



Brussels, 20.09.19

EUROPEAN PARLIAMENT RECOMMENDATION of

20.09.2019

on diversity in schools:

integration of migrant students

in primary and secondary education

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The Committee of Culture and Education submits the following resolution to the European Parliament.

Resolution on the question of EU diversity in schools: integration of migrant students in primary and secondary education.

- A. Fully aware of the lack of education of some of the migrants;
- B. Realizing that some of the migrants can't communicate with the population because of linguistic as well as cultural barriers;
- C. Fully aware that racism is one of the major issues to be faced;
- D. Recognizing that some countries are already dealing with financial problems;
- E. Believing that regular migrants who have been in a country for a period of time have established a social network and have started a new life;
- F. Keeping in mind the proposal of Decision of the Council establishing the European funds for third-country citizens' integration for the 2007-2013 period, under the general program "Solidarity and management of migration flows" (SEC (2005)435);
- G. Deeply conscious of the regulation (EU) n.o 516/2014 of the European Parliament and of the Council of 16 of April 2014 established the Asylum, Migration and Integration fund, amending Council Decision 2008/381/EC and repealing Decision n.o 573/2007/EC and n.o 575/2007/EC of the European Parliament and of the Council and Council Decision 2007/435/EC;
- H. Fully aware of the Eurodiaconia (2014) lists of psychological factors, such as feelings of isolation, exclusion, or prejudice, as challenges for migrant families;
- I. Realizing that some researchers suggest that increasing proportion of teachers with a migrant background to fully represent the diversity in societies and classrooms can be effective in reducing the gap between migrant and non-migrant children (Nusche 2009; OECD 2014; Sirius 2014);
- J. Referring to the article 26 of the Universal Declaration of Human Rights;
- K. Having considered Nusche's review (2009) which shows that language support for migrant students is most important and effective in early childhood as an early start in language learning improves school readiness;

- L. Keeping in mind Nuche's review which shows that language learning is a long process and migrant children need systematic support to become proficient users of host societies' languages, in particular of the academic language used in an education context;
- M. Observing the European Parliament's resolution of 12 April 2016 on the situation in the Mediterranean and the need for a holistic EU approach to migration (2015/2095(INI));

1. Affirms that every country must provide irregular migrants with a special VISA lasting from 3 to 6 months.
 - i. Each member state will be able to set the amount of time to leave in order for migrants to find a job, a home and to learn the language
 - ii. In case of bureaucracy delays migrants will have the right to ask for an extension of the VISA by 3 months maximum
2. Proclaims that if migrants don't find a job during that period of time, the only viable and sustainable solution is the repatriation.
3. Solemnly affirms that the host country is going to guarantee the right of education to the regular migrants and to the ones with the VISA as well as born-native citizens.
4. Have resolved that newcomers must take a test in order to verify their knowledge and whether they're able to manage the host country's language.
 - i. If they fail the test they must attend compulsory preparatory classes for the duration of 1 or 2 years (depending on the nation's decision) in order to fully learn the language
5. Further invites countries to call foreign teachers for preparatory classes in order to let the students better understand the language and the culture of the host country.
6. Further requests that both primary and secondary school make sure that students coming from a migrant background are provided with psychologists to have the support they couldn't receive otherwise.
7. Recommends schools to have enough support teachers at disposal in order to grant children intensive language lessons and moral support, which is vital to fully be integrated within the classroom.
8. Encourages the achievement of social integration through extracurricular activities which will also involve parents.

9. Requests national campaigns inside schools to raise awareness both on racism and xenophobic phenomena and also to fight the disinformation about migratory flows.
 - i. Further encourages organizers of such campaigns to work with migrants who now received the citizenship
10. Urges more controls in schools done by local authorities in order to fight against the phenomenon of children leaving school too early.