

Language and multilingual education in 15 EU countries





Language and multilingual education

Language is more than a tool, it is the key to connection, learning, and belonging.

To succeed in school, migrant learners need support not just in learning the language of instruction, but in maintaining their own.



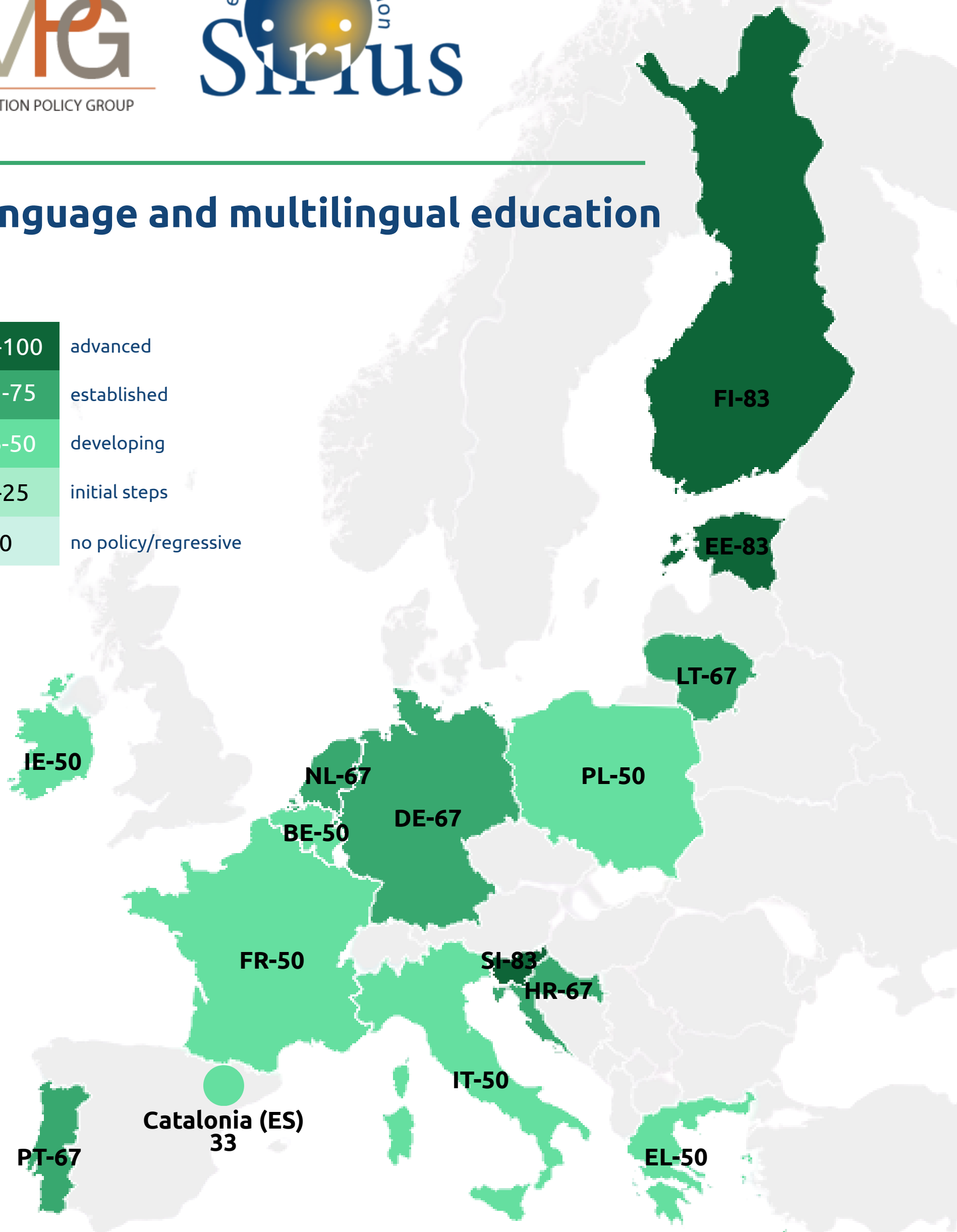
What this dimension looks at

This part of the index looks at how well systems meet migrant learners' language needs through three indicators:

1. Do schools regularly assess language support needs?
2. Is there continuous, targeted instruction in the language of schooling?
3. Are first/family languages valued and supported?

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76-100	advanced
51-75	established
26-50	developing
1-25	initial steps
0	no policy/regressive



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When language policies support every learner

Estonia leads with a strong multilingual strategy: early assessment, support in the school language, and opportunities to maintain first languages.

Slovenia and **Croatia** regularly assess language needs and tailor support.

Germany and **Finland** help students preserve their first languages.

In **Italy**, some schools link language learning with creativity, play, and civic engagement.



Not all support goes the distance

In many countries, language needs are assessed only ad hoc.

Sustained support often depends on individual schools or local resources.

Help for first languages is rare and too often left to families to request.

Without a clear national framework, many migrant learners miss out on both language development and belonging.



Language support is not a side note

From assessment to inclusion, language support must be a core part of education.

It helps migrant learners find their voice, and their place, in school.

Support both the new language and the ones they bring with them.

Everyone benefits.



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