



International Supervision Scan on Newcomer Education



Research Approach

- Disclaimer: all outcomes are indicative
- Online questionnaire distributed to European inspectorates (SICI network)
- In-depth interviews in 4 countries: Portugal, Czech Republic, Bavaria (Germany), Netherlands
- Use of international sources: OECD, UNESCO, national reports
- Focus: organisation and supervision of newcomer education in European countries/regions



Purpose of the Supervision Scan

- Gain insight into oversight practices on newcomer education across Europe
- Learn from other countries and collect applicable insights
- Support policy and supervision in the Netherlands
- Prepare for the European Migration Pact (2026): education within 2 months for asylum-seeking children



Short Summary

- Newcomer education is a challenge everywhere: high influx + teacher shortages + extra / other needs students
- Variation in organisation: inclusive education vs. separate provisions
- Supervision rarely specific frameworks, usually integrated into regular inspections
- Limited data on newcomer results in most countries



Key Recommendations

- Ensure accessible education and smooth transitions
- Combine inclusion with targeted language support
- Structural embedding of teacher training and professional development in targeting diverse learners (language, culture, social-emotional needs)
- Improve data collection and monitoring
- Balance the distribution of newcomers across schools
- Strengthen targeted support and cooperation



Overview of Four Countries

Portugal: inclusive education, strong legal framework, intensive language support

Czech Republic: regular education with language support, thematic supervision during Ukraine crisis

Bavaria (Germany): transition classes + vocational training with language support, standard supervision

Netherlands: separate provisions, shared responsibility, institutional-level supervision



Take-aways from other countries

- Large differences between countries, but all under pressure due to influx, extra needs, and limited capacity
- Best practices: buddy programmes, social integration, monitoring results (Spain)
- Collaboration with expert centres crucial (e.g. LOWAN, NPI)
- Importance of sustainable strategies and European cooperation