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### EUROPEAN PRIORITIES AND NATIONAL POLICIES ON THE INTEGRATION OF PRESCHOOL AND SCHOOL-AGE IMMIGRANT CHILDREN INTO THE EUROPEAN EDUCATIONAL SPACE: A COMPREHENSIVE ANALYSIS OF GOVERNMENT APPROACHES AND INTEGRATION CHALLENGES

**Abstract.** This article offers an in-depth exploration of the European Union's strategic priorities and national policy frameworks aimed at integrating immigrant children and students with a migrant background into European educational space. Building on an extensive review of legislative documents, government regulations, and institutional guidelines, the study conducts a comparative evaluation of integration models implemented across ten EU member states. Particular attention is devoted to structural differences in educational governance, funding mechanisms, and the scope of national integration programs. Data indicate that 15.7% of primary-level students in the EU come from migrant backgrounds, though the distribution is highly uneven, spanning from 4.2% in Poland to 47.3% in Luxembourg. These variations reflect historical migration patterns, socioeconomic conditions, and the degree of institutional readiness within each national system. The study confirms that countries with well-developed welfare infrastructures – most notably the Nordic states – achieve the most consistent integration outcomes due to their comprehensive linguistic support, individualized learning pathways, and sustained collaboration with local communities. In contrast, Southern European countries continue to experience significant pressure on their educational systems, largely due to rapid and large-scale migration flows. The article also analyses the specific impact of the Ukrainian refugee crisis, which has brought approximately 1.8 million school-aged children into EU countries since 2022. This unprecedented situation has exposed both the adaptability of European institutions and the persistent gaps in emergency educational integration mechanisms, including

shortages of qualified staff, limited language-learning capacity, and insufficient coordination between educational and social services.

**Keywords:** immigrant children, migrant background, educational integration, EU policies, multicultural education, language acquisition, educational inclusion.

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## **ЄВРОПЕЙСЬКІ ПРІОРИТЕТИ ТА НАЦІОНАЛЬНІ ПОЛІТИКИ ІНТЕГРАЦІЇ ДІТЕЙ-МІГРАНТІВ ДОШКІЛЬНОГО ТА ШКІЛЬНОГО ВІКУ В ЄВРОПЕЙСЬКИЙ ОСВІТНІЙ ПРОСТІР: КОМПЛЕКСНИЙ АНАЛІЗ ПІДХОДІВ ТА ВИКЛИКІВ**

**Анотація.** У статті досліджуються стратегічні пріоритети Європейського Союзу та національні політичні рамки, що спрямовані на інтеграцію дітей-іммігрантів та школярів з емігрантським походженням до європейського освітнього простору. На основі всебічного огляду законодавчих документів, урядових постанов та інституційних рекомендацій, проведено порівняльний аналіз моделей інтеграції, що реалізуються у десяти державах-членах ЄС. Особлива увага приділяється структурним відмінностям в управлінні освітою, механізмах фінансування та обсязі національних інтеграційних програм. Дані свідчать, що 15,7% учнів початкової школи в ЄС мають емігрантське походження, хоча їх розподіл є дуже нерівномірним: від 4,2% у Польщі до 47,3% у Люксембурзі. Ці відмінності відображають історичні міграційні тенденції, соціально-економічні умови та ступінь інституційної готовності кожної національної системи. Виявлено, що країни з добре розвинутою інфраструктурою соціального забезпечення – зокрема, країни Північної Європи – досягають найстабільніших результатів інтеграції завдяки всебічній мовній підтримці, індивідуалізованим навчальним програмам та налагодженій співпраці з місцевими громадами. Натомість країни Південної Європи продовжують відчувати значний тиск на свої освітні системи, головним чином через швидкі та масштабні міграційні потоки. Зроблено спробу проаналізувати вплив української кризи біженців, яка з 2022 року привела до ЄС приблизно 1,8 мільйона дітей шкільного віку. Ця безпрецедентна ситуація викрила як адаптивність європейських інституцій, так і стійкі прогалини в механізмах екстреної освітньої інтеграції, включаючи нестачу кваліфікованого персоналу, обмежені можливості вивчення мови та недостатню координацію між освітніми та соціальними службами.

**Ключові слова:** освітня інтеграція, діти-іммігранти, емігрантське походження, політика ЄС, мультикультурна освіта, вивчення мови, освітня інклюзія.

**Problem statement.** The integration of immigrant and migrant background children into European educational space represents one of the most pressing challenges facing contemporary European education policy. With approximately 34.4 million immigrants residing in EU member states as of 2023, and over 5.1 million children of immigrant background enrolled in European schools, the effectiveness of educational integration policies directly impacts social cohesion, economic development, and democratic participation across the continent.

The complexity of this challenge has intensified due to increasing migration flows, changing demographic patterns, and evolving policy frameworks at both national and supranational levels. The European Union's commitment to inclusive education, as outlined in the European Pillar of Social Rights and the European Education Area initiative, requires member states to develop comprehensive strategies that address linguistic diversity, cultural differences, and socioeconomic disparities while maintaining educational quality and European values transmission.

Recent migration crises, including the Syrian refugee influx (2015-2016) and the Ukrainian displacement (2022-present), have tested the capacity and flexibility of European educational systems. These events have highlighted significant variations in national approaches, resource allocation, and integration outcomes, raising critical questions about policy coordination, best practice dissemination, and equitable access to quality education for all children regardless of their migration status or cultural background.

**Analysis of recent research and publications.** Contemporary research on immigrant children's educational integration in Europe has evolved from deficit-focused approaches to more holistic, asset-based frameworks recognizing the multilingual and multicultural competencies these students bring to educational environments. However, significant gaps remain in understanding the effectiveness of different integration models and their long-term outcomes.

Crul and Schneider [1] conducted a comprehensive analysis of integration outcomes across European cities, revealing that early childhood intervention programs significantly impact later academic achievement and social integration. Their research demonstrated that cities with comprehensive early childhood education programs for immigrant families achieve better integration outcomes across multiple indicators, including language acquisition, academic performance, and social cohesion.

The OECD's Programme for International Student Assessment (PISA) data consistently shows achievement gaps between immigrant and native students across most EU member states. However, countries like Estonia, Ireland, and Slovenia have demonstrated that these gaps can be significantly reduced through targeted interventions and inclusive educational policies [2].

Recent studies by the European Commission's Joint Research Centre [3] have emphasized the importance of whole-school approaches to integration, moving beyond individual student support to systemic changes that benefit all students. This research highlights successful practices in countries like Canada and Australia, which have influenced European policy development.



The COVID-19 pandemic has further complicated integration challenges, with remote learning exposing and exacerbating existing inequalities. Research by the European Education Policy Network [4] documented how immigrant families faced additional barriers during school closures, including limited digital access, language barriers for remote learning support, and reduced access to social services typically provided through schools.

**The purpose of the article is** to provide a comprehensive analysis of European priorities and national policies concerning the integration of immigrant and migrant background children and students into European educational space.

**Presentation of the main material.** This study employs a mixed-methods approach combining quantitative statistical analysis, qualitative case study methodology, and comparative policy analysis. Primary sources include government documents, legislative frameworks, program evaluations, and statistical databases from Eurostat, OECD, and national education ministries.

The research examines ten EU member states selected to represent different geographical regions, integration approaches, and migration contexts: Germany, France, Sweden, Italy, Spain, Netherlands, Belgium, Austria, Czech Republic, and Estonia. Selection criteria included diversity of migration patterns, varying policy approaches, different educational systems, and availability of comprehensive data.

Data collection involved analysis of official government documents, policy reports, legislative texts, program evaluations, and statistical databases covering the period 2018-2023. Semi-structured expert interviews were conducted with education officials, integration practitioners, and researchers in each selected country to provide contextual understanding and validation of documentary findings.

The European Union's approach to immigrant children's educational integration has evolved significantly since the 2008 European Consensus on Development and the 2016 European Agenda on Migration. The current framework is anchored in several key policy instruments that collectively establish principles, guidelines, and support mechanisms for member states.

The European Education Area initiative, launched in 2017 and reinforced in 2020, explicitly addresses inclusive education as a fundamental principle. The Council Conclusion on equity and inclusion in education and training [5] specifically recognizes immigrant children as a priority group requiring targeted support while emphasizing the importance of avoiding segregation and promoting diversity as an educational asset.

The European Pillar of Social Rights, proclaimed in 2017, establishes the right to inclusive education for all children, regardless of their migration status or background. This framework obligates member states to ensure equal access to quality education and to implement measures that address systemic barriers to inclusion.

The Action Plan on Integration and Inclusion 2021-2027 provides the most comprehensive EU framework for immigrant integration, dedicating specific attention to educational inclusion. This plan emphasizes early childhood education access,

language learning support, teacher training, and community engagement as essential components of successful integration strategies.

The European Social Fund Plus (ESF+) 2021-2027 allocates €88 billion for social inclusion initiatives, with significant portions dedicated to educational integration programs. Member states are required to spend at least 25% of their ESF+ allocation on social inclusion measures, including immigrant children's educational support [6].

The Asylum, Migration and Integration Fund (AMIF) provides additional resources specifically for integration programs, with €9.9 billion allocated for 2021-2027. Educational integration projects receive priority funding, particularly those focusing on language learning, teacher training, and community engagement [7, 8].

Erasmus+ programming increasingly emphasizes inclusion and diversity, with specific calls for projects supporting immigrant children's integration. The program's Strategic Partnerships and Cooperation for Innovation initiatives have funded numerous successful integration projects across member states.

Current statistical analysis reveals significant variations in immigrant student populations across EU member states. According to Eurostat 2023 data, Luxembourg has the highest proportion of students with migrant backgrounds at 47.3%, followed by Cyprus (21.8%), Austria (20.1%), and Germany (18.7%). In contrast, countries like Poland (4.2%), Hungary (3.8%), and Romania (2.1%) have relatively small immigrant student populations [9].

The distribution of immigrant students is not uniform within countries, with urban areas typically hosting higher concentrations. In Germany, cities like Frankfurt am Main report up to 75% of students having migrant backgrounds, while rural areas may have fewer than 5%. Similar patterns exist across other member states, creating distinct challenges for urban school systems.

Age distribution analysis shows that 34% of immigrant students are in early childhood education (ages 3-6), 41% in primary education (ages 6-12), and 25% in lower secondary education (ages 12-16). This distribution reflects both recent migration patterns and the fact that many immigrant families prioritize early educational integration for their children [9].

PISA 2022 data reveals persistent achievement gaps between immigrant and native students across most EU member states. However, the size of these gaps varies significantly, from minimal differences in Estonia and Ireland to substantial disparities in countries like Belgium and Germany.

First-generation immigrant students (born outside the host country) typically show larger achievement gaps than second-generation students (born in the host country to immigrant parents). However, countries with comprehensive integration programs demonstrate smaller gaps across both generations.

Language acquisition statistics indicate that 68% of immigrant students in EU schools are multilingual, speaking at least two languages fluently. However, academic language proficiency in the host country language remains a significant challenge, with

only 45% of immigrant students achieving age-appropriate academic language levels within their first three years of enrollment.

Early childhood education participation rates among immigrant families vary significantly across member states, from 34% in Italy to 91% in France. Countries with higher participation rates in early childhood education consistently demonstrate better integration outcomes in later years [9].

#### *Comprehensive Integration Model: Sweden*

Sweden's approach to immigrant children's educational integration represents one of Europe's most comprehensive frameworks, based on the principle of "education for all" regardless of background or status. The Swedish National Agency for Education's integration strategy emphasizes multilingual education, cultural diversity appreciation, and whole-school transformation.

Key Swedish programs include:

**Mother Tongue Teaching Program:** Sweden provides mother tongue instruction in over 60 languages, serving approximately 180,000 students annually. This program operates on the principle that strong first-language skills facilitate second-language acquisition and academic achievement.

**Introduction Programs:** Newly arrived immigrant students aged 6-16 participate in intensive introduction programs combining Swedish language instruction, academic content, and cultural orientation. These programs typically last 6-24 months, depending on individual needs and prior educational experience.

**Study Guidance in Mother Tongue:** Students receive subject-specific tutoring in their mother tongue to maintain academic progress while acquiring Swedish language skills. This program serves approximately 45,000 students annually and has demonstrated significant positive effects on academic achievement.

Statistical outcomes from Sweden's integration programs show promising results: 78% of immigrant students achieve satisfactory academic levels within three years of enrollment, and achievement gaps between immigrant and native students have decreased by 23% since 2015 [10].

#### *Federal Coordination Model: Germany*

Germany's federal education system creates unique challenges and opportunities for immigrant integration. The Standing Conference of Education Ministers coordinates integration policies across 16 Länder while allowing for regional adaptation and innovation.

The "Integration through Education" federal program, launched in 2016 and expanded in 2020, provides comprehensive support for immigrant children's educational integration. Key components include:

**Preparatory Classes (Vorbereitungsklassen):** Intensive German language instruction combined with academic content preparation. These classes serve approximately 320,000 immigrant students annually across all Länder.

**Intercultural Education Initiative:** Teacher training programs focusing on multicultural competency, anti-bias education, and inclusive pedagogy. Over 85,000 teachers have participated since 2018.



Parent Integration Programs: Comprehensive support for immigrant families, including German language classes, educational system orientation, and parental engagement training. These programs reach approximately 150,000 families annually.

German federal statistics indicate that 67% of immigrant students achieve educational benchmarks within four years, though significant variations exist across Länder. Bavaria and Baden-Württemberg demonstrate the highest success rates, while some urban areas in North Rhine-Westphalia face greater challenges [11].

#### *Regional Innovation Model: Spain*

Spain's autonomous community system enables diverse approaches to immigrant integration while maintaining national coordination through the Ministry of Education's "Plan for Educational Attention to Immigrant Students".

Catalonia's Integration Strategy: The Catalan government's "Plan for Language, Interculturality and Cohesion" (PLIC) provides comprehensive support for immigrant students while promoting trilingual education (Catalan, Spanish, and English/other languages) [12].

Key Catalan initiatives include: Welcome and Assessment Centers providing initial evaluation and placement; Intensive language learning programs in both Catalan and Spanish; Intercultural mediation services connecting families with schools; Teacher training in multilingual and intercultural education [12].

Andalusia's Inclusive Education Model: Andalusia has developed innovative approaches to immigrant integration through its "Plan for Educational Attention to Foreign Students". This program emphasizes inclusive classroom practices rather than separate language instruction.

Andalusian programs include: In-class language support rather than pull-out programs; Collaborative learning methodologies benefiting all students; Community engagement initiatives involving immigrant families; Mentorship programs pairing immigrant and native students.

Spanish national statistics show that autonomous communities with comprehensive integration programs achieve better outcomes: Catalonia reports 71% of immigrant students meeting academic benchmarks, while Andalusia achieves 68% [12].

#### *Urban Innovation Model: the Netherlands*

The Netherlands' approach to immigrant integration emphasizes local innovation and urban-focused strategies, recognizing that most immigrant students are concentrated in major cities.

Amsterdam's 'Inclusive Education' Initiative: Amsterdam has developed one of Europe's most innovative urban integration models, focusing on school diversity, teacher training, and community engagement.

Key Amsterdam programs include: School Diversity Promotion: Policies encouraging socioeconomic and cultural mixing in schools; Multilingual Teacher Recruitment: Active recruitment of teachers with immigrant backgrounds; Community School Model: Extended day programs involving parents and community organizations; Digital Integration Tools: Technology platforms supporting multilingual communication with families.

Dutch national statistics indicate that cities with comprehensive integration programs achieve better outcomes than the national average. Amsterdam reports 74% of immigrant students achieving grade-level standards within three years [13].

*Rapid Response Model: Italy*

Italy's approach to immigrant integration has been shaped by recent migration flows, particularly from Africa and the Middle East. The Ministry of Education's "National Guidelines for the Reception and Integration of Foreign Students" provides the framework for integration efforts [14].

**Sicily's Emergency Integration Response:** Sicily has developed innovative approaches to rapid integration due to its position as a primary entry point for Mediterranean migration.

Sicilian programs include: Mobile teaching units serving temporary accommodation centres; Accelerated integration programs for unaccompanied minors; Partnerships with NGOs and international organizations; Trauma-informed educational approaches; Lombardy's Industrial Integration Model: Northern Italy's approach emphasizes vocational education and economic integration alongside academic achievement.

Lombard initiatives include: Early vocational orientation for immigrant students; Partnerships with local businesses and industries; Dual-track programs combining academic and practical training; Adult education programs for immigrant parents.

Italian statistics show significant regional variations in integration outcomes, with Northern regions generally achieving better results than Southern regions due to resource availability and institutional capacity [14].

The Russian invasion of Ukraine in February 2022 created the largest displacement of children in Europe since World War II. According to UNICEF and UNHCR data, approximately 1.8 million Ukrainian children of school age have sought refuge in EU member states, with an additional 750,000 preschool-age children requiring educational services [15, 16].

The distribution of Ukrainian children across EU member states reflects geographical proximity and established migration networks: Poland hosts 486,000 Ukrainian students, Germany 198,000, Czech Republic 145,000, Romania 112,000, and Slovakia 89,000. This unprecedented influx has tested the capacity and flexibility of European educational systems.

Unlike previous refugee populations, Ukrainian families include high proportions of highly educated individuals with specific expectations regarding educational quality and continuity. Approximately 65% of Ukrainian refugee mothers have higher education qualifications, creating unique challenges and opportunities for integration programs.

*Poland's Comprehensive Reception Model*

Poland, hosting the largest number of Ukrainian children, implemented emergency education measures within weeks of the invasion. The "Education for Ukrainian Children" program provides: Immediate school enrollment without



documentation requirements; Ukrainian-language instruction maintaining national curriculum standards; Polish language learning integrated with academic content; Psychological support services addressing war trauma; Teacher training in trauma-informed pedagogy; Digital platforms enabling continued connection with Ukrainian educational institutions [17].

Polish statistics indicate 89% enrollment rates among Ukrainian children, with 67% attending Polish schools and 33% in supplementary Ukrainian programs. Academic outcomes vary significantly, with younger children showing faster adaptation than adolescents [17].

#### *Germany's Federal Coordination Response*

Germany's federal system required unprecedented coordination among 16 Länder to ensure consistent approaches to Ukrainian integration. The "Integration of Ukrainian Students" working group established common standards and resource-sharing mechanisms.

German initiatives include: Standardized assessment procedures across all Länder; Intensive German language instruction (20 hours weekly); Trauma-sensitive educational approaches; Digital learning platforms maintaining Ukrainian curriculum access; Professional development for teachers in crisis pedagogy.

German enrollment rates reach 78% nationally, with significant variation across regions. Urban areas with existing integration infrastructure demonstrate better outcomes than rural regions with limited resources [11].

#### *Czech Republic's Rapid Integration Framework*

The Czech Republic developed one of Europe's fastest integration responses, launching comprehensive programs within three weeks of the invasion.

Czech programs include: Simplified enrollment procedures bypassing standard requirements; Emergency teacher recruitment and training initiatives; Community learning centers in high-concentration areas; Digital partnerships with Ukrainian educational technology providers; Mental health support services for children and families. Czech enrollment rates reach 85%, with high satisfaction rates among Ukrainian families regarding program quality and cultural sensitivity [9].

Ukrainian children face unique language challenges, as Ukrainian differs significantly from host country languages in most EU members. Unlike previous refugee populations, many Ukrainian families expect to return home, creating tension between integration and maintaining Ukrainian educational standards.

War-related trauma significantly affects Ukrainian children's educational engagement and social integration. Research indicates that 40-60% of Ukrainian refugee children exhibit symptoms of post-traumatic stress disorder, affecting their ability to participate in traditional educational activities [15].

The sudden influx of Ukrainian children has strained educational infrastructure across many member states, particularly in border regions and smaller communities with limited prior experience hosting large refugee populations.

Comparative analysis across member states reveals several critical factors associated with successful immigrant children's educational integration:

**Early Intervention and Preschool Access:** Countries with high immigrant participation rates in early childhood education (France 91%, Sweden 87%, Germany 82%) demonstrate significantly better integration outcomes in later years. Early intervention programs addressing language development, school readiness, and family engagement produce lasting benefits [16].

**Comprehensive Teacher Training:** Member states investing in extensive teacher professional development in multicultural education, language acquisition theory, and inclusive pedagogy achieve better outcomes. Sweden's requirement that all teachers complete 60 hours of intercultural education training correlates with higher immigrant student achievement.

**Multilingual Education Approaches:** Countries embracing multilingual education rather than monolingual assimilation models demonstrate superior outcomes. Estonia's trilingual education system (Estonian, Russian, English) serves as a successful model for immigrant integration while maintaining linguistic diversity.

**Family and Community Engagement:** Integration programs that actively involve immigrant families and communities achieve better results than school-only interventions. The Netherlands' community school model, involving parents in governance and programming, shows significantly higher immigrant student achievement rates.

**Whole-School Transformation:** Successful integration requires systemic change rather than separate programs for immigrant students. Schools implementing inclusive pedagogies, culturally responsive curricula, and diversity appreciation programs benefit all students while improving immigrant integration outcomes.

Despite significant policy developments and resource investments, several barriers continue to impede successful immigrant children's integration across EU member states:

**Socioeconomic Segregation:** Residential and school segregation by socioeconomic status often coincides with ethnic segregation, creating concentrated disadvantage. In Belgium, 68% of immigrant students attend schools where more than half of students have immigrant backgrounds, limiting opportunities for cross-cultural interaction and academic support.

**Teacher Preparation Gaps:** Despite training initiatives, many teachers report feeling unprepared to work effectively with immigrant students. Survey data indicates that only 34% of teachers across EU member states feel confident in their ability to support immigrant children's academic and social integration.

**Resource Allocation Inequities:** Schools serving high immigrant populations often receive inadequate resources relative to their needs. Analysis reveals that per-student funding in high-immigrant schools is 12-18% lower than in low-immigrant schools across several member states.

**Assessment and Placement Challenges:** Inappropriate assessment tools and placement decisions often result in immigrant students being placed in lower academic tracks or special education programs. In Germany, immigrant students are overrepresented in lower secondary tracks by 34% compared to their native peers.

**Limited Parental Engagement:** Language barriers, cultural differences, and unfamiliarity with educational systems limit immigrant parent participation in their children's education. Only 28% of immigrant parents report feeling comfortable communicating with teachers about their children's academic progress.

EU member states have developed diverse legislative frameworks addressing immigrant children's educational rights and integration requirements. These frameworks reflect different constitutional traditions, federal structures, and integration philosophies.

**Rights-Based Approaches:** Countries like Sweden and the Netherlands have established constitutional or legal guarantees of educational access regardless of immigration status. Sweden's Education Act explicitly prohibits discrimination based on national origin and mandates equal educational opportunities for all children.

**Integration Requirements:** Some member states have established legal requirements for integration program participation. France's Republican Integration Contract requires immigrant families to participate in educational orientation programs, while Denmark mandates Danish language instruction for all immigrant children.

**Resource Allocation Mandates:** Several countries have established legal requirements for additional resources for schools serving immigrant populations. The Netherlands' Weighted Student Funding formula provides additional resources based on student background characteristics, including immigration status and socioeconomic indicators.

Member states have developed various mechanisms for monitoring and ensuring quality in immigrant integration programs: **Standardized Assessment Systems:** Countries like Estonia and Finland use standardized assessments to monitor immigrant student progress and identify schools or regions requiring additional support.

**Inspection and Evaluation Frameworks:** National inspection agencies in several member states have developed specific criteria for evaluating schools' effectiveness in serving immigrant populations.

**Data Collection and Reporting:** Most member states collect and report data on immigrant student participation, achievement, and integration outcomes, though definitions and methodologies vary significantly.

**Conclusions.** This research contributes several novel insights to the understanding of immigrant children's educational integration in European contexts: multi-layered integration framework; cultural identity preservation; crisis-driven innovation; community partnership effectiveness; technology-enabled integration.

The study identifies successful integration as requiring simultaneous interventions at individual, classroom, school, and community levels. Single-intervention approaches consistently show limited effectiveness compared to comprehensive, coordinated programs. Contrary to assimilation models, maintaining immigrant children's cultural and linguistic identities enhances rather than impedes integration outcomes. Programs that embrace multilingualism and cultural diversity achieve better academic and social



integration results. The Ukrainian refugee crisis has demonstrated that educational systems can rapidly adapt and innovate when faced with urgent needs. Many innovations developed during the crisis have broader applications for immigrant integration generally. Integration programs involving immigrant communities as partners rather than passive recipients achieve significantly better outcomes across multiple indicators, including academic achievement, social integration, and family satisfaction. Digital platforms and virtual learning environments offer new possibilities for maintaining cultural connections while promoting host country integration, particularly valuable for temporary populations and dispersed communities.

Based on the research findings, several evidence-based policy recommendations emerge: Prioritize universal access to high-quality early childhood education for immigrant families, with intensive language support and family engagement components; Develop multilingual education programs that maintain immigrant children's heritage languages while building host country language competency; Establish mandatory multicultural education requirements for all teachers, with ongoing professional development in inclusive pedagogy and trauma-informed education; Implement weighted funding formulas providing additional resources for schools serving immigrant populations, with transparency and accountability mechanisms; Create formal structures for immigrant community participation in educational governance and programming, recognizing families as educational partners; Develop digital platforms supporting multilingual communication, virtual cultural exchange, and flexible learning pathways for immigrant students; Establish flexible policy frameworks and resource mechanisms enabling rapid response to future refugee and migration crises.

This study's limitations include the focus on selected member states, which may not represent the full diversity of European approaches. Additionally, the rapidly evolving nature of migration patterns and policy responses means that findings require continuous updating and validation.

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