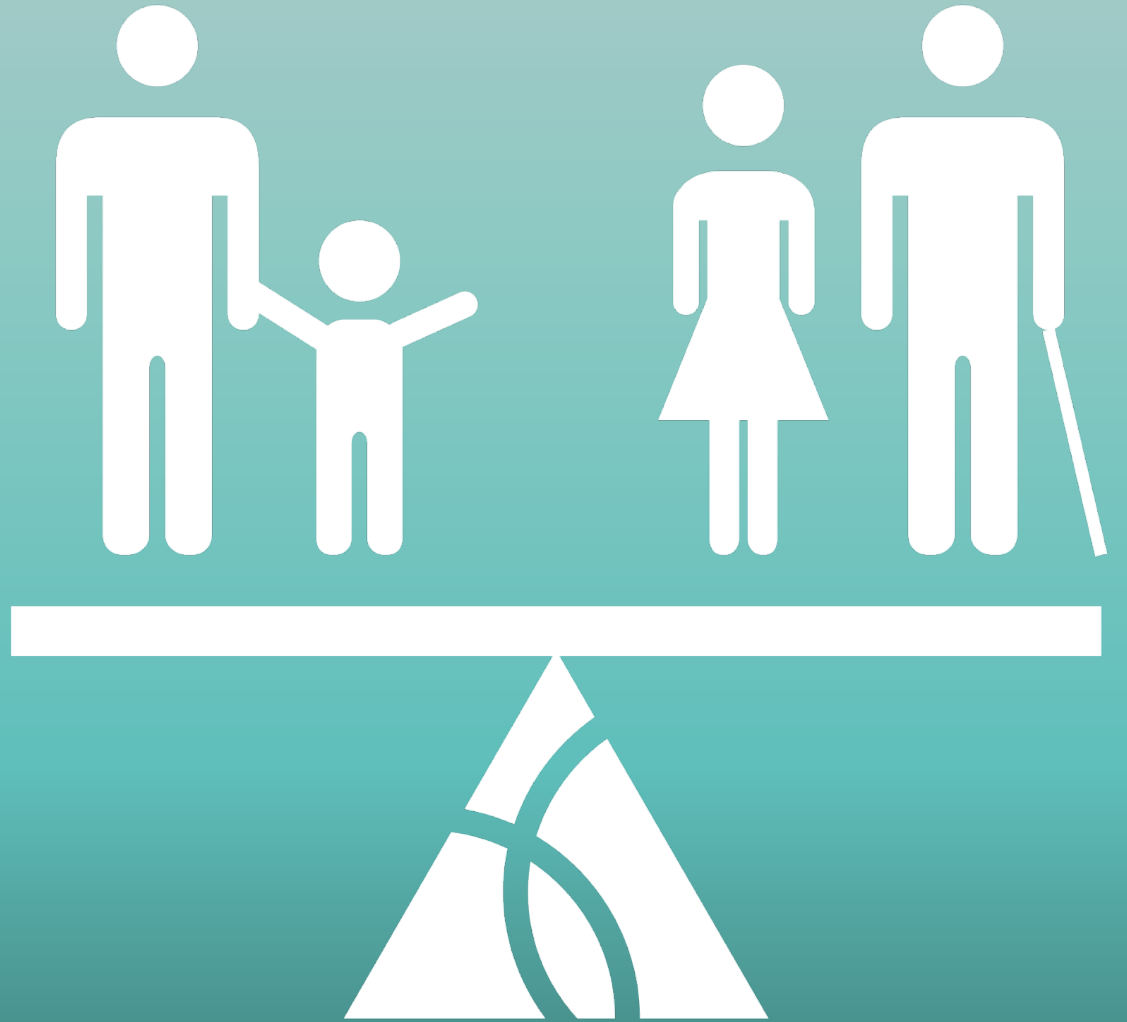
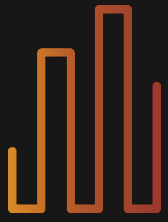


Children in Migration – Access to Education in Luxembourg

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Long (hi-)story short

German workers and engineers made up 15% of total population in LU
Italian workers made 49% of industrial labour force

1910

Bilateral agreements for low-skilled labour with **Portugal** and **Spain**

1963

Outbreak of the Balkan war and massive refugee wave from **former Yugoslavia**

1990s

Global: predominantly highly-skilled, but also low-skilled migration. War and conflict refugees, political immigrants

Now

1957

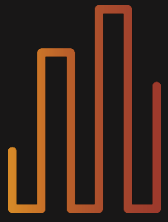
Agreement with **Italy** allowing family reunification

1970

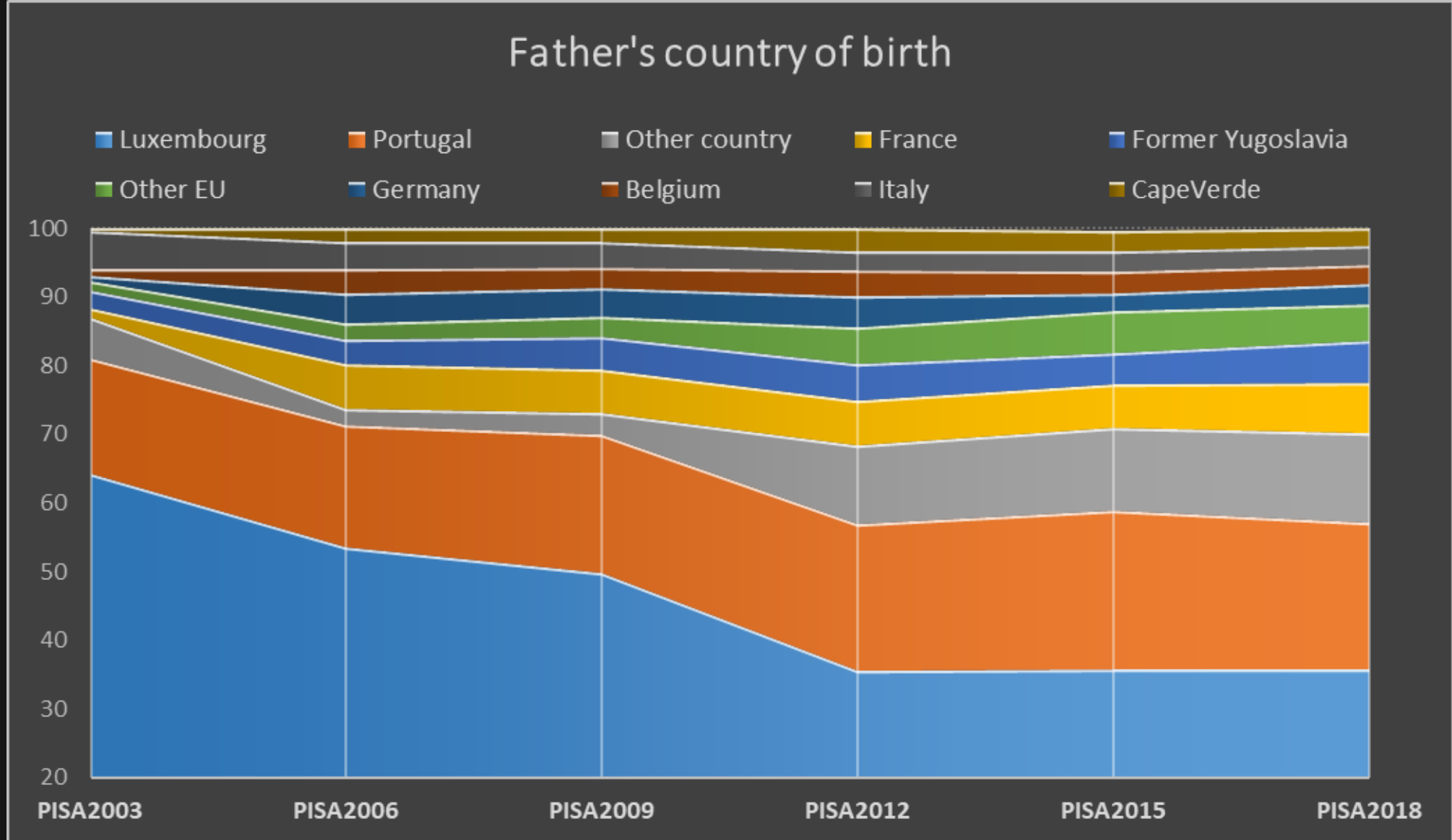
Agreement with **former Yugoslavia**
Family reunification agreement with **Portugal**

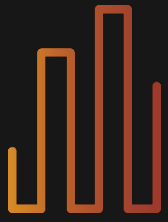
2004

Central and Eastern European countries – EU accession



Secondary school population over time





Educational inequalities in Luxembourg

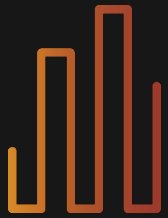
➤ **Two-fold stratified education system:**

1. from primary to secondary education programmes at approx. 12y.o.;
2. from lower to upper secondary at approx. 15y.o.

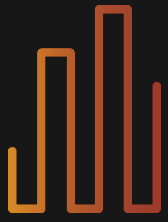
➤ **Multilingual education policy with rigid language requirements**

➤ **Growing population heterogeneity:**

- migrant population & linguistic diversity
- socio-economic inequality (20% youth unemployment rate, 25% of children at risk of poverty)

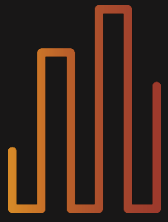


	Higher education					Master craftsman's diploma	Master craftsman's diploma	Employment	
	Abitur + Secondary school leaving diploma ¹	European Baccalaureate	A-levels	International Baccalaureate English/French	Classical secondary school leaving diploma	General secondary school leaving diploma	Technician's diploma	Vocational aptitude diploma	Certificate of professional capacity
		S 7	1 IEC	1 BI	1 C	1 G ³	1 T		
12 th class		S 6	2 IEC	2 BI	2 C	2 G	2 T	3 rd year DAP	3 rd year CCP
11 th class		S 5	3 IEC	3 I	3 C	3 G	3 T	2 nd year DAP	2 nd year CCP
					GUIDANCE				
10 th class		S 4	4 IEC	4 I	4 C	4 G	4 T	1 st year DAP	1 st year CCP
						VOCATIONAL TRAINING			
						GUIDANCE			
9 th class		S 3	5 IEC	5 I	5 C	5 G	5 AD	CIP	5 P
8 th class		S 2	6 IEC	6 I	6 C	6 G		6 P	
7 th class		S 1	7 IEC ²	7 I	7 C	7 G		7 P	
					INTERNATIONAL CURRICULUM (BI)	CLASSIC SECONDARY EDUCATION	GUIDANCE ROUTE		PREPARATORY ROUTE
					GENERAL SECONDARY EDUCATION				
					GUIDANCE				
6 th class	P 5	Stage 6	Cycle 4 (2 years)						
5 th class	P 4	Stage 5							

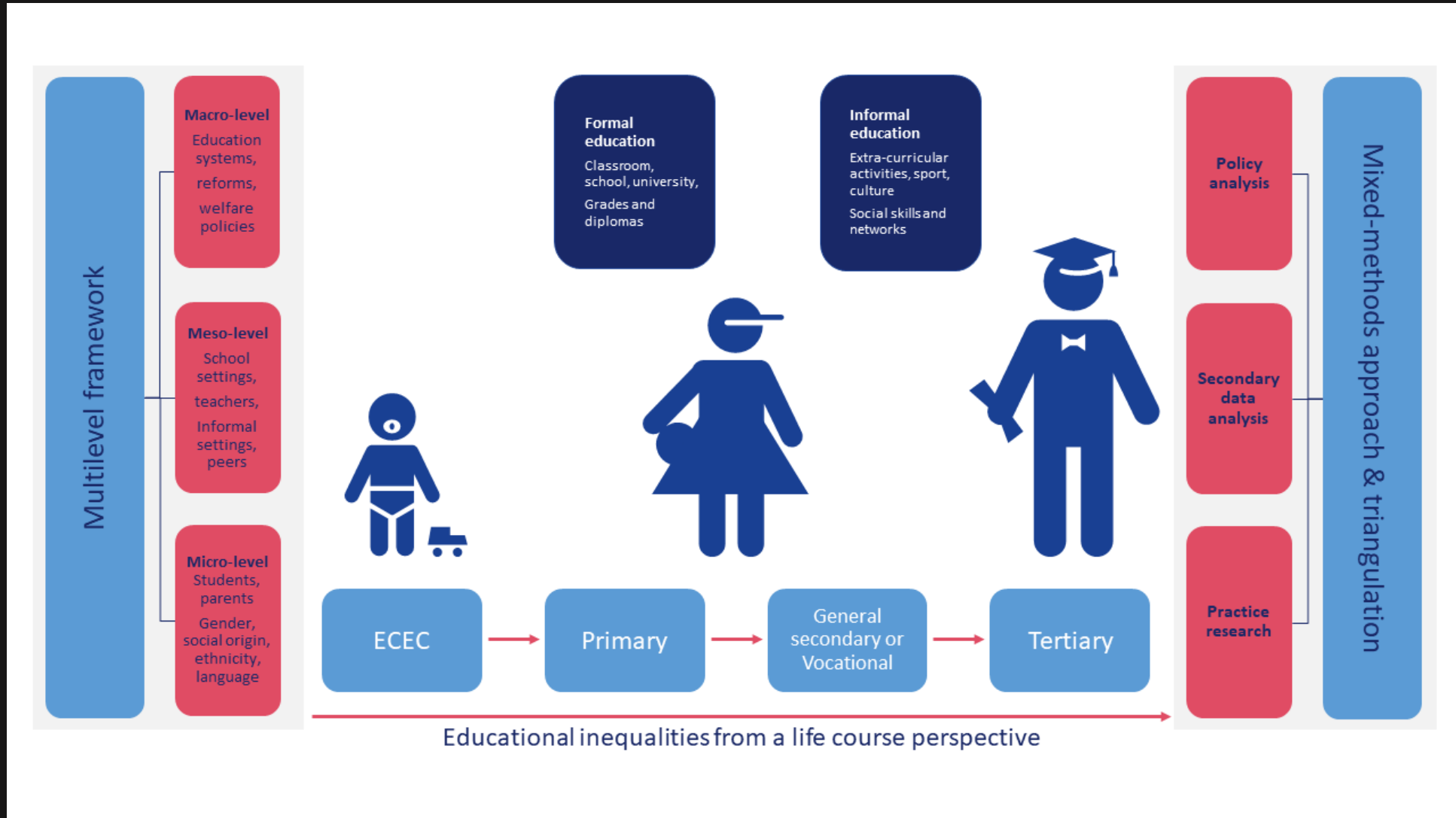


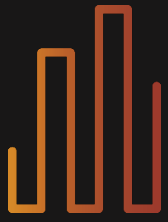
Educational inequalities in Luxembourg

- **Transition** from primary to secondary education: potential **bias** on teachers' recommendations
- Largest achievement **gaps** in reading and mathematics (based on OECD PISA data): Cape-Verdean, ex-Yugoslavian, Portuguese, Italian students.
- Ex-Yugoslavian students (nearly) close the gap in **German language** knowledge in secondary school, but not others
- Second-generation performs better than first-generation, but still lags behind natives
- **Schools** attended by immigrant students frequently cite shortage of teachers, disruptive climate
- **Occupational aspirations**: e.g. ex-Yugoslavian students aim at «safe» choices: e.g. electrician, nurse. While other groups, e.g. Cape-Verdean have ambitious vision: e.g. CEO, football star
- Immigrant students in **tertiary education** more often consider dropping out, than the native peers.



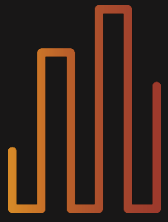
PIONEERED: PIONEERING POLICIES AND PRACTICES TACKLING EDUCATIONAL INEQUALITIES IN EUROPE





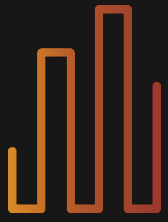
PIONEERED: PIONEERING POLICIES AND PRACTICES TACKLING EDUCATIONAL INEQUALITIES IN EUROPE

- Inequalities are driven by **intersection of several axes**: a combination between migration background, linguistic background and language capital, socio-economic status, gender, disability or SEN
- **Primary school's composition** (socio-economic, but not migrant) has a long-term impact on academic success in secondary education
- Linguistic diversity is sometimes seen as a “handicap”, rather than an asset: “children with **additional needs**”
- Primary focus on **newly arrived children**, but much less on immigrant children born in Luxembourg with language struggles
- Potential reform fatigue – **overload** on teachers



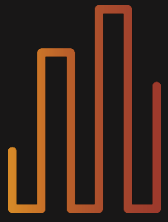
Recent developments – Middle East and South Asia (2015 - ...)

- Children from Syria, Iraq and Afghanistan one of the recent fast growing sub-population
- It is gradually growing since 2015/2016, with fastest increase among Syrian-origin children
- In 2022/2023 there are 434 Iraqi, 454 Afghani, and 1598 Syrian children in Luxembourg education system. They make approx. 2.4% of total student population.
- (?) Not much known about their education integration and academic outcomes.



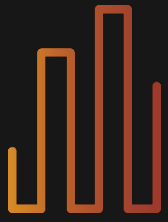
Recent developments - Ukraine (2022-...)

- As of September 2023, there were 1 238 Ukrainian children registered in public education system (416 in primary, 822 in secondary education)
- Numbers are stable and comparable to the year 2022.
- Placement in reception classes (40 classes in primary, approx.100 in secondary)
- Majority of students are directed to the public international schools with English as primary language of instruction. Once integrated they can choose German or French language programme.
- Secondary education graduates prepare for DAES at the National School for Adults (ENAD) for tertiary education.



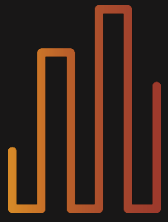
Recent developments - Ukraine (2022-...)

- PIONEERED project: qualitative research (focus groups) in Luxembourg, Poland and Ukraine in December 2022 – January 2023:
- Main concerns of parents:
 - reception classes for Ukrainian children have large range of different ages;
 - long transition time to regular classes;
 - high concentration of Ukrainian-speaking children slows down English-language learning.
- Education is the priority, however great emphasis on **extra-curricular activities**: sport, arts – access largely driven by school/municipality resources.
- Some parents continued **distance education in Ukraine**
- Parents appreciate **child-based approach** in Luxembourg, with emphasis on individual learning and well-being
- **2 groups of parents**: determined to stay, consider returning – depending on situation



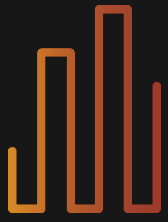
(Relatively) recent reforms and measures

- Since 2016 – **public International schools** (currently 6): instruction in English, German, or French based on the European curriculum
- 2017 – **multilingual education** (Luxembourgish and French) in **ECEC**, accompanied with 20 free hours per week of education and care. Single parents and low-income families benefit from additional support
- 2017 – restructuring of the **Orientation Centre** (*Maison d'orientation*) – one location for all information and services regarding education, secondary schools, VET, tertiary education, employment and training opportunities
- Since 2022/2023 – **help with homework** for primary school children
- Since 2022/2023 – **free after-school care** (maison relais, foyer, etc.)
- June 2023 – centralised **School Integration and Reception Service** (*Service de l'intégration et de l'accueil scolaires*)



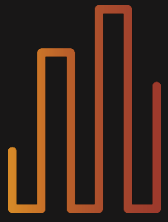
Concluding remarks

- Substantial governmental efforts and actions towards offering **equal chances to all children**
- With respect to **newly arrived immigrant children**, Luxembourg follows *Centralised entry support model* – centralised reception desk, welcoming arrangement, assessment of prior schooling, allocation of supplementary services and support
- Increased **collaborative activities** between research community and policy makers
- Remaining **knowledge gap**:
 - Following life trajectories of immigrant youth – transition to tertiary education, to labour market
 - Two last refugee waves: Middle East and Ukraine and fast growing groups of immigrants from Brazil, China, India



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Thank you for your attention

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PIONEERED project

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