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# INCLUSION OF MIGRANT STUDENTS IN EDUCATION

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## **PRELIMINARY NOTE**

For ease of reading, when it is not possible to use neutral language, masculine words are used to refer to the male and female genders indistinctly.

The term "student" is used to refer to all children and young people attending school, as well as children in pre-school education. The term "parents" is used to refer to parents and guardians. The term "school" is used to refer to individual schools/school clusters, vocational schools and pre-school, primary and secondary education establishments in the private, co-operative and solidarity networks.

# FRAMEWORK

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Diversity is a factor that enhances the educational community and learning. To fulfil this purpose, migrant students must be covered by measures for effective integration into the education system and, at the same time, into society in general. In fact, the Education Act (Law no. 46/86 of 14 October), Decree-Law no. 54/2018 and Decree-Law no. 55/2018, both of 6 July, and the Curriculum Guidelines for Pre-School Education, Order no. 9180/2016, of 19 July, already reflect these aims. Successful inclusion is an ongoing

process that on the one hand requires flexibility and adaptation to students' individual needs and on the other, preparation and changes in the school's dynamics and culture. Consequently, today, this challenge requires schools to organise and structure their actions in an intentional and integrated way, so that diversity is a uniting factor for the entire educational community, as a guarantee of everyone's right to education and equal opportunities, as advocated in the Convention on the Rights of the Child.



# I PRINCIPLES



As pre-school education is the first stage of basic education in the process of lifelong learning, the inclusion of students in kindergarten as early as possible is a factor that promotes successful integration, well-being, development and learning.

Compulsory schooling means that all students between the ages of 6 and 18 must attend school, regardless of whether they have completed their equivalence process and whether their status has been regularized vis-à-vis their stay in the country. In the current context of growing diversity, it is important that schools intentionally consolidate appropriate responses to the reception and inclusion of migrant students in advance.

The integral well-being of migrant students enhances the work to be done by the school, from socialisation to promoting successful learning.

## **a) Welcoming diversity**

The inclusion of migrant students and their families (who often find themselves in a vulnerable situation) is fundamental to guaranteeing the well-being and success of everyone's integration into the host country and into an educational system they do not know. It therefore involves the school establishing an intentional participatory process.

## **b) Educating for diversity**

The plurality of the contemporary world is evident in schools, and everyone is invited to take part in this movement of valuing cultures, languages and experiences, respecting and integrating them, so that they have an impact on the school community and are a source of learning and of personal and collective development.

## **c) Intervening on the basis of information/knowledge**

Information and knowledge of each student's specific situation is essential for promoting their correct reception and inclusion, as well as for defining their educational path.

## **d) Personalising teaching and learning, and adapting assessment**

The teaching and learning processes of migrant students must contemplate an effective rationale of personalisation. Decree-Laws 54/2018 and 55/2018, in their current wording, and Order 2044/2022 provide for various measures to adapt teaching activities to the specific needs of each student. This involves implementing an approach based on universal design for learning.

#### **e) Mobilising the community**

The local community is always a key partner in the development of successful educational policies in any context. In the case of migrant students, this partnership is particularly important, since proper integration into the community is also a success factor for students' integration into school.

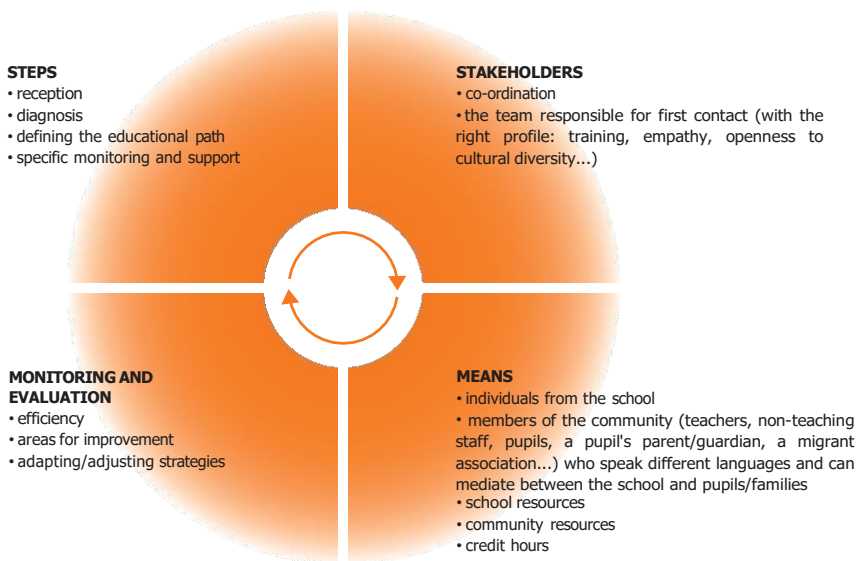
## II STRATEGIES



Taking these principles into account, there are a number of strategies that schools can use to accomplish them. Some of these strategies and activities, organised by different levels, are presented here, each school having the discretion to adopt them or to define others that they consider more appropriate to their context.

### 1 - SCHOOL

- Define the process for welcoming migrant students, including the stages, the stakeholders involved, the resources to be mobilized, as well as monitoring and evaluation.





- Streamline the enrolment process, providing access to clear information and guidance, avoiding duplication of administrative procedures.

#### What schools do:

- Documents available in several languages
- Customer service office

You can also refer to:

- **DGE documents on the Portuguese education system**



- Identify the academic pathway already completed by students and position them correctly in the education system (**equivalences**)



- Activate partners and support services for social integration, so that there can be a referral to other areas of need.

- Involve all structures in a positive intervention that values diversity, personally and collectively.

- Reflect together to create effective and intentionally-designed responses for young students, including in this reflection pupils and families who are representative of the cultural diversity of the school community.

- Recognise and respect differences, such as family values, religious practices, traditions...

- Define the appropriate profile, particularly for teachers and non-teaching staff who

have a more systematic approach to accompanying migrant students.

#### School services:

- School Social Action
- Cafeteria
- Transport
- Psychology Services

#### Local institutions/ associations

- Health Centre
- Parish Councils
- Cultural Centres and Associations

#### School structures

- General Council
- Management
- Secretariat
- Multidisciplinary Support Team for Inclusive Education (EMAEI)
- Pedagogical Council
- Curriculum departments
- Coordination of Class Directors
- Psychology offices

#### And also

- Teachers
- Technical assistants
- Operational assistants
- Specialised technicians
- Students

They value active listening, openness to difference and the absence of prior judgements.

**The experiences of migrant students and families who have already been through the integration process are an asset in this process.**

- Promote the diversity of school provisions, particularly in terms of food, supplementary curricular activities and the availability of publications in various languages in the library.

### What schools do:

- They diversify the food available at buffets.
- They provide information about the menus and the ingredients of the meals in several languages.
- They provide books in different languages.

- Prioritise the allocation of credit hours to the different needs of the school, considering the possibility of hiring specialised teachers or technicians to act as mediators or tutors in the context of migrant inclusion.

- Promote Portuguese language learning programmes for adults and other activities that encourage their involvement in their children's education, as well as their knowledge and understanding of Portuguese culture.

### What schools do:

- Courses in Portuguese as a Host Language (PLA) or other offers, undertaken in schools, parish councils, local institutions or in the workplace, in conjunction with employers, during after-work hours.
- Promote access to online courses (e.g. Ciberescola - <http://www.ciberescola.com/>)



## 2 - STUDENTS

- Promote a sense of security and belonging by making use of the school's services and structures, as well as the local community.

- Safeguard the first contact with classmates by accompanying the student to the class and introducing him and his peers (who they are, where they come from, what they like to do). **Icebreaker** activities should be carried out.



### What schools do:

- They visit the library, the cafeteria, the stationery shop... and identify the spaces and information in different languages.
- They present and provide information on the functions of the School Director, the School Director's Deputies, the General Council, the Class Director...
- They plan visits to the local community and identify services on maps (family health units, supermarkets, public transport, sports or leisure parks...).

- "Having "Buddies" in the school already defined for each new student" (In Proj. Comparte - <https://www.comparte.pt/>) to help them make friends;



- Promote participation and inclusion through informal but intentional learning environments whenever a migrant student arrives.

- Involve students who are already at the school in welcoming newcomers.

### What schools do:

- They promote student participation in school sports activities, clubs, projects, gatherings and multicultural activities.

### 3 - FAMILIES

- Welcome families, promoting dialogue and exploring their expectations, identifying their questions and fears and always providing information that allows them to make informed decisions.

#### What schools do:

- They create a cosy and informal atmosphere with access to machine translation or with the support of the **Telephone Translation Service**, (telephone 217115000) and documents in multiple languages at first contact.



- Create open communication channels to keep families informed about their participation and the development of students' learning. It is essential that they understand the Portuguese education system, their rights and duties and what is expected of their participation in their children's school life.

#### What schools do:

- Regular meetings
- Newsletters (multilingual)
- Online platforms
- Translation of the Internal Regulations or the Student Rights and Duties
- Explain the education system
  - Organisation
  - Cycles, levels of education and teaching
  - Educational offers
  - Subjects
  - Progression
  - Assessment
  - Certification

- Create links with families and promote a sense of belonging through informal activities involving the participation of parents from the cultures in question.

#### What schools do:

- They promote discussion groups, participation in school activities, joint visits - students and parents.
- They display representative elements of the various cultures present (banners, clocks showing the time in each country, maps or globes showing the countries).

### 4 - LANGUAGE

- Ensure a climate of communication and trust for pre-school students, where they feel welcomed, listened to and valued in their native language, culture and knowledge.

- Draw up the sociolinguistic profile of each student whose native language is not Portuguese or whose schooling has not been in Portuguese, in order to outline the pedagogical plan, taking into account that:

- there may be students from Portuguese-speaking African countries (PALOP) whose native language is not Portuguese and who, for that reason, can attend the Portuguese as a Second Language (PL2) subject.

- there may be students from Portugal or Portuguese-speaking countries who have studied in a foreign education system whose sociolinguistic diagnosis indicates a proficiency level of A1, A2 or B1, and should therefore benefit from

**PLNM.**

- the systematized collection of information (starting with a conversation, using different tools and methodologies) contributes to a better knowledge of the students and to their positioning in terms of language proficiency.

- students who have never had any contact with the Portuguese language should not be given a written diagnostic test.

#### What kindergartens do:

- They promote communication between pupils, and between pupils and adults, at various times in the daily routine (meals, break times, activities between peers, in small and large groups).
- They create opportunities for students to relate or create their own stories, explain their ideas using short sentences and non-verbal communication (e.g. mime, drawings, pictures, puppets).
- They make use of non-verbal communication (e.g. mime, dramatic play, theatre).
- They systematically repeat verbs of action, such as running, stopping, jumping, walking, opening (the door), putting on (their shoes/coat).
- They show interest in the student and in their native language, using some key words in that language in the group.
- They use images or point to objects, also using body language to help the student associate the words with the objects.
- They describe what the student is doing while he is performing an action,

for example: "You're building a very tall tower".

- They respect the rhythm of each student, so that they do not feel too pressured to speak in Portuguese.

- Place students, according to the information collected and the results obtained, at a level of linguistic proficiency in PLNМ. There are three levels of language proficiency:

- Beginner (A1, A2)
- Intermediate (B1)
- Advanced (B2, C1)

The final placement of students must take into account the overall assessment of oral proficiency and written proficiency and must be pedagogical in nature. The sociolinguistic diagnosis is carried out once, when the student first enrolls.

- Define whether students take PLNМ, when placed at a beginner (A1, A2) level, or whether they take Portuguese with learning support instead, when placed at an advanced level (B2, C1).

- Organise the PLNМ groups in such a way that they can meet the needs of the students.

- If there are not enough students to form a PLNМ group, students should attend Portuguese lessons with their class, as long as they are enrolled in the PLNМ subject and are learning the essential PLNМ skills.

#### What schools do:

- They bring together students from different levels or years of schooling, when necessary.
- They safeguard the integration of students who might enrol during the school year.
- They create spaces for timetable compatibility where classes have Portuguese and PLNM simultaneously.

The aim is to ensure that there are not too many students in the same class and that timetables are easier to manage.

- Promote language immersion contexts, as they are a success factor for learning a foreign language (FL) quickly.

- Mobilise students who speak the migrants' native language to provide linguistic mediation and to enhance participation in multiple school activities.

- Promote learning reinforcement measures for students whose native language is Portuguese (migrant students from the PALOP countries and Brazil).

- Students taking PLNM should be exempted from a foreign language (I or II), making the time of this subject available for learning Portuguese.

- Encouraging migrant students to speak their language can be a means of mutual learning and of valuing the cultures present.

#### What schools do:

- They organise multilingual clubs.
- They ask the migrant students to give examples of words or expressions in their language related to what they are learning.
- They relate historical and cultural facts, or special dates from the various countries.

## 5 - LEARNING AND ASSESSMENT

- Involve EMAI teams in defining and implementing measures to promote the inclusion of these students.

- Apply universal measures to promote access to learning the various components of the curriculum.

- Create conditions for the appropriation of the Portuguese language in all subjects, particularly at a scientific and technical level, with the co-responsibility of all the student's teachers.

- Draw up a path of progressive integration into the curriculum (for PLNM students - Beginner Level), fulfilling the workload provided for in the curriculum matrix:

- taking only a few subjects on the student's syllabus.

- participating in activities aimed at inclusion, reinforcing the learning of Portuguese, developing skills associated with the subjects the student is not taking, as well as knowledge of Portuguese history and culture, with the support of a mediator or tutor.

- participating in extracurricular activities such as school sports, clubs, theatre groups...

Contact with the class should be guaranteed during the progressive integration into the curriculum, promoting informal activities during the reception phase.

#### What schools do:

- They create temporary host groups, which operate in an autonomous space in the time allocated to subjects that the students are not taking, to guarantee the learning of PLNM and the development of inclusion activities in the school and local community.

The choice of subjects to take may depend on several factors, in particular whether the teachers communicate in the

students' native language or in a mediating language (e.g. English/French), and the more practical nature of the subjects, as well as the existence of educational resources in the students' native language. The student must always be integrated into a class.

Progressive integration into the curriculum depends largely on the liaison between subject teachers and the mediator/tutor, guaranteeing the sequential order of the learning process.

- Reinforce/support learning in the other subjects, especially when the student starts taking them (anticipating in-class, specific tutorial support, individual or small group support...).

#### Fulfilment of the workload provided for in the curriculum matrix

- Taking some subjects on the syllabus
- Participating in extracurricular activities
- Participating in activities (mediation or tutoring) aimed at:
  - Inclusion
  - Development of skills linked to subjects not taken
  - Reinforcing the learning of Portuguese
  - Contact with Portuguese history and culture and its relationship with other cultures

#### Contact with the class

- Taking some subjects on the syllabus
- Informal activities, particularly during the reception phase
- Participation in class field trips
- Promoting access to meals at the same time as the class or with pupils from the class

#### Factors for the choice of subjects to be taken

- Teachers' language proficiency in LE
- Educational media and resources in the students' native language/school language
- Practical nature of the subjects

#### Coordination between subject teachers and mediator/tutor

- Sequence of the learning process
- Reinforcement/support of learning in specific subjects
- Specific tutorial support
- Anticipating learning
- Individual or small group support

- Promote specific subjects for migrant students, particularly in the complementary offer.

#### What schools do:

- They create curricular components that foster learning from various subjects in a transdisciplinary approach and that benefit from collaborative work between teachers.
- They promote the offer of subjects that value the culture of origin and promote the development of the native language of migrant students, open to all students (school offer in grade 12).
- Provide personalised monitoring.
- Identify students who will be taking exams in 11th or 12th grade without having taken the subject in all the years of this level of education.

#### What schools do:

- Migrant students sit next to Portuguese classmates or migrants who have been in Portugal for a longer period of time and communicate in a common language.
- They set up volunteer groups to help revise daily learning content and/or carry out tasks of an independent nature.
- They promote activities that allow students to consolidate learning in subjects not taken in all the years of secondary education.

Evaluate to integrate:

- reinforcing *feedback* mechanisms, ensuring that students understand the tasks and what is being asked of them, and that they are given the opportunity to improve their performance (it is essential not to let difficulties "accumulate").
- peer support and assessment (mobilising peers to support and carry out assessment activities).
- assessment adaptations (favouring information-gathering processes suited to the student - oral, written, practical; more time to carry out assessment tasks; use of digital tools, phasing of the assessment of a learning or set of learnings; specific assessment and grading criteria; use of dictionaries).
- the transition and progression of students should be a pedagogical decision made by the class teacher/subject teacher (PT)/class council (CT).
- at the end of the school year, even if they have not taken all the subjects, the PT/CT should consider whether or not the student has developed the necessary competences to continue their journey in the following school year.

## 6 - COMMUNITY

- Involve local organisations:
  - Local authorities, health centres...
  - Migrant associations, Charities (IPSS)...
  - Cultural institutions, sports clubs...

### What schools do:

- Whenever local responses do not cover all the areas or solutions that schools or migrants need, they turn to regional or national organisations (AIMA, I.P., Agencia Para Integração, Migrações e Asilo, I.P., Associações Migrantes, etc. - Agency for Integration, Migration and Asylum, I.P., Migrant Associations...)

### What schools do:

- They promote guided tours.
- They create maps of the community identifying the most important places in several languages-
- They programme orientation activities with the participation of students and/or families (migrants and non-migrants).

- Promote mechanisms to develop progressive autonomy in exploring the surrounding environment.

- Create formal and/or informal networks, including individuals from the school and the community, to accompany and support migrant students and their families.

- Establish partnerships with local organisations, non-governmental organisations and cultural groups to offer additional support, resources and specific programmes.

- Encourage volunteering by members of the community (local and school) to support specific activities and initiatives for migrant students and their families.



# III ANNEXES

## WELCOMING AND INCLUDING MIGRANT STUDENTS

0

### PREPARE TO WELCOME:

- Create a team with the right profile, responsible for accompanying migrant students.
- Create and identify resources/mechanisms/procedures for welcoming, diagnosing and promoting learning.
- Reflect together to create effective and intentionally-designed responses for migrant students.

## WHEN MIGRANT STUDENTS ARRIVE AT SCHOOL

1

### STREAMLINE TO WELCOME:

- Streamline the enrolment process, providing access to clear information and guidance.
- Position the student in the education system by analysing their path.
- Carry out activities that promote a sense of security and belonging to the school and community.
- Communicate with partners and social integration support services.
- Promote the introduction and integration of the migrant student into the class, establishing bonds of friendship.
- Establish communication channels with the family.

2

### COMMUNICATE TO WELCOME:

- Draw up the migrant student's sociolinguistic profile, placing them at the respective level of language proficiency in PLN.
- Define whether they take PLN or Portuguese (with learning support).
- Promote contexts and situations of linguistic immersion.
- Speed up peer language mediation.
- Foster mutual knowledge of the cultures present.

3

### LEARN AND EVALUATE TO INTEGRATE:

- Apply universal measures in the different components of the curriculum.
- Outline a progressive integration pathway into the curriculum, ensuring contact with the class group.
- Reinforce the procedures associated with pedagogical assessment and learning support.

## PLNM SUMMARY TABLE

	Language proficiency levels			
	Beginner		Intermediate	Advanced
	A1	A2	B1	B2
<b>Taking PLNM</b>	<ul style="list-style-type: none"> <li>Attendance of the PLNM lessons, instead of Portuguese lessons, if the school meets the conditions to form a PLNM group (minimum 10 students).</li> <li>If this is not possible, PLNM is taken within the Portuguese class, following the PLNM curriculum of the respective level of proficiency and in addition, students may also benefit from PLNM support classes.</li> </ul>			<ul style="list-style-type: none"> <li>Taking Portuguese classes and benefiting from PLNM support classes by school decision.</li> </ul>
<b>Language proficiency level transition in PLNM</b>	<ul style="list-style-type: none"> <li>Transition of language proficiency level in PLNM as a result of passing this subject at the end of the school year (in the 9th and 12th grades, the transition of language proficiency level involves taking the final exams and the national final exams, respectively, implying that the final classification of the subject is equal to or higher than level 3, or equal to or higher than 10 points, according to the respective level of education).</li> <li>It is possible to change language proficiency level at any time during the school year by passing an intermediate assessment test.</li> </ul>			
<b>Assessment</b>	<ul style="list-style-type: none"> <li>The class teacher/Portuguese teacher is responsible for assessment proposals, with prior liaison with the PLNM teacher, where applicable.</li> <li>In the transition to advanced level during secondary education a calculation is performed at the end of this level of education, of the average of the marks obtained by the students in the subject of PLNM and in the subject of Portuguese.</li> </ul>			
<b>Curriculum measures</b>	<ul style="list-style-type: none"> <li>Measure of progressive integration into the curriculum - Order no. 2044/2022, of 16 February (levels A1 and A2). Duly substantiated adaptations to the assessment process, namely descriptive assessment, during the school term in which students are integrated into the education system.</li> </ul>		Compliance with the basic curriculum matrix of the respective year of schooling (levels B1 and B2). Assessment (internal and external) in accordance with the legal regulations in force.	
<b>External assessment</b>	<ul style="list-style-type: none"> <li>Possibility of taking the national final exam in PLNM instead of the national final exam in Portuguese, which is used to complete secondary education and gain access to higher education (if the higher education course/establishment requires Portuguese as an entrance exam, the national final exam in PLNM is not suitable for this purpose).</li> </ul>			<ul style="list-style-type: none"> <li>National Final Exam in the subject of Portuguese</li> </ul>

# IV RESOURCES



## 1. ACCESS TO MACHINE TRANSLATION FACILITIES

- Telephone Translation Service (PTS) – [stt@aima.gov.pt](mailto:stt@aima.gov.pt); telephone 217115000

## 2. SUPPORT DOCUMENTS FOR SCHOOL-FAMILY COMMUNICATION

### Multilingual leaflets

- *Welcome to School leaflet* - <https://services4all.akfportugal.com/04.pdf>
- *Almirante Reis itineraries* - <https://services4all.akfportugal.com/01.pdf>
- *Accessing the early and primary education in Portugal* on the Portuguese education system for families - <https://services4all.akfportugal.com/05.pdf>

### Guides

- *Children and young people benefiting from or applying for international protection - Reception Guide*
- *Unaccompanied Foreign Minors (MENA) - Reception Guide: Pre-school, Primary and Secondary Education*

### Frequently Asked Questions/general information

- Portuguese as a Second Language (PL2) – Português Língua Não Materna (PLNM) - [https://www.dge.mec.pt/sites/default/files/Curriculo/EBasico/PLNM/portuguese\\_second\\_language\\_pl2\\_plnm\\_general\\_information\\_en.pdf.pdf](https://www.dge.mec.pt/sites/default/files/Curriculo/EBasico/PLNM/portuguese_second_language_pl2_plnm_general_information_en.pdf.pdf)
- Refugee Children and Youth - Education and Training - **Frequently Asked Questions** (PT)
- Refugee Children and Youth - Education and Training - **Frequently Asked Questions** (EN)
- Recognition of qualifications/equivalences

PT - <https://www.dge.mec.pt/faq-equivalencias-de-habilitacoes-estrangeiras>

EN - <https://www.dge.mec.pt/faq-equivalence-foreign-qualifications>

### 3. LEARNING THE PORTUGUESE LANGUAGE

- **Portuguese as a Second Language (PLNM) website**, DGE
- **Essential Learning for Portuguese as a Second Language (PLNM)** (levels A1, A2 and B1)
- UFCD - Graphic size and the Portuguese alphabet for users of other writing systems **[PDF]**
- Basic Vocabulary A1 - Arabic Translation **[PDF]**
- Transliteration of Words: Portuguese-Arabic **[PDF]**
- A1 Core Vocabulary - Mandarin Translation **[PDF]**

### 4. OTHER RESOURCES

- Refugee children and young people - educational measures - <https://www.dge.mec.pt/criancas-e-jovens-refugiados-medidas-educativas>
- Handbook *Educating for Pluralism: a way forward* - <https://services4all.akfportugal.com/06.pdf>
- Toolbox *Equity and participation in educational settings: a pedagogical approach based on co-operation* - <https://services4all.akfportugal.com/07.pdf>

#### Aga Khan Foundation Resources

- *Teaching Portuguese as a Host Language* - <https://service-s4all.akfportugal.com/02.pdf>

#### My own Tips

- <https://services4all.akfportugal.com/03.pdf>

#### Network of Schools for Intercultural Education

See also the terms of reference of the **Network of Schools for Intercultural Education** which sets out the pillars for an intercultural school:

1. Organisational culture
2. Curriculum
3. Community



