

22/09/2016
Kate Sevón

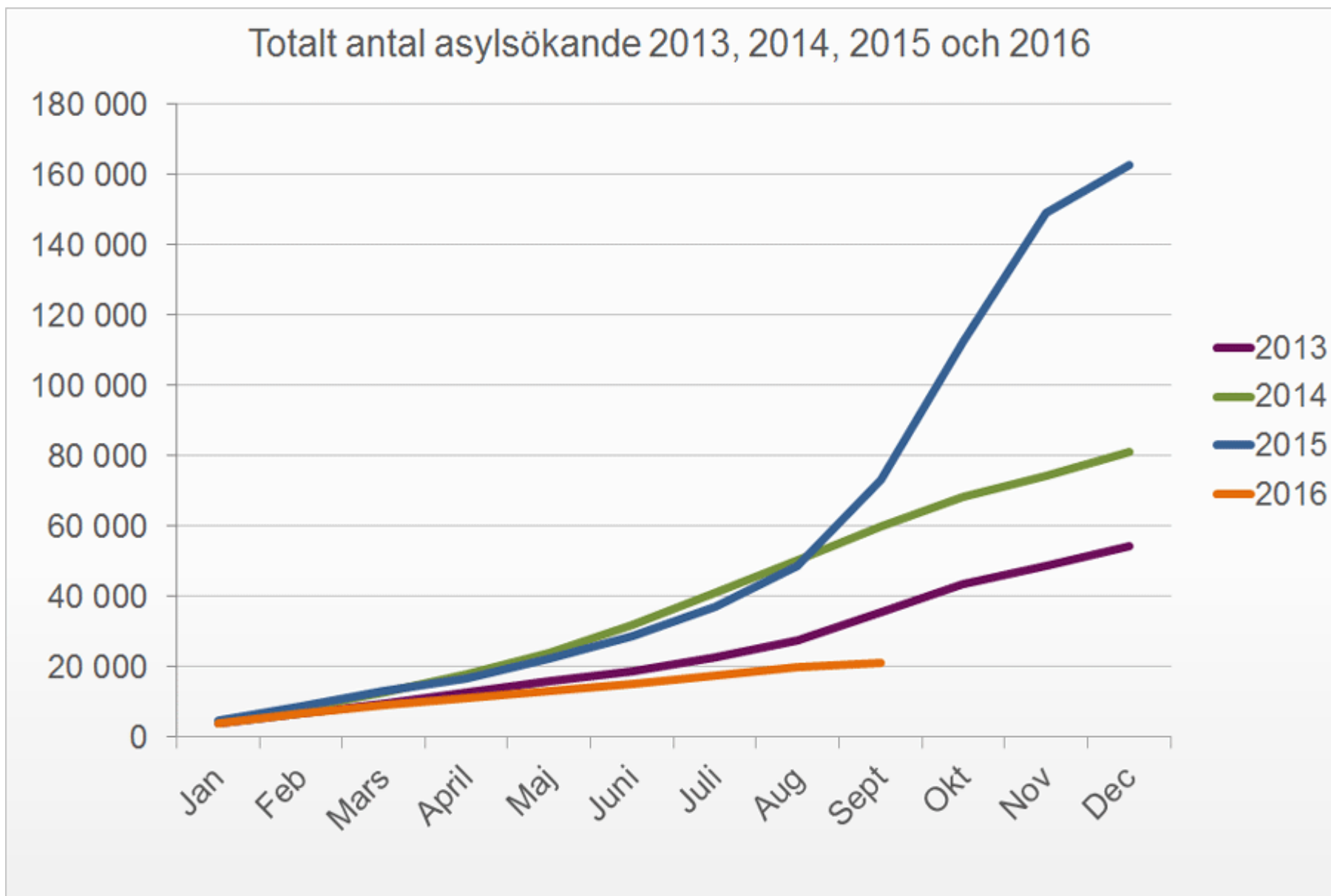
Integration of migrants in education

Case Sweden



Swedish Council for
Higher Education

Total number of asylum seekers 2013-2016



Asylum seeking children 2014 and 2015

		2014	2015
Total number	(all ages)	81 301	162 887
Children		23 108	70 384
Unaccompanied minors		7 049	35 369
Children with parents		16 059	35 015



What does the legal framework say?

- The Education Act states that all children shall have equal access to education
- Applies also to newly arrived children /teenagers, including children without documents (=without residence permits)
- Asylum seeking children have the right to school from age of 6
- The right to education applies also for upper secondary (not compulsory) school if the pupil starts before turning 18
- The municipalities should strive to offer education within a month from arrival
- Mandatory assessment of newly arrived pupils knowledge
- Education providers (municipalities or independent schools) with high proportion of newly arrived get extra government funding



... and what about practice?

- Multilingual children have the right to mother tongue tuition *but* there is a shortage of teachers, and of support staff
- Guidance in the pupil's mother tongue is a key – *but* shortage of tutors with language proficiency
- The Language Introduction Programme aims at preparing for entry to a national programme at upper secondary. The Swedish “model” does not include streaming (ability grouping) but the levels of knowledge of Swedish differ and exceptions are frequently made.
- Newly arrived pupils should be integrated in regular classes as soon as possible, *but* the time spent in transitional classes has increased.



National initiatives

- National initiatives designed for all pupils, like “Läslyftet” (“Boost for reading”) aiming at increasing reading and writing skills, benefit also migrant pupils.
- National policy initiatives were already in place, but work was intensified to handle a partly new situation
- Municipalities are not obliged to, but encouraged to receive refugees. Additional government funding for municipalities with many refugees.
- Schools in marginalized areas get additional funding
- General policies to promote equity and intercultural education were in place already, and are perceived to also benefit integration

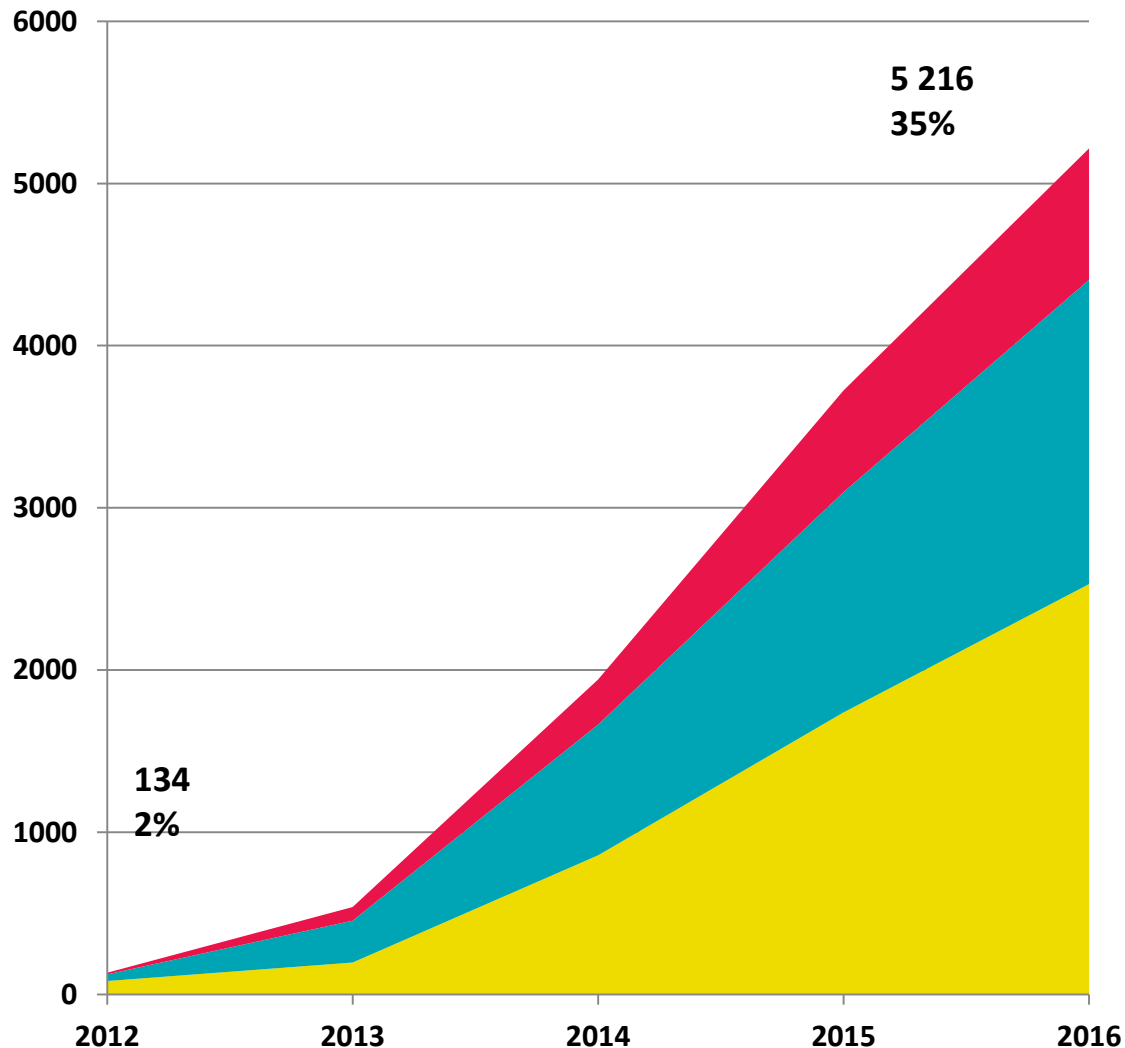


What is being done in the area of Higher Education?

The Swedish Council for Higher Education plays a central role

- ENIC-NARIC Sweden evaluates foreign credentials at upper secondary, post secondary and higher education level.
 - More resources for evaluation of foreign qualifications
 - Special mission to develop methods for validation of competences without documentation and incomplete education
 - Earmarked money to support HEI:s in Recognition of Prior Learning, RPL
 - Webpage set up with information to people that work with newly arrived refugees.
 - Information sheets with information about the evaluation process in different languages

Qualifications from Syria (January-July)



2012: 134
2% of all applications

■ Yrk
■ Ak
■ Gym

2016: 5 216
35% of all applications



Challenges in the current situation

- Refugees without documentation
- Unfinished degrees
- Integration initiatives – many different actors

And for integration at school level:

- Shortage of teachers!

