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# Access to education for migrant children

European Migration  
Network Summary

October 2025

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## Explanatory note

This summary was prepared on the basis of national contributions from 25 EMN NCPs (AT, BG, CY, CZ, EE, EL, ES, FI, FR, HR, HU, IE, IT, LT, LU, LV, MT, NL, PL, PT, SE, SI, SK, and RS and UA) collected via an AHQ developed by the EMN NCPs to ensure, to the extent possible, comparability. The information contained in this inform refers to the situation in the abovementioned EMN Member and Observer Countries up to March 2025.

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## For more information

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## 1. KEY POINTS TO NOTE

- Almost all<sup>1</sup> responding European Migration Network (EMN) Member Countries and Serbia provide support measures at national level to help migrant children to adapt to the different cultural environment in primary and secondary school, although not all offers are exclusively designed for legally staying third-country nationals.
- The most common measure is support to learn the local language(s). Another common support measure is preparatory, bridging or transition classes. Psychosocial support is provided to help migrant children adjusting to a different education environment. Another frequent support measure is involving parents as key reference persons to help migrant children to adapt to the educational environment of the host country.
- The majority of responding EMN Member Countries and Serbia implement targeted measures to enhance teachers' intercultural and psychosocial competencies to support migrant children. The most frequent intervention is teacher training. Another common approach is to provide specific educational materials. Cyprus, France and Greece have also launched networks to promote exchanges of information and experience between teachers. Teacher support material, courses and e twinning space are also available at EU level.
- Italy, Latvia, Slovenia and the Netherlands launched specific projects to prevent discrimination and segregation of migrant children.
- Only Finland, Luxembourg and Spain specifically monitor the level of academic performance of migrant children compared to local children school at national level.
- Challenges reported include language barriers, differences in education systems, a lack of teachers qualified to teach in bilingual or multilingual classrooms, insufficient consideration of the specific needs of migrant children, a growing trend of marginalisation of migrant children, as well as administrative barriers. The reported consequences of these challenges include poor attendance and higher dropout rates among migrant children.
- Good practices identified relate to the provision of language training, teacher training, active involvement of parents and caregivers in children's education, and the appointment of legally staying third-country nationals as teachers or support staff.



## 2. BACKGROUND AND CONTEXT

Education is central to fostering shared values, promoting inclusion and to offering children, regardless of their migration background or socioeconomic status, an opportunity for social mobility. Early and effective access to inclusive, formal education is one of the most important and powerful tools for integrating children, as stated in the European Commission's Communication on the Protection of Children in Migration.<sup>2</sup>

Accordingly, the Action Plan on Integration and Inclusion 2021-2027<sup>3</sup> recognises schools as hubs of integration for children and their families and highlights the need for European Union (EU) Member States to ensure that migrant children have access to quality education equipped to serve culturally and linguistically diverse children. The revised Reception Conditions Directive adopted under the Pact on Migration and Asylum in May 2024 further deepens the integration of applicants for international protection and their families, including access to education. For example, a child's right to education is strengthened, with an emphasis on continuity, quality and integration as well as faster access to education. In this sense, access to education has to be ensured as soon as possible and within two months from lodging an application at the latest.

Abundant research shows that socio-economic patterns have a strong influence on the educational experiences and outcomes of individuals. Learners from disadvantaged backgrounds, including migrant children, are overrepresented among underachievers and are more likely to leave education and training without an upper secondary qualification. Certain features of the education systems can exacerbate existing inequalities. The OECD PISA is the main source of information, using the index for economic, social and cultural status and showing that socio-economic status is the main driver of underachievement.<sup>4</sup>

Several initiatives and measures have been implemented at European level to enhance access to quality education for migrant children. For example, following the outbreak of Russia's war of aggression against Ukraine, the European Commission supported Member States' efforts to provide high-quality education for children displaced from Ukraine through policy guidance, peer learning, online platforms, and funding.<sup>5</sup>

Improving quality, equity, inclusion and success for all is the first priority of the strategic framework for European cooperation in education and training towards the European Education Area.<sup>6</sup> The Council Recommendation on

1 Key points provide a summary of the main information contained in the inform/summary. For ease of reading, key points do not contain footnotes. Please note that EMN Member and Observer Countries referenced in the key points are thoroughly listed in the relevant sections.

2 Communication from the Commission to the European Parliament and the Council on the protection of children in migration, SWD(2017) 129 final, <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52017DC0211>, accessed 20 April 2025.

3 European Commission, 'Action Plan on Integration and Inclusion', 2020, [https://home-affairs.ec.europa.eu/policies/migration-and-asylum/legal-migration-resettlement-and-integration/integration/action-plan-integration-and-inclusion\\_en](https://home-affairs.ec.europa.eu/policies/migration-and-asylum/legal-migration-resettlement-and-integration/integration/action-plan-integration-and-inclusion_en), accessed 20 April 2025.

4 OECD, 'PISA 2015 Results (Volume I): Excellence and Equity in Education', Paris, OECD Publishing, [https://www.oecd-ilibrary.org/education/pisa-2015-results-volume-i/overview-excellence-and-equity-in-education\\_9789264266490-5-en](https://www.oecd-ilibrary.org/education/pisa-2015-results-volume-i/overview-excellence-and-equity-in-education_9789264266490-5-en), accessed on 21 May 2025; European Commission, European Education and Culture Executive Agency, 'Equity in school education in Europe: structures, policies and student performance' (2020), Eurydice network, Publications Office of the European Union, [https://eacea.ec.europa.eu/national-policies/eurydice/content/equity-school-education-europe\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/equity-school-education-europe_en), accessed 21 May 2025.

5 European Union, 'The inclusion of displaced children from Ukraine in EU education systems 2023-2024', 2020, <https://op.europa.eu/en/publication-detail/-/publication/224f94b0-32a8-11ef-a61b-01aa75ed71a1>, accessed 20 April 2025.

6 Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030) 2021/C 66/01, [https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32021G0226\(01\)](https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32021G0226(01)), accessed 19 May 2025.

Pathways to School Success<sup>7</sup> adopted in November 2022 aims to empower all learners to realise their full potential, reducing early leaving from education and training, improving performance in basic skills and promoting well-being at school for everyone, regardless of their socio-economic, cultural, or personal background. It includes support measures for groups at risk of exclusion and underachievement, including learners with a migrant background. The European Education Area helps EU Member States to work together to build more resilient and inclusive education and training systems, including supporting teachers and learners when learners are migrants or have a migrant background.<sup>8</sup> The United Nations High Commissioner for Refugees (UNHCR), the United Nations Children's Fund (UNICEF) and the Organisation for Economic Co-operation and Development (OECD) are also active in the area

of refugee and migrant children's education, including through research, guidelines and publications.<sup>9</sup>

Acknowledging the importance of ensuring effective access to education for migrant children, this AHQ summary gives an overview of the situation of migrant children in primary and secondary schools across EMN Member and Observer Countries. For the purposes of the AHQ, migrant children are understood as legally staying third-country nationals, between six and 18 years old (aligning with the fact that primary education typically starts at age six in most European education systems).<sup>10</sup> This summary focuses on measures at national level and does not cover independent actions by other entities without the (financial) involvement of any EMN Member or Observer Country.



### 3. MAIN FINDINGS

#### 3.1. Support for migrant children

Twenty-four EMN Member Countries<sup>11</sup> and Serbia provide support measures at national level to help migrant children to adapt to the different cultural environment in primary and secondary school, although not all offers are exclusively designed for migrant children but rather available to children in need overall, both local and migrant children (see figure 1).

The most common measure is support to learn the local language(s), which is offered by 23 EMN Member Countries<sup>12</sup> and Serbia, with the aim of enabling migrant children to follow the full curriculum taught in primary and/or secondary school.

Some Member States organise additional support to migrant children to increase the effectiveness of the access to education. In the Netherlands, under the Primary Education Act (WPO) and the Secondary Education Act 2020 (WVO 2020), schools in primary and secondary education may use other languages (e.g. the mother tongue of migrant children) as an additional tool to support learners. Sweden also facilitates education in the mother tongue of migrant children, while Serbia uses teaching materials in the languages most commonly spoken by migrant children. In Spain, various regions have implemented programmes in the mother tongue of migrant children to help them preserve their culture and identity. The Czech Republic also organises interpretation and translation if needed. In

France, the school system has assigned a teaching module in French as a second language to an educational unit for newly arrived pupils, corresponding to their linguistic needs and learning French as a second language. Another common support measure is preparatory, bridging or transition classes, currently provided by 11 responding Countries.<sup>13</sup> In Spain, so called “welcome classrooms” enable students to acquire the necessary linguistic and academic skills before fully joining regular classrooms. In the Community of Madrid, students typically spend around six months in “welcome classrooms” to learn Spanish and mathematics, while subjects such as music or physical education are taken with their reference group. In the Slovak Republic, adaptation classes will be set up from 1 September 2025. In Latvia and Lithuania, an individual curriculum plan can be developed to account for the special situation of migrant children who find themselves in a new educational environment and being taught in a foreign language. The Netherlands offers transitional classes to prepare for entering mainstream education.

Thirteen responding Countries<sup>14</sup> provide psychosocial support to help migrant children to adjust to a different educational environment, even though not all offers are exclusive to children who are legally staying third-country nationals.<sup>15</sup> In addition, mentors can be assigned to help migrant children to navigate the school environment.<sup>16</sup>

Twelve EMN Member Countries<sup>17</sup> involve migrant parents as key reference persons in the process of helping migrant

7 Council Recommendation of 28 November 2022 on Pathways to School Success and replacing the Council Recommendation of 28 June 2011 on policies to reduce early school leaving 2022/C 469/01, <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32022H1209%2801%29>, accessed 19 May 2025.

8 See, for example, European Commission, ‘European School Education Platform, Toolkit for school success’, n.d., <https://school-education.ec.europa.eu/en/discover/toolkit-school-success#:~:text=The%20European%20Toolkit%20for%20inclusion,on%20school%20success%20for%20all>, accessed 20 April 2025. See also: European Commission, ‘Supporting wellbeing at school: new guidelines for policymakers and educators’ 2024, European Education Area, <https://education.ec.europa.eu/news/supporting-wellbeing-at-school-new-guidelines-for-policymakers-and-educators>, accessed 19 May 2025.

9 United Nations Educational, Scientific and Cultural Organization (UNESCO) and UNHCR, ‘Paving pathways for inclusion: Towards evidence-based policy-making for refugee education’, 2023, <https://unesdoc.unesco.org/ark:/48223/pf0000387957>, accessed 20 April 2025; UNESCO and UNHCR, ‘Paving pathways for inclusion: a global overview of refugee education data’, 2023, <https://unesdoc.unesco.org/ark:/48223/pf0000387956>, accessed 20 April 2025; OECD, ‘Young People with Migrant Parents’, 2021, [https://www.oecd.org/en/publications/young-people-with-migrant-parents\\_6e773bfe-en.html](https://www.oecd.org/en/publications/young-people-with-migrant-parents_6e773bfe-en.html), accessed 20 April 2025; OECD, ‘Programme for International Student Assessment (PISA)’, n.d., <https://www.oecd.org/en/about/programmes/pisa.html>, accessed 20 April 2025.

10 European Commission, ‘Compulsory education in Europe (2023-2024)’, 2023, Eurydice – Facts and Figures, <https://op.europa.eu/en/publication-detail/-/publication/830149f3-6684-11ee-9220-01aa75ed71a1/language-en>, accessed 19 May 2025.

11 AT, BE, BG, CY, CZ, EE, EL, ES, FI, FR, HR, HU, IE, IT, LT, LU, LV, MT, NL, PL, PT, SE, SI, SK.

12 AT, BE, BG, CY, CZ, EE, ES, FI, FR, EL, HR, IE, IT, LT, LU, LV, MT, NL, PL, PT, SE, SI, SK.

13 BE, EE, EL, ES, FI, IT, NL, LT, LU, PL, SE.

14 BE, CZ, EE, EL, ES, IE, LT, LU, LV, MT, PL, PT, SK.

15 LT, LU, MT.

16 CZ, EE, EL, ES, FR, LT, LV, PT, SE, SI, SK.

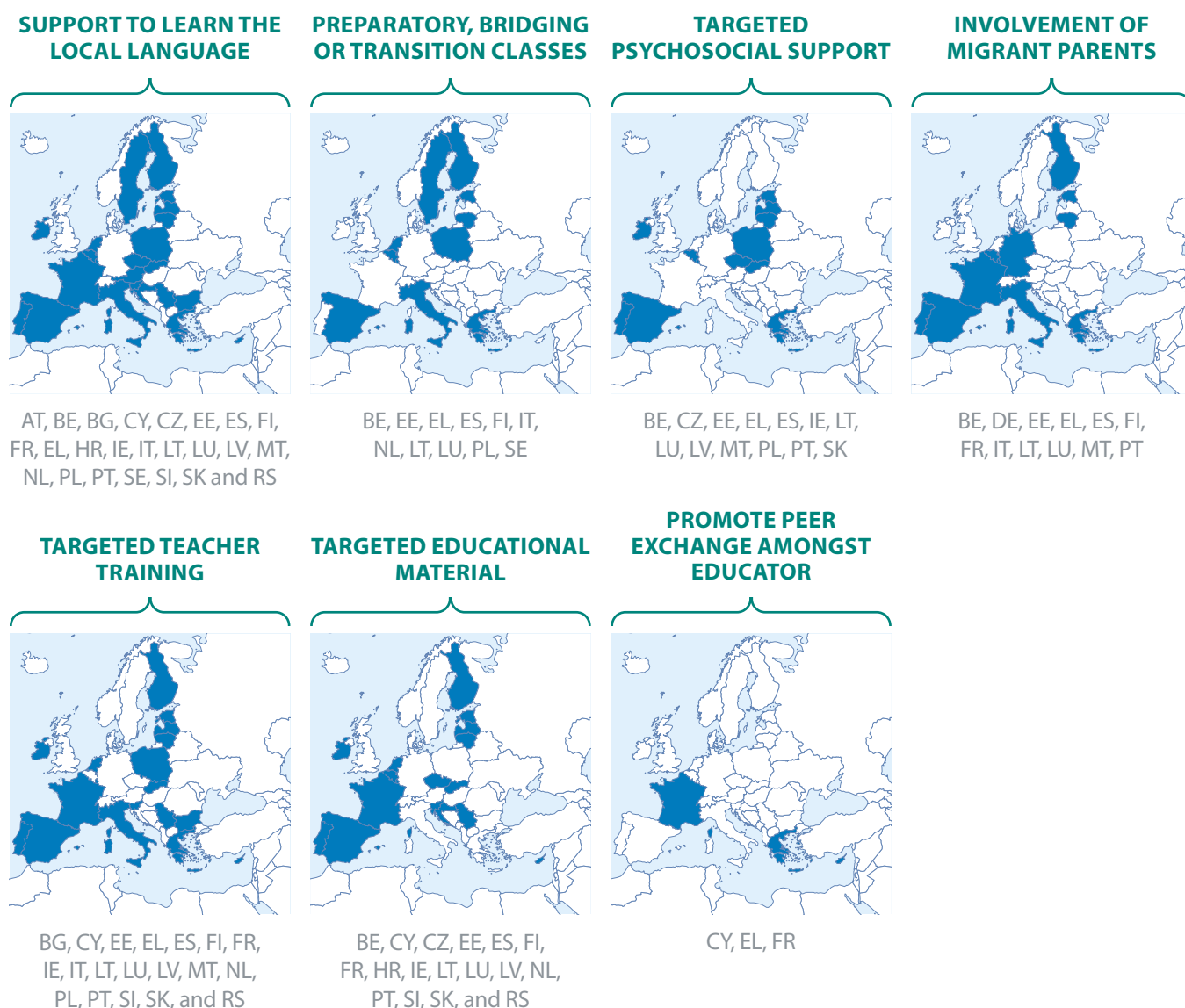
17 BE, DE, EE, EL, ES, FI, FR, IT, LT, LU, MT, PT.

children to adapt to the educational environment of the host country. This can take the form of social events to get to know each other better (e.g. Malta) or extending language support to relevant family members (e.g. France, Portugal). The French Ministry of the Interior and the French Ministry of National Education, Higher Education and Research are co-piloting the Opening Schools to Parents for Children's Success (OEPRE) scheme, which offers parents of non-French-speaking pupils free training in learning French, discovering the values of the French Republic, and the way the schools work. In Luxembourg, parents of migrant children can request free support from an intercultural mediator, for example to help them to translate information about the child's previous education and understand the school system of the host country. Portugal provides mentoring services to children directly. In Greece, at the beginning of each school year, a School Life Counsellor is appointed in each secondary education

school. Their responsibilities include counselling, informing and supporting pupils, parents and guardians, encouraging and strengthening communication between the school, family and wider community, and providing support through socio-educational programmes.

Notably, 13 countries<sup>18</sup> have increased their support measures in response to the increased influx of displaced children from Ukraine. While measures usually remain the same, they are specifically adapted for the target group of displaced children from Ukraine, e.g. explaining the local school system in the Ukrainian language.<sup>19</sup> In France, displaced children from Ukraine are given extra support to learn French and a national unit has been set up by the Ministry of Education to monitor and coordinate ministerial issues relating to the Ukrainian crisis. Estonia, Latvia and Lithuania have developed support measures specifically targeting children from Ukraine.

**Figure 1. Overview of main support measures to help migrant children adapt to the school system in EMN Member Countries and Observer Countries**



<sup>18</sup> BE, CZ, EE, ES, FR, HU, IE, LT, LV, NL, PL, SK, and RS.

<sup>19</sup> SK.

### 3.2. Support for teachers

The majority of responding EMN Member Countries<sup>20</sup> and Serbia have implemented targeted measures to enhance the intercultural and psychosocial competencies of teachers to support migrant children to adapt to different cultural environments in primary and secondary schools (see figure 1).

The most frequent intervention is teacher training, as practised by 19 Countries.<sup>21</sup> Topics include pedagogical advice for teaching foreigners in the host country language and supporting them to adapt to a different cultural and educational environment. In Slovenia for example, the Ministry of Education is preparing to launch a similar European Social Fund+ (ESF+)-funded programme enabling the effective inclusion of children in primary and secondary schools through professional teacher training, including intercultural competencies, and the creation of an inclusive learning environment.

Another common approach is to provide specific educational materials, as offered in 17 Countries.<sup>22</sup> Cyprus, the Czech Republic, Croatia and Serbia offer written guidance on how to teach foreigners in the national language. Luxembourg, with funding from the ESF+ has prepared information sheets on the cultures and educational systems of some of the Countries of origin of the pupils. This helps teachers and socio-educational staff working directly with children and their parents to understand the context of the respective Countries, facilitating collaboration and learning.

Cyprus, France and Greece have launched networks spanning different regions of each country to promote exchanges between teachers and other professionals working in the education sector on how best to support the integration of legally staying third-country national migrant children in primary and secondary school.

Teacher support material,<sup>23</sup> courses<sup>24</sup> and e twinning space<sup>25</sup> are also available at EU level.

### 3.3. Anti-discrimination and anti-segregation work

In Italy and Latvia, projects financed by the EU through the Asylum, Migration and Integration Fund (AMIF) and the ESF+, respectively, work to prevent discrimination of migrant children and support their inclusion into the local education system, including through capacity-building of teachers (Latvia). The Equal Opportunities Alliance in the Netherlands, established by the Dutch Ministry of Education, Culture and Science, aims to promote equal

opportunities in education, although without a distinct focus on migrant children.

Similarly without a distinct focus on migrant children, but benefiting them nonetheless, ten EMN Member Countries<sup>26</sup> and Serbia address the prevention of discrimination and segregation in their legislative frameworks. In Cyprus, France, Ireland and Serbia, policies are specifically focused on anti-racism and anti-discrimination. Cyprus, for example, has implemented an anti-racist and anti-discrimination policy<sup>27</sup> in schools since the 2014-2015 school year, outlining responsibilities and commitments expected by the various members of school communities and providing school administrations and teachers with a detailed plan to prevent and deal with racist incidents. Six countries<sup>28</sup> also tackle the prevention of discrimination and segregation from an inclusion perspective, i.e. through dedicated inclusion policies that promote equal participation in education (and other spheres of society). In Spain, the Law on Education stipulates that the basic education curriculum must include the learning of democratic values and human rights, respect for other cultures and equal treatment, as well as the prevention of bullying or any other form of violence.

Ten EMN Member Countries<sup>29</sup> aim to prevent the discrimination and segregation of non-native children through a language-focused approach, i.e. helping foreign children to integrate more easily by boosting their language skills through additional language training.

Bulgaria, Hungary and Ukraine have yet to introduce targeted initiatives to prevent the discrimination and segregation of migrant children in primary and secondary schools.

The EEA strategic framework Working Groups (2021-2025)<sup>30</sup> have enabled the exchange of information on practices that tackle different forms of discrimination and prejudice in and through education and training - including racism, discrimination on the grounds of ethnic or racial origin, social and territorial inequalities and intersectional discrimination.<sup>31</sup>

### 3.4. Data collection on migrant children's performance

Only Finland, Luxembourg and Spain monitor the level of academic performance of migrant children compared to other children at national level. In Luxembourg, the latest edition of the National Report on Education (published at the end of 2024) placed a specific focus on diversity and inclusion, assessing the school performance of children with a migration background or of immigrant origin, although not specifically third-country national

20 BE, BG, CY, CZ, EE, EL, ES, FI, FR, HR, IE, IT, LT, LU, LV, MT, NL, PL, PT, SI, SK.

21 BG, CY, EE, EL, ES, FI, FR, IE, IT, LT, LU, LV, MT, NL, PL, PT, SI, SK, and RS.

22 BE, CY, CZ, EE, ES, FI, FR, HR, IE, IT, LT, LU, LV, NL, PT, SI, SK, and RS.

23 European School Education Platform, 'Teaching materials', <https://school-education.ec.europa.eu/en/teach/teaching-materials>, accessed 19 May 2025.

24 European School Education Platform, 'Courses catalogue', [https://school-education.ec.europa.eu/en/learn/courses?&keywords=migrant&sort\\_by=search\\_api\\_relevance](https://school-education.ec.europa.eu/en/learn/courses?&keywords=migrant&sort_by=search_api_relevance), accessed 19 May 2025.

25 eTwinning is a community for schools, an online space for teachers and school staff to collaborate and develop national and international projects. eTwinning provides a safe platform for teachers and pupils to work together with schools across Europe, discuss in online groups, follow peer learning and professional development activities. See European Commission, European School Education Platform, 'About eTwinning', <https://school-education.ec.europa.eu/en/etwinning>, accessed 21 May 2025.

26 BE, CY, ES, FI, FR, IE, LT, LV, SE, SK.

27 The policy responds to the European Commission's Against Racism and Intolerance guideline No. 10 and is also in line with various international and European conventions ratified by Cyprus, such as the Convention on the Rights of the Child, the Council of Europe's Recommendation CM/Rec(2010) of the Committee of Ministers to Member States, the Convention on the Elimination of All Forms of Violence Against Women, and the European Social Charter.

28 EE, FI, FR, IE, LT, LV.

29 CZ, EE, HR, LU, LV, MT, PL, PT, SE, SK.

30 European Education Area, 'Working groups of the EEA strategic framework', <https://education.ec.europa.eu/about-eea/working-groups>, accessed 19 May 2025.

31 European Commission, 'Tackling different forms of discrimination in and through education and training (2021-2025)', 2023, Working Group on Equality and Values in Education and Training, European Education Area Strategic Framework, <https://op.europa.eu/en/publication-detail/-/publication/8d28535a-2cef-11ee-95a2-01aa75ed71a1/language-en>, accessed 21 May 2025.

children. In Finland, migrant children participate in evaluations of learning outcomes by the Finnish Education Evaluation Centre (FINEEC). These evaluations measure the achievement of objectives set in the national core curriculum for different subjects and results can be compared to those of native children.

In France, even though there is no cohort monitoring of non-French speaking pupils at national level, a national survey on the learning needs of newly arrived pupils with French as a second language is carried out by the Directorate of Evaluation, Forecasting and Performance of the Ministry of National Education. This gathers data on pupils and distinguishes between pupils who have previously attended school and those who have not, as well as their access to services, according to the type of care provided.

The Czech Republic and Poland have each collected data on the performance of children from Ukraine. While the Czech Republic evaluated their progress in learning the Czech language through a survey in 2024, the Central Examination Commission in Poland assessed their average performance in three subjects: Polish language, mathematics, and modern foreign languages (English or Russian).

In Ireland, the annual retention reports of the Department of Education offer a detailed analysis of student progression and monitor students' journeys through each stage of secondary education. The 2024 report included a dedicated section on ethnicity.

### 3.5. Specific Challenges

Almost all respondent Countries<sup>32</sup> experience challenges to provide effective inclusive education to migrant children.

The most common challenge is a language barrier,<sup>33</sup> which is reported to hinder children's ability to follow classes, participate in discussions, understand learning materials, and communicate with peers and teachers.

Another frequent challenge is differences in the education system<sup>34</sup> of the host country and the country of origin, for example teaching methodologies and assessment criteria. This can create difficulties for both pupils and teachers, as migrant children may not know how to deal with specific learning situations.

Ten Countries<sup>35</sup> reported a lack of teachers qualified to teach in bilingual or multilingual classrooms or adapted to the target group of newcomers.

School environments may not always take the specific needs of migrant children sufficiently into consideration. Five Countries<sup>36</sup> specifically mentioned that the successful integration of migrant children into their school system would require targeted psychosocial support, in addition to language training and remedial classes to navigate the new learning environment. For example they would still need to recover from the traumatic experience of displacement from Ukraine or other emotionally difficult experiences related to their migration.

The challenge of fully integrating migrant children into primary and secondary schools in EMN Member and Observer Countries may be compounded by a growing trend of marginalisation of migrants in some Countries, as reported by Cyprus and Italy. In Cyprus, migrant children are concentrated in a small number of schools, hindering their ability to mix with local children, while Italy experiences prejudice and discrimination against migrant children. Ireland mentioned that migrant students may lack a sense of connection and belonging to their new school community.

Five Countries<sup>37</sup> reported poor attendance and higher dropout rates for students with a migration background, which is both a challenge and a consequence of other challenges. In the Czech Republic and Serbia, this was attributed to parents' lower prioritisation of their children's education if they are not aiming for long-term residence in the host country. On school attendance, France underlined excessively long delays in the assignment of non-French speaking pupils to secondary school level, contributing to the delay in school attendance.

In terms of administrative barriers, Cyprus, Italy and Slovenia all pointed to increasing numbers of migrant children, making it difficult for the authorities to provide sufficient spaces at school. Cyprus also highlighted the challenge of migrant children arriving during the school year, as it requires them to integrate into the education system at a time when other pupils are already well advanced in their learning.

France noted the absence of a specific national benchmark to assess the education level of newly arrived non-French speaking pupils. As a result, after following a year of preparatory classes, pupils return to ordinary classes without any assessment of their level in either French as a second language or in the general subjects they are required to take.

### 3.6. Good practices

Generally, the good practices identified by responding countries mostly relate to measures to counteract the challenges described above. Fourteen Countries<sup>38</sup> shared examples of language training provided in their respective school context as a means of fostering successful integration of migrant children into the education system.

Bulgaria, Cyprus, France and Sweden reported targeted teacher training as a good practice, helping teachers to understand and respond to the needs of the target group and strengthen their ability to teach foreigners effectively in the official language of the host country.

Cyprus, Greece and Ireland have all implemented comprehensive programmes to support migrant children to adapt to different cultural environments in primary and secondary schools:

- In Cyprus, the European co-funded programme DRA.S.E.+ provides a mix of support measures to 197 schools at all educational levels, including pre-primary,

32 BG, CY, CZ, EE, ES, FI, FR, HR, HU, IE, IT, LT, LU, LV, MT, NL, PL, PT, SE, SI, SK, and RS.

33 BE, EE, FI, HR, HU, IE, LT, LU, LV, MT, NL, PL, PT, SI, SK, and RS.

34 BG, EE, ES, FI, HR, LV, NL, SK.

35 BG, EE, FI, FR, LT, LV, NL, SE, SI, SK.

36 BE, CZ, HR, LT, PL.

37 CZ, ES, IE, IT, and RS.

38 BG, CY, CZ, EE, EL, FR, HR, HU, IE, LT, LU, LV, NL, SK.

primary and secondary. It covers around 30% of the country's total school population, selected based on socioeconomic and educational criteria, and usually located in deprived areas and/or with large numbers of migrant children. These include additional resources for teaching Greek as a second language, the assignment of a second teacher in the classroom during lessons, subsidies for educational trips and creative activities, the purchase of educational and technological equipment, provision for translation services, and psychological services for children, including migrant children.

- In Greece, the All Children in Education (ACE) programme<sup>39</sup> was implemented by UNICEF from 2021 to 2024 and monitored by the Greek Ministry of Migration and Asylum. It benefitted over 25 000 migrant students in over 40 locations across the country, with both formal and non-formal education support. This included language training, interpretation services, school enrolment, help with homework, structured psychological support activities and referral to specialised services. The programme helped to prevent school dropout, with 75% of all enrolled children remaining in the public school system. ACE was complemented by capacity-building for 5 000 teachers on inclusive education methodologies and pedagogy.
- In Ireland, the Summer Programme supports migrant children to adapt to different cultural environments in primary and secondary schools. Initially designed for children with complex educational needs, the programme has expanded to provide holistic, school-based learning experiences that foster peer interaction, engagement with fully qualified teachers, and participation in adapted activity-based learning. The Summer Programme has helped over 1 800 children

from Ukraine to integrate into their new learning environments. It continues to address the needs of refugee and migrant pupils, such as English language skills and integration, including for those who continue to arrive in Ireland from Ukraine, and through the International Protection Accommodation Service.

Finland, Malta and Portugal reported the active involvement of parents and other caregivers in the educational integration of their children as a good practice, for example by organising school activities for the entire family. The Czech Republic, Estonia, Latvia and Lithuania shared positive experiences with the appointment of beneficiaries of temporary protection (BoTP) (or other legally staying third-country nationals) as teachers or support staff, particularly regarding displaced persons from Ukraine.

France highlighted as a good practice the introduction of exam adaptations for non-French speaking pupils newly arrived in France, such as permission to use a bilingual dictionary, a provision enabling the construction of a pathway for the gradual acquisition of knowledge and skills in the second year in college.

Belgium reported that, in its Flanders region, a platform was created to regularly exchange information and coordinate among relevant stakeholders, including education administrations, language schools, teachers, and services providing social assistance and support to families.

In addition to the practices mentioned above, good practices on inclusive education can be found in several documents and guidance related to the EEA, for example in the Commission Staff Working Document "Supporting the inclusion of displaced children from Ukraine in education: Considerations, key principles and practices for the school year 2022-2023".<sup>40</sup>

39 Ministry of Migration and Asylum of the Hellenic Republic, 'All Children in Education (ACE) - Non-formal education for refugee children in collaboration with UNICEF', <https://migration.gov.gr/en/ace/>, accessed 18 June 2025.

40 European Commission, 'Supporting the inclusion of displaced children from Ukraine in education: Considerations, key principles and practices for the school year 2022-2023', 2022, Commission staff working document, [SWD-2022-185-inclusion-displaced-children-Ukraine-in-education.pdf](https://ec.europa.eu/commission/presscorner/detail/en/swd_2022_185), accessed 19 May 2025.



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Austria [www.emn.at/en/](http://www.emn.at/en/)

Belgium [www.emnbelgium.be/](http://www.emnbelgium.be/)

Bulgaria [www.emn-bg.com/](http://www.emn-bg.com/)

Croatia [emn.gov.hr/](http://emn.gov.hr/)

Cyprus [www.moi.gov.cy/moi/crmd/emnncpc.nsf/home/home?opendocument](http://www.moi.gov.cy/moi/crmd/emnncpc.nsf/home/home?opendocument)

The Czech Republic [www.emncz.eu/](http://www.emncz.eu/)

Estonia [www.emn.ee/](http://www.emn.ee/)

Finland [emn.fi/en/](http://emn.fi/en/)

France [www.immigration.interieur.gouv.fr/Europe-et-International/Le-reseau-europeen-des-migrations-REM3/Le-reseau-europeen-des-migrations-REM2](http://www.immigration.interieur.gouv.fr/Europe-et-International/Le-reseau-europeen-des-migrations-REM3/Le-reseau-europeen-des-migrations-REM2)

Germany [www.bamf.de/EN/Themen/EMN/emn-node.html](http://www.bamf.de/EN/Themen/EMN/emn-node.html)

Greece <https://migration.gov.gr/emn/>

Hungary [www.emnhungary.hu/en](http://www.emnhungary.hu/en)

Ireland [www.emn.ie/](http://www.emn.ie/)

Italy [www.emnitalyncp.it/](http://www.emnitalyncp.it/)

Latvia [www.emn.lv](http://www.emn.lv)

Lithuania [www.emn.lt/](http://www.emn.lt/)

Luxembourg [emnluxembourg.uni.lu/](http://emnluxembourg.uni.lu/)

Malta [emn.gov.mt/](http://emn.gov.mt/)

The Netherlands [www.emnnetherlands.nl/](http://www.emnnetherlands.nl/)

Poland [www.gov.pl/web/european-migration-network](http://www.gov.pl/web/european-migration-network)

Portugal [rem.sef.pt/en/](http://rem.sef.pt/en/)

Romania [www.mai.gov.ro/](http://www.mai.gov.ro/)

Spain [www.emnspain.gob.es/en/home](http://www.emnspain.gob.es/en/home)

The Slovak Republic [www.emn.sk/en](http://www.emn.sk/en)

Slovenia [emnslovenia.si](http://emnslovenia.si)

Sweden [www.emnsweden.se/](http://www.emnsweden.se/)

Norway [www.udi.no/en/statistics-and-analysis/european-migration-network---norway#](http://www.udi.no/en/statistics-and-analysis/european-migration-network---norway#)

Georgia [migration.commission.ge/](http://migration.commission.ge/)

The Republic of Moldova [bma.gov.md/en](http://bma.gov.md/en)

Ukraine [dmsu.gov.ua/en-home.html](http://dmsu.gov.ua/en-home.html)

Montenegro [www.gov.me/mup](http://www.gov.me/mup)

Armenia [migration.am/?lang=en](http://migration.am/?lang=en)

Serbia [kirs.gov.rs/eng](http://kirs.gov.rs/eng)

The Republic of North Macedonia  
<https://mvr.gov.mk/>