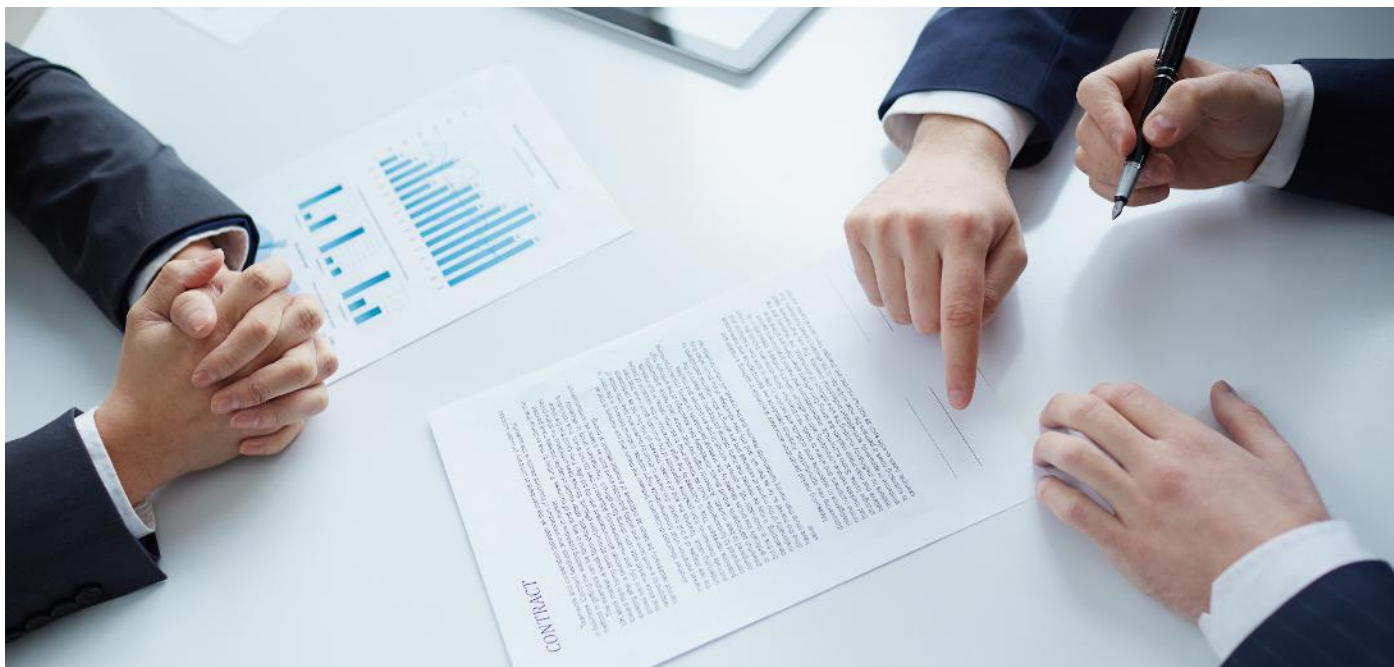




4 What is Needed/ What Could Help

We can summarize the needs of all 5 nurseries/preschools as follows:

- (1) Staff training on supporting children with ESL (sending the staff who is responsible for children with special needs (SENCO staff) and all room leaders)
- (2) Further resources: i.e. story sacks, props and puppets,
- (3) Recourses to create more labels, pictures with words/captions, visual time tables and displays in child's own language and in English, bilingual books,
- (4) Children to introduce their home language more to make them feel involved e.g. registration,
- (5) Show and tell in home language in English,
- (6) More visits from the native speakers,
- (7) Feeling boards with signs,
- (8) Further sign training,
- (9) Songs for feelings with signs and actions,
- (10) Workshops with parents,
- (11) Promote parental involvement in the nursery/preschool, organise parents visits for carpet time,
- (12) The sign communication, including teaching parents some signs,
- (13) Organisation of workshops for parents about bilingual language development with speech and language therapist.



In each country, interviews were conducted with five to seven staff in pre-school facilities, and questions were focused on the basic methods, which nurseries use with children in general, and specifically with children with a different mother tongue. They also identified the obstacles and difficulties faced by teachers and what could help to integrate these children and parents into society more fluently. ECEC settings, which were examined by the research, vary in the proportion of children with a different mother tongue. If we take the average shares from each country, the lowest in the Czech Republic is 13%. Followed by Great Britain with a 26% share, with Sweden at most, 64%. These numbers are significant to our research and do not have any representative value. But on the basis of these, we can see again that there are fewer foreigners living in the Czech Republic than in other partner countries involved, which is also reflected in pre-school education. However, this does not mean that Czech pre-school facilities would be exposed to minor complications. On the contrary, among pedagogical personnel much less experience with this group of children is evident.

Qualitative research has allowed an insight into the routine practices of preschool facilities to uncover the fundamental challenges faced by employees in these institutions. Some of the identified complications are based in the institutional setting and it is much more difficult to arrange for them to be improved, which would lead to more comfortable integration of children from different cultural and linguistic backgrounds into the mainstream pre-school education system. One of the general recurrent weaknesses is the low number of

pre-school facilities, which leads to the fact that not all the children can participate in this part of education, even though they all have the same right, including children from different cultural environment.

The most frequently mentioned difficulty was, of course, the language barrier both in communication with children and with parents. At the same time, in terms of communication with parents, there is sometimes misunderstanding, as well as different views on child upbringing and education, a different understanding of the role of preschool education and teachers in it, and other cultural differences.

The language barriers sometimes cause social and emotional problems of children and parents from different cultural environments. The children often experience the stressful situations, feeling of uncertainty and anxiety, which could be even expressed by aggressiveness towards teachers and other children.

Another problematic aspect especially in Sweden and the UK is the frequent migration of families that leads to the constant uprooting of the child and the inability to become accustomed to one permanent environment.

The language barrier is also the cause of problematic diagnostics of special educational needs. For these cases, it would be useful to have bilingual psychologists, which is rarely possible.

In the case of child upbringing and learning a new language, appropriate teaching material and trained

staff (UK, CR) are lacking. Based on the experience of different educators in different countries, it has proved to be very functional and beneficial for communicating with both children and parents when school assistant or pedagogical staffs who have the language skills of the minority or even being a member of that minority was available.

The most common methods used to work with children with a different mother tongue were various picture books, picture cards, songs, rhymes and sign language. In the UK and Sweden, teachers in children's education place emphasis on both mother tongue and English. They encourage parents to use their mother tongue at home and in the nursery they encourage children to speak some of their vocabulary in their own language. In Britain, it has proven beneficial to organize cultural days during which children learn about other cultures, produce flags, or play how children in other countries celebrate different holidays. In Sweden, children are celebrating or finding out about the holidays that are celebrated or not celebrated in this country and why, through visits to different churches.

When transferring the basic information to parents, they use QR codes in Sweden, in addition to the written communication, to upload the translated information so that they can also understand parents who are illiterate. In Britain, they use Google translator and also write emails describing what their child did that day. At the same time, parents are trying to incorporate them into teaching children through cultural events where they are encouraged to present their own culture.

In Britain, it appears to be very helpful in teaching and educating children with a different mother tongue to sign language, so it is the goal of the teachers themselves to further develop in this field. In addition, according to the teachers, it is necessary to train all staff in working with children from different linguistic or cultural backgrounds and, in general, to develop a suitable methodology for working with these children and their parents, tailored to the specifics of the country. In this respect, it is also advisable to set up networking groups with teachers from other settings for the transfer of good practice.





Conclusively, the biggest challenges faced by the pre-school teachers working with migrant or foreign-born children could be reduced by the:

- Training of pre-school teachers and staff to overcome language barriers both in communication with children and parents: additional personnel and educational resources provided to pre-schools with high number of migrant children.
- Training of pre-school teachers and staff to overcome social and emotional problems of children and parents with foreign background.
- Training of pre-school children and staff in multicultural education: understanding different cultures, establishing contacts and strengthening the integration of migrants.
- Stronger cooperation with local actors (NGOs, governmental agencies, social and health services) supporting integration of migrants into society.
- Stronger ties between the migrant and local communities: activities for parents and children, meeting, workshops, where parents and children from both communities mingle together.
- Activities to involve migrant parents in pre-schools: workshops, culture evenings, visits, and trips.
- Support of pre-school personnel: providing interpreters, teacher assistants, volunteers from the migrant communities.
- Exchange of experiences among pre-school teachers in work with migrant/foreign born children and parents.
- Enhancement of capacities and competences of the councils responsible for the identification of the special educational needs and the quality school readiness assessment of children-foreigners.

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05

Appendices

5.1

Greece



Table Nr. 5 .TOP 15 citizenships of foreigners with authorized stay in Greece

National Composition of the Migrant Population (top 15 Nationalities)

Population		Labour Force Survey			TCN Valid permits	
Census 2011		2nd Trimester 2016			on 29.09.2016	
Country of Origin	Number	Country of Origin	Number	Percentage	Number	Percentage
Albania	480851	Albania	364312	62.1	398632	53.5
Bulgaria	75917	Bulgaria	31569	5.4		
Romania	46524	Romania	23208	4		
Pakistan	34178	Pakistan	15347	2.6	16855	2.3
Georgia	27407	Georgia	13915	2.4	18996	2.5
Ukraine	17008	Ukraine	11059	2	19774	2.6
UK	15388	Russia	11010	2	15069	2
Cyprus	14448	Poland	8384	1.4		2
Poland	14145	Turkey	8290	1.4	1670	0.2
Russia	13809	India	7856	1.3	14456	2
India	11333	Bangladesh	7759	1.3	6522	0.9
Bangladesh	11076	Germany	7713	1.3		
Egypt	10455	Cyprus	7188	1.2		
Moldova	10391	UK	4539	0.8	42	Almost Zero (0.005%)
Philippines	90807					
Armenia	8113					
Syria	7628					
Afghanistan	6911					
USA	5773					
OTHER	80056	OTHER	56818	10	260139	35
TOTAL	912000	TOTAL	586163	100	744695	100

Table : 5

Source: <http://www.eliamep.gr/wp-content/uploads/2014/10/2016.pdf>



REFs timetable for ages 6-12 and 13-15

REFs in migrant reception centres for special cases:		REFs incorporated in Greek school units:	
cases:			
8:30-8:45	friendly reception of the pupils	14:00-14:15	friendly reception of the pupils
8:45-9:30	first instructional period	14:15-15:00	first instructional period
9:30-9:45	break	15:00-15:15	break
9:45-10:30	second instructional period	15:15-16:00	second instructional period
10:30-10:45	break	16:00-16:15	break
10:45-11:30	third instructional period	16:15-17:00	third instructional period
11:30-11:45	break	17:00-17:15	break
11:45-12:30	fourth instructional period	17:15-18:00	fourth instructional period

Table :1

Subjects taught in REFs

Subjects in REFs of primary school units		Subjects in REFs of junior high school units	
Subject	Hours per week	Subject	Hours per week
Greek Language	6	Greek Language	6
English Language	4	English Language	4
Maths	3	Maths	4
Physical Education (PE)	3	Physical Education (PE)	2
Information and Communication Technology (ICT)	2	Information Technology (IT)	2
Arts, music and drama	2	Cultural activities	2

Table : 2

Acronyms: PS= Primary School, JHS= Junior High School

19 new REFs according to the OGG [8]

Migrant Reception Centre	School unit in which a REF is set	
	CODE for the Greek ministry of Education, Research and Religious	Name of School
	Affairs	
Dervani Dion	9190148	67th all-day PS of Thessaloniki
	1901282	2nd JHS of Stavroupolis, Thessaloniki
Eleonas	501195	66th JHS "Aristokleio", Athens
	501866	2nd JHS of Tavros, "Athena Hatziesmer"
	9050309	72nd all-day PS of Athens, "Andreas Kalvos"
	9050316	81st all-day PS of Athens
	9050319	87th all-day intercultural PS of Athens
	9050330	2nd all-day PS of Tavros
Konitsa	9200295	1st all-day school of Konitsa
	2004010	JHS of Konitsa, Ioannina
Lagkadikia	9190393	All-day PS of Lagkadikia
	9190253	All-day PS "Profitis"- Egnatia
	1904020	JHS of Koroneia, "Kostas Theodoridis"
Lavrio Agricultural Bank	9050554	1st all-day PS of Lavrio
	9050556	2nd all-day PS of Lavrio
	502075	2nd JHS of Lavrio
Ritsona	9120309	All-day (12 seats)PS of VathisAvlidas
	9120314	All-day PS of ParaliaAvlida
	1201020	2nd JHS of Chalkida, Evoia

Table : 3

6 new REFs according to the OGG [10] [11]

Migrant Reception Centre	School unit in which a REF is set	
	CODE for the Greek ministry of Education, Research and Religious	Name of School
Sindos- Frakapor	9190145	64th PS of Thessaloniki
	9190144	63rd PS of Thessaloniki
	1901170	30th JHS of Thessaloniki
Kalochoi	9190904	1st PS of Kalochoi
	9190905	2nd PS of Kalochoi
	1901226	3rd JHS of Kordelio

Table : 4



Primary school REFs announced in January, 2017

Migrant Reception Centre	Primary schools in which a REF is set	
	CODE for the Greek ministry of Education, Research and Religious Affairs	Name of school
Vagiochori	9190253	PS Profitis
Kavalari	9190389	PS of Kavalari
DerveniAlexil	9190202	PS of Melissochori
	9521108	4th PS of Oraiokastro
	9190868	1st PS of Oraiokastro
Diavata	9190297	1st PS of St Athanasios
	9190296	2nd PS of St Athanasios
Veroia	9160133	PS of St Varvara
Alexandreialmatheias	9520834	5th PS of Alexandreia
	9160195	4th PS of Alexandreia
Polykastro (Nea Kavala)	9260169	1st PS of Polykastro
	9260177	1st PS of Axioupolis
	9520881	2nd PS of Axioupolis
Malakasa	9050269	1st PS of Avlona
	9050282	PS of Malakasa
	9050295	PS of Sykaminos
Elefsina	9050630	3rd PS of Mandras
	9051157	10th PS of Elefsina
Shisto	9520167	PS of Neolkonio
	9520182	5th PS of Keratsini
	9520301	15th PS of Nikaia
Skaramagkas	9050357	3rd PS of Aigaleo
	9050352	16th PS of Aigaleo
	9050373	5th PS of Chaidari
	9050677	9th PS of Chaidari
	9050382	13th PS of Peristeri
	9050916	33rd PS of Peristeri
Inofyta	9070059	1st PS of Shimatari
	9070290	2nd PS of Shimatari
	9070299	3rd PS of Shimatari

Table : 5

Junior high school REFs announced in January, 2017

Migrant Reception Centre	Primary schools in which a REF is set	
	Greek ministry of Education, Research and Religious Affairs	Name of school
Vagiochori	1904070	JHS of Egnatia
Kavalari	1935004	4th JHS of Lagkada
DerveniAlexil	1914010	1st JHS of Oreokastro
Diavata	1901220	1st JHS of St Athanasios
Veroia	1604030	JHS of Vergina
Alexandreialmatheias	1608010	JHS of Kavasilon
Polykastro (Nea Kavala)	2614010	JHS of Platania
Malakasa	0504010	1st JHS of Avlona
	0502051	JHS of Kapandriti
Elefsina	0503036	4th JHS of Elefsina
Shisto	0558002	Special Vocational JHS of Drapetsona
Skaramagkas	0501562	4th JHS of Chaidari
	0501651	8th JHS of Peristeri
Inofyta	0707030	JHS of Inofyta

Table : 6

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