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EMN European Migration Network

Ad-Hoc Query

2024.59 FR AHQ on a successful integration for the parents and a better support for their children's education

European Migration Network
Ad-hoc query

AD-HOC QUERY ON 2024.59 ON A SUCCESSFUL INTEGRATION FOR THE PARENTS AND A BETTER SUPPORT FOR THEIR CHILDREN'S EDUCATION

REQUESTED BY EMN NCP FRANCE ON 28 OCTOBER 2024

Responses from: EMN NCP Austria, EMN NCP Belgium, EMN NCP Bulgaria, EMN NCP Croatia, EMN NCP Cyprus, EMN NCP Czech Republic, EMN NCP Estonia, EMN NCP Finland, EMN NCP France, EMN NCP Germany, EMN NCP Greece, EMN NCP Hungary, EMN NCP Latvia, EMN NCP Lithuania, EMN NCP Luxembourg, EMN NCP Netherlands, EMN NCP Poland, EMN NCP Portugal, EMN NCP Serbia, EMN NCP Slovakia, EMN NCP Slovenia, EMN NCP Spain, EMN NCP Sweden **(23 in total)**

Disclaimer: The following responses have been provided primarily for the purpose of information exchange among EMN National Contact Points (NCPs) in the framework of the EMN. The contributing EMN NCPs have provided, to the best of their knowledge, information that is up-to-date, objective and reliable. Note, however, that the information provided does not necessarily represent the official policy of an EMN Country.

BACKGROUND INFORMATION

On 3 December 2024, the Office for Language Learning and Citizenship of the sub directore for the integration of foreign nationals (within the French ministry of the Interior) is organising a national seminar on the "Opening up schools to parents for children's success (OEPRE)" program, which has been co-piloted since 2008 by the Directorate for the Integration and Access to Nationality (DIAN) within the French ministry of the Interior and the Directorate general for school education (DGESCO) within the Ministry of Education and Youth to enable allophone parents to improve their knowledge of French, to learn about the values of the French Republic and gain a better understanding of how schools work so that they can provide better support for their children's education.
During the seminar, time will be set aside to look at what is being done in the European Union's Member States to support non-French-speaking parents to help their children succeed at school. That's the reason why we would be grateful if you could answer the questions below in order to give more information regarding the existing related programs in your country.

WE WOULD LIKE TO ASK THE FOLLOWING QUESTIONS:

We would very much appreciate your responses by **18 November 2024**.

Ad-Hoc Query on 2024.59 FR AHQ on a successful integration for the parents and a better support for their children's education

1. Does your country have programs similar to the OEPRE program to support parents of allophone pupils?

2. If you answer YES to Q1, do these programs have objectives similar to those assigned to the OEPRE teachers (i.e. a focus on language acquisition, values of the Republic, understanding the functioning and expectations of the school), with the ultimate goal of helping allophone parents to integrate into the host country and support their children's academic success?

3. If YES to Q1, could you explain how these programs are organized (target audience, speakers, management, funding, etc.)?

4. If you answer NO to Q1, have you implemented in your country any programs to support parents regarding the academic success of allophone pupils?

RESPONSES

		Wider Dissemination?	
	EMN NCP Austria	Yes	1. Does your country have programs similar to the OEPRE program to support parents of allophone pupils? The responsibility fundamentally lies with the Federal Ministry of Education, Science and Research (BMBWF). Regardless, the (voluntary) cooperation between schools and parents is considered essential for a child's positive development. To best convey this idea of school to all parents, the Austrian Integration Fund (ÖIF) offered voluntary courses for parents in the framework of integration measures for newcomers. The concept of offering this course on a mandatory basis is viewed as commendable. --- Source: Ministry of the Interior 2. If you answer YES to Q1, do these programs have objectives similar to those assigned to the OEPRE teachers (i.e. a focus on language acquisition, values of the Republic, understanding the functioning and expectations of the school), with the ultimate goal of helping allophone parents to integrate into the host country and support their children's academic success? Yes, the voluntary course was indeed quite similar to the OEPRE program. Regarding the values of the Republic and democracy, however, there is already a requirement in Austria to complete the values and orientation courses, which are implemented by the ÖIF in Austria.

			--- Source: Ministry of the Interior 3. If YES to Q1, could you explain how these programs are organized (target audience, speakers, management, funding, etc.)? Previously, these voluntary courses for parents with a first language other than German were administered through the ÖIF. The courses were led by certified ÖIF trainers with the support of ÖIF interpreters if necessary. The programme was free of charge for all participants. --- Source: Ministry of the Interior 4. If you answer NO to Q1, have you implemented in your country any programs to support parents regarding the academic success of allophone pupils? N/a --- Source: Ministry of the Interior
	EMN NCP Belgium	Yes	1. Does your country have programs similar to the OEPRE program to support parents of allophone pupils? Yes. In Belgium, programmes similar to OEPRE are the “workshops on parenting in schools” (ateliers parentalité scolaire). These are sociolinguistic workshops (ateliers sociolinguistiques) that aim to support allophone parents towards more autonomy and agency in their children’s schooling. These workshops are organised since 2016 in the Molenbeek neighbourhood of Brussels. More information can be found at: https://www.bruxellesfle.be/asl/ 2. If you answer YES to Q1, do these programs have objectives similar to those assigned to the OEPRE teachers (i.e. a focus on language acquisition, values of the Republic, understanding the functioning and expectations of the school), with the ultimate goal of helping allophone parents to integrate into the host country and support their children’s academic success?

			The main objective of these programmes is to help allophone parents navigate the schooling system of their children in order to support their children's academic success. The programmes contain a linguistic component (learning of the French language), but this is seen as a tool rather than an objective in itself. The programmes do not teach French but they practice French, in the sense that they focus on giving their target audience social and communication skills that will allow them to be autonomous in their environment (in this case, the school system). The objectives and contents of the workshops are developed according to the needs identified by the school and according to the social role of parent (for example: knowing how to read the homework book, understanding a school announcement, planning meetings with the teacher, etc.). 3. If YES to Q1, could you explain how these programs are organized (target audience, speakers, management, funding, etc.)? These programmes are organised by the non-profit organisation Proforal (Proforal asbl). Sessions are organised in 4-month periods (September-December and February-May) following the academic year. They are delivered directly in the school, which helps trainers have direct access to the school administration and synchronise their sessions with the key moments of a parent-child interaction with the school (teacher-parent conference, exam sessions, etc.). These programmes are financed by the French Community Commission (Commission communautaire française - COCOF), which is the administration of the French-speaking Community within the Brussels-Capital Region (francophone Brussels). More information on the organisation can be found here: https://proforal.be/formations/cours-de-francais-en-situation/. 4. If you answer NO to Q1, have you implemented in your country any programs to support parents regarding the academic success of allophone pupils? N/A
	EMN NCP Bulgaria	Yes	1. Does your country have programs similar to the OEPRE program to support parents of allophone pupils? In Bulgaria, there is no specialised program supporting parents to get familiar with civic values and the rights and obligations of newly arrived foreigners.

			2. If you answer YES to Q1, do these programs have objectives similar to those assigned to the OEPRE teachers (i.e. a focus on language acquisition, values of the Republic, understanding the functioning and expectations of the school), with the ultimate goal of helping allophone parents to integrate into the host country and support their children's academic success? N/A 3. If YES to Q1, could you explain how these programs are organized (target audience, speakers, management, funding, etc.)? N/A 4. If you answer NO to Q1, have you implemented in your country any programs to support parents regarding the academic success of allophone pupils? Free education is provided to all children and students of compulsory preschool and school age, regardless of their country of origin, under the same conditions and according to the rules for Bulgarian citizens. As a response to the extraordinary circumstances and the presence of refugee crises since 2015, as well as the emergence of migratory pressures to Bulgaria from countries such as Syria, Iraq, Afghanistan, among others,, a number of legislative changes were made, guaranteeing immediate access to the education system for children and students seeking or receiving international protection. Numerous information meetings were also held between interested parties to enrol children and students with the above status in kindergartens and schools, with the help of the Regional education departments. The enrolment of these children and students in Bulgarian language courses in educational institutions (kindergartens and schools) has also been organised. After Russia's military invasion to Ukraine, an organisation was dully put in place to inform parents about the terms and conditions for enrolment of children and students having temporary protection, namely: - teams of experts with fluent Russian and/or English were set up in every Regional education department; - lists of email addresses for Q&A on information on enrolment in the education system were published on the websites of the Regional education departments; - hotlines for information were open in every Regional education department; - an information leaflet was produced in Bulgarian, Ukrainian and English about the procedure for enrolling and studying of children and students from Ukraine.

			The information was provided to the directors of all kindergartens and schools, as well as to entities outside the state education system and civil organisations supporting persons from Ukraine. Annually, before the beginning of the school year, the Ministry of Education and Science, in partnership with organisations such as the UNHCR and UNICEF, organises information campaigns and motivational meetings dedicated to access to education and language training, including higher education and language training in higher schools. The campaigns are organised to help parents of children, students and young people having a protection status in Bulgaria. The Ministry of Education and Science also supported the provision of informal training in Bulgarian language through language courses for primary school students, with 60 teaching hours in the period 02 September – 14 September 2024 at the Personal development support centres in the cities of Sofia, Plovdiv, Burgas and Varna before the start of the new 2024/2025 school year. This initiative, supported financially and organisationally by the UNHCR, proved to be beneficial for the inclusion of children and students seeking or having international or temporary protection status, further motivating the parents and significantly helping the enrolment of children in the Bulgarian education system.
	EMN NCP Croatia	Yes	1. Does your country have programs similar to the OEPRE program to support parents of allophone pupils? No 2. If you answer YES to Q1, do these programs have objectives similar to those assigned to the OEPRE teachers (i.e. a focus on language acquisition, values of the Republic, understanding the functioning and expectations of the school), with the ultimate goal of helping allophone parents to integrate into the host country and support their children's academic success? N/A 3. If YES to Q1, could you explain how these programs are organized (target audience, speakers, management, funding, etc.)? N/A 4. If you answer NO to Q1, have you implemented in your country any programs to support parents regarding the

			academic success of allophone pupils? N/A
	EMN NCP Cyprus	Yes	1. Does your country have programs similar to the OEPRE program to support parents of allophone pupils? In Cyprus, there are no officially organized programs under this scheme for supporting pupils' parents. In the context of DRA.S.E.+ program (EU co-funded) schools (primary and secondary) are given the opportunity and funding to explore the interest of parents in attending Greek language lessons. Lessons are provided where there is a sufficient number of participants. 2. If you answer YES to Q1, do these programs have objectives similar to those assigned to the OEPRE teachers (i.e. a focus on language acquisition, values of the Republic, understanding the functioning and expectations of the school), with the ultimate goal of helping allophone parents to integrate into the host country and support their children's academic success? There is no official curriculum. Lessons are focused mainly on Greek language. 3. If YES to Q1, could you explain how these programs are organized (target audience, speakers, management, funding, etc.)? The lessons are organized individually by each school. The audience is parents' students who are attending the specific school. The lessons are funded by the DRA.S.E.+ program. 4. If you answer NO to Q1, have you implemented in your country any programs to support parents regarding the academic success of allophone pupils? No
	EMN NCP Czech Republic	Yes	1. Does your country have programs similar to the OEPRE program to support parents of allophone pupils? NO.

			2. If you answer YES to Q1, do these programs have objectives similar to those assigned to the OEPRE teachers (i.e. a focus on language acquisition, values of the Republic, understanding the functioning and expectations of the school), with the ultimate goal of helping allophone parents to integrate into the host country and support their children's academic success? N/A 3. If YES to Q1, could you explain how these programs are organized (target audience, speakers, management, funding, etc.)? N/A 4. If you answer NO to Q1, have you implemented in your country any programs to support parents regarding the academic success of allophone pupils? The Czech Republic does not have a comprehensive programme focused exclusively on parents of foreign pupils and their education. However, the network of 18 Centres for Support of Integration of Immigrants in particular provides similar activities – for example, socio-cultural courses focused on compulsory education, a compulsory adaptation-integration course and voluntary language courses in which parents are supported in many cases by babysitting. In some projects, municipalities (mainly language teaching in the school building) and non-governmental non-profit organisations also target parents of foreign children.
	EMN NCP Estonia	Yes	1. Does your country have programs similar to the OEPRE program to support parents of allophone pupils? No. 2. If you answer YES to Q1, do these programs have objectives similar to those assigned to the OEPRE teachers (i.e. a focus on language acquisition, values of the Republic, understanding the functioning and expectations of the school), with the ultimate goal of helping allophone parents to integrate into the host country and support their children's academic success? N/A

			3. If YES to Q1, could you explain how these programs are organized (target audience, speakers, management, funding, etc.)? N/A 4. If you answer NO to Q1, have you implemented in your country any programs to support parents regarding the academic success of allophone pupils? No.
	EMN NCP Finland	Yes	1. Does your country have programs similar to the OEPRE program to support parents of allophone pupils? NB. The term allophone in this query refers to a person whose native language is not that of the community in which he/she lives. In general, integration support in Finland is guided by the Act on the Promotion of Immigrant Integration. The scope of the Act covers all persons immigrating to Finland who hold a valid residence permit. In addition to improving the preconditions for employment, the Integration Act places particular emphasis on measures that support the integration of families, children and young people. A renewed Integration Act will enter into force 1st Jan 2025. After that, municipalities will be responsible for promoting the integration of immigrants who are jobseekers as well as those who are not part of the workforce. The new Act emphasizes the immigrants' integration in the work force and the need of the authorities to reach out to those migrants who remain outside of the work force, for example parents engaged in child care at home. Every immigrant within the scope of the Act arriving in Finland receives a personalized integration plan in order for them to acquire sufficient Finnish or Swedish skills and knowledge required in the Finnish society and working life. Integration training and support for learning is available and its intention is to support the integration of adult immigrants. The Finnish and Swedish skills of immigrants can be promoted, for example, through separate language courses or in connection with integration training. Parenting can be supported through integration plans for families. The integration plan for a family ensures that none of the members of the family are excluded from the integration process. In addition to the Act on the Promotion of Immigrant Integration and measures relating to the Act by public authorities, there are also specific projects in the field of integration that can be similar to the OEPRE program in France. One example of this could be "Hyvinvointia maahanmuuttajaperheille" (Well-being for immigrant families)

			by the city of Nivala, funded by the AMIF fund. This project focuses on preventive family work and provides education and counselling on how to encounter immigrant families for those working with immigrants. The immigrant families within the scope of the project are provided support for parenting and Finnish language courses. Another example of activities in the line with the OEPRE program is “Vanhemmat mukaan” (Parents along; earlier “Äidit mukana”, Mothers along) program in Vantaa. 2. If you answer YES to Q1, do these programs have objectives similar to those assigned to the OEPRE teachers (i.e. a focus on language acquisition, values of the Republic, understanding the functioning and expectations of the school), with the ultimate goal of helping allophone parents to integrate into the host country and support their children’s academic success? The two projects mentioned above include language acquisition. In the project in the city of Vantaa, the project aims also to provide parents information and understanding of the educational system and functioning of the school, which would be helpful for their own and for their children’s education. The ultimate objective of the project is to enhance the parents’ employment and acquisition of necessary skills and education for being employed. The main emphasis is thus on the integration of parents and only secondarily on their children. 3. If YES to Q1, could you explain how these programs are organized (target audience, speakers, management, funding, etc.)? The “Vanhemmat mukaan” program was initially funded by ESF, later by the Ministry of Education and Culture, and currently by the City of Vantaa themselves. Vantaa is the Finnish city with the highest percentage of residents with foreign background (27,4%; 2023). Activities are meant for parents who have moved to Finland and have a residence permit and a child in the region's school, early education centre or home care. Parents’ activities include functional language learning and acquainting themselves with the Finnish educational system and the residential environment, among other things. For part of the week, parents have the opportunity to participate in primary education or in the activities of groups of children in early childhood education and care. By participating in basic education and early childhood education and care, parents learn more Finnish in daily encounters with both children and adults. Activities take place four days a week, four hours per day, and they are carried out in cooperation with the municipal basic education and early childhood education services. The objective is the parents’ transition to education or work.

			4. If you answer NO to Q1, have you implemented in your country any programs to support parents regarding the academic success of allophone pupils? N/A
	EMN NCP France	Yes	1. Does your country have programs similar to the OEPRE program to support parents of allophone pupils? see Q2 and Q3 for the presentation of the French program 2. If you answer YES to Q1, do these programs have objectives similar to those assigned to the OEPRE teachers (i.e. a focus on language acquisition, values of the Republic, understanding the functioning and expectations of the school), with the ultimate goal of helping allophone parents to integrate into the host country and support their children's academic success? Presentation of the "Opening the School to Parents for Children's Success" Program (OEPRE - Ouvrir l'école aux parents pour la réussite des enfants): Implemented nationwide, the program OEPRE is a program jointly managed and co-funded by the French Ministry of the Interior and the French Ministry of National Education and Youth. Its aim is to enable parents of allophone pupils to better support their children's education. Participation in the program is voluntary for parents. The OEPRE workshops focus on three learning areas: acquiring fundamental French language skills, understanding the values of the French Republic, and gaining knowledge about the functioning and expectations of the school system regarding students and their parents. 3. If YES to Q1, could you explain how these programs are organized (target audience, speakers, management, funding, etc.)? The training sessions (which are free) take place in schools, both at the primary and secondary levels, with a teaching schedule ranging from 60 to 120 hours. They are proposed to groups of 8 to 15 persons, inside primary and secondary schools. They are organized during the week at times allowing most parents to attend. The workshops cover all levels from kindergarten to upper secondary education: 61% in lower secondary education, 29% in primary schools, 5% in kindergarten and 5% in upper secondary schools. If enrolment takes place within the school attended by the child, the workshop may be organised in a neighbouring school.

			51% of the courses are given by teachers who have been teachers trained in teaching French as a second language and from the units for newly arrived allophone pupils (UPE2A) and 15% by school teachers with school teachers with certification in French as a second language, in French as a foreign language or who have undergone training in French as a language of integration. for integration. Other contributors, associations or service providers from the French office for immigration and Integration (Office français de l'immigration et de l'intégration - OFII), with experience in supporting support for adult migrants. Funding comes from the Ministry of the Interior's Programme "Integration and Access to French Nationality" and the Ministry of Education's programme "Promoting students' health and help to improve their quality of life ». The regional directorates for economy, employment, employment and solidarities (DREETS) are responsible for the credit management for the Ministry of the Interior and the rectorates manage those from the Ministry of National Education. Each year, a regional steering committee brings together the partners in the operation to review the previous year and organise the work for the new year. The staff are paid on the basis of the sessional allowance for occasional collaboration in educational success schemes. 4. If you answer NO to Q1, have you implemented in your country any programs to support parents regarding the academic success of allophone pupils? n/a
	EMN NCP Germany	Yes	1. Does your country have programs similar to the OEPRE program to support parents of allophone pupils? DE NCP is not aware of any programmes in Germany comparable to the French project mentioned. However, there are numerous programmes with a similar focus throughout the country. It is worth mentioning that the structures and services for parents with a migrant background in Germany are aimed at families with children in pre-school age, and do not only start with schooling. There are a number of programmes for immigrant parents, with the aim of strengthening their parenting skills for better integration as well as for early childhood and school education. Please refer to the following two papers for more information: Overview of Federal Office for Migration and Refugees (BAMF – Bundesamt für Migration und Flüchtlinge) from 2009:Final report on the project 'Educational success in children and young people with a migrant background through cooperation with parents' ("Abschlussbericht zum Projekt Bildungserfolge bei Kindern und Jugendlichen mit

			Migrationshintergrund durch Zusammenarbeit mit den Eltern", only available in German) Overview of German Youth Institute (DJI – Deutsches Jugendinstitut) from 2011:Preventive programmes for socially disadvantaged families with children aged 0-6: an overview of services in Germany ("Präventive Programme für sozial benachteiligte Familien mit Kindern von 0 – 6 Jahren: Überblick über die Angebote in Deutschland", only available in German) In addition to individual programmes, Germany offers statutory preventive services for families as it is stipulated by para. 16 SGB VIII (8th Book of the German Social Code). This kind of support for family education is provided by local authorities and encompasses a wide range of services for families with minor children, with the aim of strengthening the family as a place of socialisation, especially for families in difficult situations. It also explicitly includes educational support for families with a migration background. An overview of the scope and services of family education in Germany can be found here: Report by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth from 2021:A stocktaking of family education and family counselling in Germany, see page 35, ("Familienbildung und Familienberatung in Deutschland: Eine Bestandsaufnahme", available only in German) 2. If you answer YES to Q1, do these programs have objectives similar to those assigned to the OEPRE teachers (i.e. a focus on language acquisition, values of the Republic, understanding the functioning and expectations of the school), with the ultimate goal of helping allophone parents to integrate into the host country and support their children's academic success? N/A 3. If YES to Q1, could you explain how these programs are organized (target audience, speakers, management, funding, etc.)? N/A 4. If you answer NO to Q1, have you implemented in your country any programs to support parents regarding the academic success of allophone pupils?

			The Federal Ministry of Education and Research is funding a project run by Stiftung Lesen (Reading Foundation) to promote language acquisition following a family's experience as a refugee. Children up to the age of 10 receive a book gift for their first contact with the German language in a playful way when they arrive in refugee accommodation centres in Germany. This is accompanied by information material for parents, which is available in numerous languages of origin. They explain the importance of regular reading aloud - whether in the language of origin or in German - for children's success at school. This project is based on the conviction that reading aloud is a key prerequisite for children learning to read well at school, successfully completing school and achieving their educational goals. This is why the ministry also supports very young children and their families in their reading socialisation with the Lesestart 1-2-3 project. The project is supported by around 6000 paediatric practices and 6000 public libraries. For more information about the Stiftung Lesen and the Lesestart project, please follow the links below: https://www.stiftunglesen.de/informieren/unsere-angebote/fuer-soziale-einrichtungen/lesestart-weil-uns-lesen-weiterbringthttps://www.lesestart.de/en/
	EMN NCP Greece	Yes	1. Does your country have programs similar to the OEPRE program to support parents of allophone pupils? NO 2. If you answer YES to Q1, do these programs have objectives similar to those assigned to the OEPRE teachers (i.e. a focus on language acquisition, values of the Republic, understanding the functioning and expectations of the school), with the ultimate goal of helping allophone parents to integrate into the host country and support their children’s academic success? - 3. If YES to Q1, could you explain how these programs are organized (target audience, speakers, management, funding, etc.)? - 4. If you answer NO to Q1, have you implemented in your country any programs to support parents regarding the

			academic success of allophone pupils? According to the contribution of the Greek Ministry for Education and for Religious and Sports Affairs, recognizing that the successful inclusion of pupils with refugee profile in schools cannot be achieved without the active involvement of their parents/guardians in the school life of their children, the Refugee Education Coordinators, the school units, the competent Education Directorates and the independent Department for Coordination and Monitoring of Refugee Education of the above Ministry, have developed a number of actions, in order the parents of the children, through participation in school events, to develop closer ties with the wider school community and to be supported in their parental role. These initiatives are planned and implemented during the whole school year, throughout the country, aiming at extroversion, social networking of parents and raising awareness of local communities towards “the Other Person”. Indicatively: - Organization of experiential workshops with parental involvement. - Mentoring/Counseling to families with multiple problems by specialized Refugee Education Coordinators. - Organizing visits for parents to the schools the students attend in order to be regularly informed about their children's attendance. - Connecting parents with the school. Support and facilitation of registrations, collection of necessary documents, mediation for access to health services (e.g. KEDASY for the assessment of learning difficulties in children). - Organizing and encouraging the participation of parents in intercultural neighborhood festivals, school celebrations, events of local communities that promote acceptance and enhance awareness of cultural diversity. - Informing parents about issues such as addictions, the dangers of the internet, etc. The above-mentioned actions were presented in the context of a conference organized by the General Secretariat of Primary, Secondary Education & Special Education, in collaboration with the Independent Department of Refugee Education, on 26-06-24, on the topic "Refugee Education: Challenges, actions and proposals". https://www.minedu.gov.gr/news/58759-01-07-24-imerida-ekpaidefsi-prosfygon-prokliseis-draseis-kai-protaseis
	EMN NCP Hungary	Yes	1. Does your country have programs similar to the OEPRE program to support parents of allophone pupils? No 2. If you answer YES to Q1, do these programs have objectives similar to those assigned to the OEPRE teachers (i.e. a focus on language acquisition, values of the Republic, understanding the functioning and expectations of the school), with the ultimate goal of helping allophone parents to integrate into the host country and support their

			children's academic success? N/A 3. If YES to Q1, could you explain how these programs are organized (target audience, speakers, management, funding, etc.)? N/A 4. If you answer NO to Q1, have you implemented in your country any programs to support parents regarding the academic success of allophone pupils? No
	EMN NCP Latvia	Yes	1. Does your country have programs similar to the OEPRE program to support parents of allophone pupils? No. 2. If you answer YES to Q1, do these programs have objectives similar to those assigned to the OEPRE teachers (i.e. a focus on language acquisition, values of the Republic, understanding the functioning and expectations of the school), with the ultimate goal of helping allophone parents to integrate into the host country and support their children's academic success? N/a 3. If YES to Q1, could you explain how these programs are organized (target audience, speakers, management, funding, etc.)? N/a 4. If you answer NO to Q1, have you implemented in your country any programs to support parents regarding the academic success of allophone pupils?

			N/a
	EMN NCP Lithuania	Yes	1. Does your country have programs similar to the OEPRE program to support parents of allophone pupils? No 2. If you answer YES to Q1, do these programs have objectives similar to those assigned to the OEPRE teachers (i.e. a focus on language acquisition, values of the Republic, understanding the functioning and expectations of the school), with the ultimate goal of helping allophone parents to integrate into the host country and support their children's academic success? N/A 3. If YES to Q1, could you explain how these programs are organized (target audience, speakers, management, funding, etc.)? N/A 4. If you answer NO to Q1, have you implemented in your country any programs to support parents regarding the academic success of allophone pupils? No
	EMN NCP Luxembourg	Yes	1. Does your country have programs similar to the OEPRE program to support parents of allophone pupils? No. There exists a mainstream measure called The 'Biergerpakt' (Citizen's Pact) which is one of the 4 instruments introduced by the law on intercultural living together of 23 August 2023. Joining the 'Biergerpakt' is voluntary and gives access to the intercultural living together programme. The programme consists of different introductory modules to life in Luxembourg, including one or more modules leading to at least introductory level A.1.1 of the Common European Framework of Reference for Languages in at least one of Luxembourg's 3 administrative languages (Luxembourgish, German and French); and of advanced modules, a catalogue of individual modules that

			take into account the diversity of participants and contain a choice of activities and training courses aimed at eg language learning and practice; discovering the values of Luxembourg and its range of social, economic, political and cultural activities… Additionally, and in integration matters, the following options are available: language integration course offered by the Service de la Formation des Adultes (SFA)https://www.unipop.lu/formations/citoyennete-et-integration/) With around twenty hours of lessons and workshops per week depending on the level, these hybrid courses take place mainly in person. They include workshops to develop multidisciplinary skills (autonomy, digital skills, discovery of Luxembourg, etc.) and to use the French language in practical and everyday communication situations. Level A1 of the CEFR (Common European Framework of Reference for Languages) is the target of this linguistic integration course. At the end of the course, an orientation session is organised to guide participants in the continuation of their learning path: school offer for adults (preparatory courses, adult learning…), validation of prior education and experience, recognition of diplomas, access to university and language courses. the Parents' Forum [EltereForum](https://eltereforum.lu/en/) to exchange on education matters and offering a lot of workshopsthe intercultural mediators facilitate communication and mutual understanding between families, the pupil and the actors of the school in the following situations:during the first meeting, they translate information about previous schooling in the country of origin;they provide oral translations during parent/teacher meetings;they provide occasional or regular assistance in class, etc.the Law of July 14, 2023 concerning the Reception, Orientation, Integration, Educational Support for Newly Arrived Students, and the Creation of the Service for School Integration and Reception, Article 4 The Service for School Integration and Reception (SIA) offers to individuals vested with parental authority and to the student or the adult student an initial information interview. It informs, advises, and assists them on topics related to reception, integration, and school offerings in Luxembourg, as well as on subjects pertaining to education, schooling, and school inclusion. 2. If you answer YES to Q1, do these programs have objectives similar to those assigned to the OEPRE teachers (i.e. a focus on language acquisition, values of the Republic, understanding the functioning and expectations of the school), with the ultimate goal of helping allophone parents to integrate into the host country and support their children's academic success? N/A.

			3. If YES to Q1, could you explain how these programs are organized (target audience, speakers, management, funding, etc.)? N/A. 4. If you answer NO to Q1, have you implemented in your country any programs to support parents regarding the academic success of allophone pupils? NO.
	EMN NCP Netherlands	Yes	1. Does your country have programs similar to the OEPRE program to support parents of allophone pupils? No, the Netherlands does not have national programs similar to the OEPRE program that support parents of allophone pupils. 2. If you answer YES to Q1, do these programs have objectives similar to those assigned to the OEPRE teachers (i.e. a focus on language acquisition, values of the Republic, understanding the functioning and expectations of the school), with the ultimate goal of helping allophone parents to integrate into the host country and support their children's academic success? N/A 3. If YES to Q1, could you explain how these programs are organized (target audience, speakers, management, funding, etc.)? N/A. 4. If you answer NO to Q1, have you implemented in your country any programs to support parents regarding the academic success of allophone pupils? No, the Netherlands does not have any programs that support parents regarding the academic success of allophone

			pupils.
	EMN NCP Poland	Yes	1. Does your country have programs similar to the OEPRE program to support parents of allophone pupils? NO 2. If you answer YES to Q1, do these programs have objectives similar to those assigned to the OEPRE teachers (i.e. a focus on language acquisition, values of the Republic, understanding the functioning and expectations of the school), with the ultimate goal of helping allophone parents to integrate into the host country and support their children's academic success? N/A 3. If YES to Q1, could you explain how these programs are organized (target audience, speakers, management, funding, etc.)? N/A 4. If you answer NO to Q1, have you implemented in your country any programs to support parents regarding the academic success of allophone pupils? NO However the Ministry of Education, as part of its efforts to promote inclusive education, is planning to launch an action similar to the French OEPRE - supporting the socio-educational function of schools. This action is planned to start in the second half of 2025.
	EMN NCP Portugal	Yes	1. Does your country have programs similar to the OEPRE program to support parents of allophone pupils? We are unaware of a similar program at national level. However, it is noteworthy that the parents of allophone pupils, along with any migrant citizen, have the possibility of accessing the Portuguese Host Language (PLA) courses. There may be also projects developed by specific schools with objectives similar to those of the OEPRE program.

			2. If you answer YES to Q1, do these programs have objectives similar to those assigned to the OEPRE teachers (i.e. a focus on language acquisition, values of the Republic, understanding the functioning and expectations of the school), with the ultimate goal of helping allophone parents to integrate into the host country and support their children's academic success? - 3. If YES to Q1, could you explain how these programs are organized (target audience, speakers, management, funding, etc.)? - 4. If you answer NO to Q1, have you implemented in your country any programs to support parents regarding the academic success of allophone pupils? Although not limited in scope to supporting parents regarding the academic success of allophone pupils, but also encompassing this dimension, it is worthy to mention the REEI Programme – Rede de Escolas para a Educação Intercultural / Network of Schools for Intercultural Education, a joint initiative by AIMA – Agency for Integration, Migration and Asylum, the Ministry of Education through the Directorate-General for Education (DGE), and the Aga Khan Foundation Portugal (AKF). The network comprises School Clusters/Standalone Schools and Private and Cooperative Educational Institutions, as well as institutions in the non-profit private sector across mainland Portugal and the Autonomous Regions of the Azores and Madeira, as well as Portuguese schools abroad. This network is based on a commitment to transforming the school community, both at organisational and pedagogical levels. The REEI aims to promote the inclusion, welcoming, and educational success of all children and young people, from pre-school to secondary education, while fostering respect for differences and the development of secure, healthy, peaceful, and democratic relationships, encouraging interaction and connection among children, students, and other members of the educational community. For the REEI, in its decision-making processes, the School considers the cultural diversity of all involved in the educational process: children, young people, families, communities, teaching, and non-teaching staff. The REEI is founded on three pillars: 1) A school with intercultural attitudes, practices, and competencies; 2) An inclusive and reflective school that values the diversity of the educational community as a learning resource; 3) A participative school that, in cooperation, enriches and is enriched within the community. In the third pillar, with a

			strong emphasis on Community, the aim is to understand and mobilise the communities of mothers, fathers, guardians, families, and local resources, also mapping the cultural and linguistic diversity of families and institutions within the area, thereby valuing local and community knowledge and skills. One of the actions the REEI aims to promote is family participation in the School through an invitation extended to all families, to contribute to the educational project and participate in activities/classes. The initiative encourages family involvement in the planning, organisation, and implementation of the School's socio-cultural activities and their representation in core School decisions, particularly with a focus on families from generally underrepresented groups. The School is encouraged to implement means that facilitate participation, helping to overcome language barriers, and to adopt mechanisms that welcome mothers, fathers, guardians, and family members to engage in voluntary work, curriculum support, project work, service support, and/or the development of individual learning plans for students. The REEI encourages schools to present themselves as community resources by, for example, offering the School Library as an open resource for the community or organising informal Portuguese language learning contexts for adults and developing family literacy programmes. In this context, during the 2023-2024 school year, the REEI organised two focus groups with students and families to explore the question, "What does an intercultural school need to have/be?" However, there was low family participation, an area in which the REEI seeks to achieve greater engagement. Regarding the language training component it is noteworthy that the parents of allophone pupils, along with any migrant citizen, have the possibility of accessing the Portuguese Host Language (PLA) courses. The Portuguese Host Language (PLA) courses (formerly known as Portuguese for Speakers of Other Languages (PFOL) or Portuguese for All (PPT)), created within the scope of Ordinance No. 183/2020, published on 5th August (amended by Ordinance No. 184/2022, published on 21st July), aim to respond to migrant's needs concerning Portuguese language learning. PLA courses are certified and aimed at citizens, aged 16 or over, whose native language is not Portuguese and/or who do not have basic, intermediate or advanced skills in Portuguese language according to the Common European Framework of Reference for Languages (CEFR). The courses that certify level A (A1 + A2) and level B (B1 + B2) have a maximum of 150 hours. The lenght of each course depends on each promoting entity's organisation, according to the number of training hours taught per day/week.

			The certification of level A2 or higher, obtained under the framework of PLA courses, makes proof of knowledge of the Portuguese language for the purposes of requesting Portuguese nationality, granting permanent residency and long-term resident status. To attend PLA courses migrants need to have a residence permit or visa (short term for seasonal work, temporary stay or residence) or proof of initiation of the regularization procedure from AIMA or Social Security Number (NISS). PLA courses are mostly cost-free (although this may depend on the type of promoter and on whether or not the course is co-financed by EU funds) and are promoted by the public schools, by the training centers network of the Employment and Vocational Training Institute (IEFP, I.P.) and also by the Qualifica Centers network. It should also be noted that the Portuguese government recently approved the "Learn More Now" Plan (Plano "Aprender Mais Agora"), with the aim of improving student learning, which includes a set of measures structured along two axes – "Improving learning" and "Inclusion and success of migrant students". One of the measures included in this last axis focuses on teaching Portuguese to the parents of migrant students, by expanding the network and funding Portuguese language courses for foreigners (PLA courses).
	EMN NCP Serbia	Yes	1. Does your country have programs similar to the OEPRE program to support parents of allophone pupils? NO 2. If you answer YES to Q1, do these programs have objectives similar to those assigned to the OEPRE teachers (i.e. a focus on language acquisition, values of the Republic, understanding the functioning and expectations of the school), with the ultimate goal of helping allophone parents to integrate into the host country and support their children's academic success? N/A 3. If YES to Q1, could you explain how these programs are organized (target audience, speakers, management, funding, etc.)? N/A

			4. If you answer NO to Q1, have you implemented in your country any programs to support parents regarding the academic success of allophone pupils? In the asylum centers that are intended for the accommodation of families, various activities are organized for children, including support for enrollment in regular schools, learning and doing homework. The responsible reception staff organize an information session for parents about the education system and the tasks and responsibilities of the pupils. Integration support for those granted international protection consists of language classes and civic orientation with part dedicated to everyday life, rights of the children and information about enrolment into education system, The support is available to all persons granted asylum including parents.
	EMN NCP Slovakia	Yes	1. Does your country have programs similar to the OEPRE program to support parents of allophone pupils? No. 2. If you answer YES to Q1, do these programs have objectives similar to those assigned to the OEPRE teachers (i.e. a focus on language acquisition, values of the Republic, understanding the functioning and expectations of the school), with the ultimate goal of helping allophone parents to integrate into the host country and support their children's academic success? NA 3. If YES to Q1, could you explain how these programs are organized (target audience, speakers, management, funding, etc.)? NA 4. If you answer NO to Q1, have you implemented in your country any programs to support parents regarding the academic success of allophone pupils? International organizations and non-governmental organizations have implemented programmes that offer language education, information sessions for adults, including, but not limited to parents of migrant children, even

			financial assistance with education recognition costs of migrant children. This language education may include also information related to civic orientation.
	EMN NCP Slovenia	Yes	1. Does your country have programs similar to the OEPRE program to support parents of allophone pupils? No. 2. If you answer YES to Q1, do these programs have objectives similar to those assigned to the OEPRE teachers (i.e. a focus on language acquisition, values of the Republic, understanding the functioning and expectations of the school), with the ultimate goal of helping allophone parents to integrate into the host country and support their children's academic success? N/A 3. If YES to Q1, could you explain how these programs are organized (target audience, speakers, management, funding, etc.)? N/A 4. If you answer NO to Q1, have you implemented in your country any programs to support parents regarding the academic success of allophone pupils? No programs have been implemented, however the Slovenian National Institute of Education has issued the 2024 Guidelines for the Integration of Children, Pupils and Students from Other Linguistic and Cultural Backgrounds into the Slovenian Education System, which include a special section on creating an inclusive, supportive and intercultural environment and on cooperation with parents and the local community. However, no data is being collected on activities performed by schools under these guidelines.
	EMN NCP Spain	Yes	1. Does your country have programs similar to the OEPRE program to support parents of allophone pupils? The Program for Educational Guidance, Advancement and Educative Enrichment (PROA+) is carried out in educational establishments of special complexity in Early Childhood Education, Primary Education, Compulsory

			Secondary Education and Post-Compulsory Secondary Education. PROA+ includes a set of systemic measures for full educational inclusion, with the objectives of reducing the rate of early school leaving, strengthening the attention to students with specific educational support needs and their families and improving the quality and educational results of students in situations of social vulnerability. 2. If you answer YES to Q1, do these programs have objectives similar to those assigned to the OEPRE teachers (i.e. a focus on language acquisition, values of the Republic, understanding the functioning and expectations of the school), with the ultimate goal of helping allophone parents to integrate into the host country and support their children's academic success? The actions within PROA+ are aimed at changing the culture of the educational establishments through pedagogical governance, the generation of positive expectations for all students including the most vulnerable ones, the use of teaching/learning processes that generate satisfaction in all the actors involved, and the promotion of an inclusive climate in the establishment in a gradual and sustainable way to lead it towards the educational and academic success of all students, which is its ultimate goal. 3. If YES to Q1, could you explain how these programs are organized (target audience, speakers, management, funding, etc.)? PROA+ adapts to the characteristics of the students in each school. To do so, it uses lever activities. Within the catalogue of these activities for 2024, there are two that may be relevant: • 3.3.1. A301 RECEPTION PROTOCOL. Reception plan for students, families, teaching and non-teaching staff in Early Childhood, Primary and Compulsory Secondary Education: Support networks between families offering a language partner to accompany families. • 3.3.8. A308 MY SCHOOL HAS ROOM FOR ALL OF US in Primary and Compulsory Secondary Education: This activity responds to the need to help the school community become familiar with the places where the members of the school and their families were born and the cultures and languages associated with them, in order to celebrate this diversity while trying to avoid falling into differentiating stereotypes. 4. If you answer NO to Q1, have you implemented in your country any programs to support parents regarding the academic success of allophone pupils?

			N/A
	EMN NCP Sweden	Yes	1. Does your country have programs similar to the OEPRE program to support parents of allophone pupils? Unfortunately answer can not be provided to this AHQ. 2. If you answer YES to Q1, do these programs have objectives similar to those assigned to the OEPRE teachers (i.e. a focus on language acquisition, values of the Republic, understanding the functioning and expectations of the school), with the ultimate goal of helping allophone parents to integrate into the host country and support their children's academic success? 3. If YES to Q1, could you explain how these programs are organized (target audience, speakers, management, funding, etc.)? 4. If you answer NO to Q1, have you implemented in your country any programs to support parents regarding the academic success of allophone pupils?

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