



## KEY DOCUMENTS FOCUSING ON THE DOUBLE EDUCATIONAL CHALLENGE OF MULTICULTURAL DIVERSITY AND SPECIAL NEEDS EDUCATION

Note: Documents chronologically referenced here were published within the last 10 years. They focus specifically on the double educational challenge faced by pupils with special educational needs/ disabilities AND a migrant background. More general international documents mentioning briefly this combined issue are also included.

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### 2009

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**Title:** European Parliament Resolution of 2 April 2009 on Educating the Children of Migrants  
**Author/Editor:** European Parliament  
**Publisher/Source:** European Parliament  
**Date:** April 2009  
**Language:** all EU languages  
**Link:** <http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//TEXT+TA+P6-TA-2009-0202+0+DOC+XML+V0//EN>

#### **Summary:**

The Resolution concerns the integration of children of migrants into educational systems of host countries. It is based on MEP Hannu Takkula's Report on Educating the Children of Migrants in the frame of the public consultation following the publication of the European Commission Green paper on Migration and Mobility (2008, see below). It stresses the need to address the issue with efficient policies on national and regional levels. In particular, the European Parliament calls for an education based on equal opportunities (Art. 14) and for inclusive education adapted to the needs of every pupil (Art. 22).

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### 2008

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**Title:** Cultural and Social Diversity. An Analysis of Minority Groups in German Schools.  
**Author/Editor:** Rolf Werning, Jessica M. Löser, Michael Urban  
**Publisher/Source:** The Journal of Special Education, Vol. 42, No. 1, pp.47-54.  
**Date:** May 2008  
**Language:** English  
**Link:** <http://sed.sagepub.com/cgi/content/abstract/42/1/47>

#### **Summary:**

This article focuses on the special situation of children from low socioeconomic backgrounds and children from migrant backgrounds within the German school system. This analysis presents an overview of research results showing a strong overrepresentation of these two minority groups within the special education system, particularly within special schools for students with learning difficulties. The authors emphasise the exclusionary and inclusive processes within the German school system, showing that the strong tendency toward homogeneous grouping in German schools leads to disadvantages for minority students.



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Title: **Education and Migration. Strategies for integrating migrant children in European schools and societies. A synthesis of research findings for policy-makers.**

Author/Editor: **NESSE Network of Experts, European Commission**

Publisher/Source: **European Commission DG Education and Culture**

Date: **April 2008**

Language: **English**

Link: [http://www.nesse.fr/nesse/nesse\\_top/activites/education-and-migration](http://www.nesse.fr/nesse/nesse_top/activites/education-and-migration)

**Summary:**

This report addresses the nature, causes and possible remedies for the educational disadvantages experienced by pupils with a migrant background in schools in Europe. Pupils with a migrant background are disadvantaged in terms of enrolment in type of school, duration of attending school, indicators of achievement, drop-out rates and types of school diploma reached. The report presents explanations for the given situation and elaborates policies, programmes and measures to improve the situation. Explanations for educational disadvantage are given at the level of national policy (macro-level), the school (meso-level) and the teacher/pupil relationship (micro-level).

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Title: **European Union Agency for Fundamental Rights Annual Report**

Author/Editor: **European Union Agency for Fundamental Rights**

Publisher/Source: **European Union Agency for Fundamental Rights**

Date: **2008**

Language: **English**

Link: [http://fra.europa.eu/fraWebsite/attachments/ar08p2\\_en.pdf](http://fra.europa.eu/fraWebsite/attachments/ar08p2_en.pdf)

ISBN: 978-92-9192-264-2

**Summary:**

Previous FRA/EUMC reports have pointed to the fact that the availability of reliable information is an indispensable prerequisite for improving the situation of vulnerable and disadvantaged groups in education. However, there are in most Member States insufficient or no monitoring and evaluation systems in place. It will be a major challenge for the future to overcome this obstacle that restrains the effective countering of inequality and discrimination. Nevertheless, available data points to the fact that, across the EU, minority groups and third-country nationals are overrepresented in primary and secondary education special schooling, while they are underrepresented in higher education.

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Title: **Green Paper: Migration and Mobility. Challenges and Opportunities for EU education systems.**

Author/Editor: **European Commission**

Publisher/Source: **European Commission-COM(2008) 423 final**

Date: **July 2008**

Language: **all EU languages**

Link: [http://ec.europa.eu/education/news/news490\\_en.htm](http://ec.europa.eu/education/news/news490_en.htm)

**Summary:**

The Council of 13-14 March 2008 called on Member States to improve the achievement levels of learners with a migrant background. The analysis in this Green Paper shows that some countries succeed better than others in reducing the gaps in educational attainment between migrant pupils and the rest of the host peers. There is clear potential for mutual learning about the factors shaping educational disadvantage and the policies helping to address it.



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**2007**

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**Title:** Challenging Experiences: Generation of Knowledge in a Research Circle  
**Author/Editor:** Fia Andersson  
**Publisher/Source:** University of Stockholm  
**Date:** 2007  
**Language:** English

**Summary:**

This thesis results from meetings of teachers working with multilingual children diagnosed within the autism spectrum. It focuses on the questions related to their everyday work and in particular, the issues of mother-tongue, disabilities and diagnosis, frames and working with parents and other professionals. Results show that once a child is diagnosed within the autism spectrum the diagnosis “takes over” and mother-tongue instruction is seldom discussed. Teachers find it difficult to collaborate with the various authorities involved with the child and his/her family. Communication with parents is not easy due to language barriers, different cultural contexts, and the observation that interpreters did not translate properly. The participants note an existing hierarchy in relation to doctors / psychologists (regarded as having the mandate to assess a child’s ability and suggest placement in class).

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**Title:** Education Strategy 2007-2009: Policy, Challenges and Objectives  
**Author/Editor:** UNHCR: The UN Refugee Agency  
**Publisher/Source:** UN High Commissioner for Refugees  
**Date:** June 2007  
**Language:** English  
**Link:** <http://www.unhcr.org/refworld/docid/469201e72.html>

**Summary:**

The UNHCR 2007-2009 strategy presents the UNHCR three-year objectives in the field of refugee children’s education. The publication presents the main challenges in refugee education and UNHCR measures to answer the needs of this specific population. It stresses the difficulties of especially vulnerable groups and mentions the situation of refugee children with disabilities. The paper reckons that these children are more likely to be deprived of quality education because of the lack of appropriate material/infrastructure and specialised training for teachers or because of difficulties in schools’ accessibility.

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**Title:** “Groups at Risk: The Special Case of Migrants and Minorities” (Chapter 6) in Education and Training Policy : No More Failure - Ten Steps to Equity in Education  
**Author/Editor:** Simon Field, Marlgorzata Kuczera, Beatriz Pont  
**Publisher/Source:** Organisation for Economic Cooperation and Development (OECD)  
**Date:** 2007  
**Language:** English  
**Link:** [http://www.oecd.org/document/0/0,3343,en\\_2649\\_37455\\_39676214\\_1\\_1\\_1\\_37455,00.html](http://www.oecd.org/document/0/0,3343,en_2649_37455_39676214_1_1_1_37455,00.html)  
**ISBN:** 978-92-64-03259-0

**Summary:**

Minority groups are, in many cases, less likely than others to participate in early childhood education and care, more likely to be in special education and more likely to drop out or end up in low status tracks and streams. Analysis suggests that much but not all of this is explained by social background factors.



This publication is also available in French:

Title: **“Groupes à risque : le cas particulier des migrants et des minorités” (Chapitre 6) dans En finir avec l’échec scolaire : Dix mesures pour une éducation équitable**

Link: [http://www.oecd.org/document/0/0,3343,en\\_2649\\_37455\\_39789696\\_1\\_1\\_1\\_37455,00.html](http://www.oecd.org/document/0/0,3343,en_2649_37455_39789696_1_1_1_37455,00.html)

ISBN: 978-92-64-03261-3

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Title: **Lika Olika Som Alla Andra. Specialpedagogiska perspektiv i mångfaldens Sverige. Om elever med funktionsnedsättning och utländsk bakgrund. Utbildningsmaterial.**

Author/Editor: **Malen Sjöberg**

Publisher/Source: **Specialpedagogiska Institutet/ Specialpedagogiska Skolmyndigheten**

Date: **2007**

Language: **Swedish**

Link: [http://www.butiken.sit.se/produkt/katalog\\_filer/00081.pdf](http://www.butiken.sit.se/produkt/katalog_filer/00081.pdf)

ISBN: 978-91-28-00081-9 (printed) / 978-91-28-00082-9 (pdf)

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### **Summary (English):**

This handbook is geared towards professionals working with families of SEN pupils with a migrant background. It includes also two DVDs suggesting strategies to improve the interaction and meetings with the families of pupils having SEN and a migrant background.

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Title: **Specialpedagogik I Mångfaldens Sverige. Om Elever Med Annan Etnisk Bakgrund än Svensk I Särskolan**

Author/Editor: **Jerry Rosenqvist**

Publisher/Source: **Specialpedagogiska Institutet/ Specialpedagogiska Skolmyndigheten & Kristianstad University**

Date: **2007**

Language: **Swedish**

Link: [http://www.sit.se/download/PDF/Rapporter/Mangfald\\_RapTOT.pdf](http://www.sit.se/download/PDF/Rapporter/Mangfald_RapTOT.pdf)

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### **Summary (English):**

The Swedish Institute for Special Needs Education commissioned Kristianstad University to map the needs of students registered in a special school or classroom for students with severe learning disabilities (*särskolan*) focusing on multi- and intercultural issues. The aim was to map, describe and analyse the phenomenon of possible over-representation as to enrolment of students with a migrant background in *särskolan*. The focus was put on how these students are diagnosed and looked upon by the staff in the school. Researchers within the study sent out a nation wide questionnaire to heads of *särskolor* in all 290 Swedish municipalities and held interviews with 34 educators, heads and school psychologists in eight municipalities.

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## **2006**

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Title: **Migrantenkinder und positive Schulleistungen**

Author/Editor: **Stefan Seitz**

Publisher/Source: **Klinkhardt**

Date: **2006**

Language: **German**

Link: <http://www.klinkhardt.de/verlagsprogramm/1475.html>

ISBN: 978-3-7815-1475-1

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**Summary:**

Die Intention des vorliegenden Buches ist es, Hilfen anzubieten, wie auf der Basis von praktikablen Konzepten interkultureller Erziehung die Lernprobleme ausländischer Schüler behoben und ihren psychischen bzw. Lebensproblemen entgegengewirkt werden kann. Es wendet sich zugleich den zu schaffenden Grundlagen einer interkulturellen Erziehung und den Implikationen des schulischen Leistungsdenkens in Deutschland zu und möchte die derzeit bestehende Bildungssituation von Migrantenkindern verbessern.

**Summary (English):**

This publication aims at giving an overview of the situation of interculturalism at school and learning problems of pupils with a migrant background. Chapter 4.5 addresses specifically the question of special needs education for pupils having a migrant background : “special schools, a solution?” (“*Sonderschule als Lösung?*”).

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Title:	<b>Recommendation Rec(2006)5 of the Committee of Ministers to Members States on the Council of Europe Action Plan to Promote the Rights and Full Participation of People with Disabilities in Society : Improving the Quality of Life of People with Disabilities in Europe 2006-2015</b>
Author/Editor:	<b>Council of Europe: Committee of Ministers</b>
Publisher/Source:	<b>Council of Europe</b>
Date:	<b>5<sup>th</sup> April 2006 (at the 961<sup>st</sup> meeting of the Ministers’ Deputies)</b>
Language:	<b>English and several languages</b>
Link:	<a href="http://www.coe.int/t/e/social_cohesion/soc-sp/integration/02_council_of_europe_disability_action_plan/Council_of_Europe_Disability_Action_Plan.asp">http://www.coe.int/t/e/social_cohesion/soc-sp/integration/02_council_of_europe_disability_action_plan/Council_of_Europe_Disability_Action_Plan.asp</a>

**Summary:**

Section 4.6 of the Council of Europe Committee of Ministers Recommendation Rec(2006)5 specifically targets “people with disabilities from minorities and migrants”. It mentions the “multiplied disadvantages because of discrimination or lack of familiarity with public services” and insists that, among others, education is a key area where to pay particular attention to this group.

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Title:	<b>Special Educational Needs and Ethnicity: Issues of Over- and Under-Representation</b>
Author/Editor:	<b>Geoff Lindsay, Sulochini Pather, Steve Strand</b>
Publisher/Source:	<b>University of Warwick (Research Report 757)</b>
Date:	<b>2006</b>
Language:	<b>English</b>
Link:	<a href="http://www.dfes.gov.uk/research/data/uploadfiles/RR757.pdf">http://www.dfes.gov.uk/research/data/uploadfiles/RR757.pdf</a>
ISBN:	<b>1-84478-746-X</b>

**Summary:**

This report presents the findings of a study carried out in 2005-6 whose purpose was to investigate the nature of the relationship between SEN and ethnicity in England. The aim was to identify whether there is a need for further action in the area of the links between ethnicity and special educational needs and to suggest ways in which these actions could be taken. The report analyses the nature of the SEN-ethnicity relationships including the extent to which these are also related to gender and social disadvantage. It identifies both under- and over-representation of different groups of pupils designated as having SEN. The report explores the main challenges arising around this issue and expresses a set of recommendations.



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Title: **Where Immigrant Students Succeed. A Comparative Review of Performance and Engagement in Pisa 2003.**  
Author/Editor: **Petra Stanat, Gayle Christensen (Max Planck Institute)**  
Publisher/Source: **Organisation for Economic Co-operation and Development (OECD)**  
Date: **2006**  
Language: **English**  
Link: [http://www.oecd.org/document/44/0,3343,en\\_32252351\\_32236173\\_36599916\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/44/0,3343,en_32252351_32236173_36599916_1_1_1_1,00.html)  
ISBN: **92-64-02360-7**

**Summary:**

What barriers exist for young immigrants today? Can schools contribute to reducing those barriers and in turn help pupils with a migrant background succeed in their adopted countries? Drawing on data from the OECD's Programme for International Student Assessment (PISA), this report examines the performance of students with immigrant backgrounds and compares it to that of their native counterparts. As well as providing information on countries' approaches to the integration of immigrants, it looks at other factors that could influence immigrant students' performance - such as their attitudes to school, their motivation and learning strategies as well as their social background and the language spoken at home - giving valuable implications for educational policy.

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**2005**

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Title: **Svenska som andraspråk i särskolan**  
Author/Editor: **Trinidad Rivera**  
Publisher/Source: **Specialpedagogiska Institutet/ Specialpedagogiska Skolmyndigheten**  
Date: **2005**  
Language: **Swedish**  
ISBN: **91-598-4124**

**Summary:**

Förteckningen innehåller exempel på läromedel som kan användas i arbetet med flerspråkiga elever i särskolan. Ur innehållet: Lärarlitteratur, Material för begreppsträning, Material för språklig träning, Elevmaterial för läs- och skrivinlärning, Läsupplevelser och lättlästa böcker, Datorer i undervisningen m.m.

**Summary (English):**

This publication lists educational materials to teach Swedish as a second language for pupils with learning disabilities.

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Title: **Tillsammans – vi lär av varandra. Om språkutvecklande mötesplatser, arbetssätt och läromedel för förskolebarn med synskada och annat modersmål än svensk**  
Author/Editor: **Birgit Karlström, Karin Laggar**  
Publisher/Source: **Specialpedagogiska Institutet/ Specialpedagogiska Skolmyndigheten**  
Date: **2005**  
Language: **Swedish**  
ISBN: **91-85095-06-0**

**Summary:**

Boken är en inspirationsbok för alla som arbetar inom förskolan. Boken innehåller bl. a. tips och förslag på hur lämpliga anpassningar av miljö, läromedel, dataprogram och andra pedagogiska material enkelt kan göras samt förslag på lämpliga arbetssätt. Dessutom innehåller den förslag på hur barnets aktuella synhjälpmedel kan integreras i verksamheten. Boken är tänkt att ge



inspiration till nya, egna idéer utifrån de behov barn med olika grad av synskada har och också utifrån barn med kombinationen synskada och annat modersmål än svenska när det gäller språkutveckling.

**Summary (English):**

This book is for everybody working in pre-schools. It describes tips / suggestions on how to adapt suitably and simply the school environment, teaching material, computer programs and other pedagogical tools for pre-school children with a visual impairment and a mother-tongue other than Swedish. It suggests effective method for dealing with this target group in the pre-school.

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Title: **Working with Children of Immigrant Parents: Clinical Viewpoints and Research Orientation**  
Author/Editor: **Marie Rose Moro**  
Publisher/Source: **Association Internationale d'Ethnopsychanalyse**  
Date: **April 2005**  
Language: **English**  
Link: [http://www.clinique-transculturelle.org/pdf/moro\\_working.pdf](http://www.clinique-transculturelle.org/pdf/moro_working.pdf)

**Summary:**

Marie Rose Moro heads the ethno-psychiatric clinic of Bobigny, that receives children born in France of immigrant parents who have left their countries to come to France to work. The paper first explores two hypotheses: the child with an immigrant background presents a specific psychological vulnerability from 0 to 3 years old; and the immigrant background constitutes an additional and specific risk factor for the 5-8 years old. The paper also describes psychotherapeutic practices towards children and families in transcultural situations.

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**2004**

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Title: **Integrating Immigrant Children into Schools in Europe**  
Author/Editor: **Eurydice**  
Publisher/Source: **European Commission, DG Education and Culture**  
Date: **2004**  
Languages: **English, French, Spanish, Italian, Latvian, Czech**  
Link: <http://www.eurydice.org>  
ISBN: **2-87116-376-6**

**Summary:**

How to ensure that all people can exercise their right to education, and that immigrant children are integrated as effectively as possible into the education system of their host country? The Eurydice survey describes the situation in 2003-4 of immigrant children in pre-primary, primary and secondary education in 30 countries. Demographic data are included together with a review of European legislation regarding the education of immigrant children. The study then considers how immigrant pupils are integrated into the education system of their host country (reception and guidance, integration in mainstream or separate classes, school support measures, teaching of their mother tongue, and changes in school routine to meet their particular needs). The report focuses on key elements when dealing with the education of immigrant children: definition of immigrant, support measures, intercultural approach, teachers' training, etc.

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Title: **Migrants, Minorities and Education – Documenting Discrimination and Integration in 15 Member States of the European Union**  
Author/Editor: **European Monitoring Centre Against Racism (EUMC)**  
Publisher/Source: **European Communities**  
Date: **2004**



Language: **English**  
Link: <http://eumc.eu.int/eumc/material/pub/comparativestudy/CS-Education-en.pdf>  
ISBN: 92-95008-18-9

**Summary:**

This publication presents a collection of information on the situation of migrants and minorities in the 15 old EU Member States in the field of education. Covering the years 2001-3, the study provides a comparative analysis of the state of integration, educational achievements and existing discrimination of minority pupils and students in Europe.

The main focus of the study is on different forms of disadvantages and unequal treatment experienced by migrants and minorities in school, university and vocational education across Europe. Besides, an overview of good practices brings out country efforts to improve the educational situation of these groups. The publication aims at reflecting upon how to enhance equality and diversity and to reduce racism, discrimination and other forms of exclusion of migrants/ethnic minorities in the education sector. Chapter 4.5 focuses specifically on enrolment of migrant pupils in special education.

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Title: **We are all unique, and yet more alike than we imagine**  
Author/Editor: **Lena Udd**  
Publisher/Source: **SIOS: Cooperation Group for Ethnical Associations in Sweden / Carlshamn Print & Media Ltd**  
Date: **2004**  
Language: **English**  
Link: [http://www.sios.org/pdf\\_doc/01\\_unique.pdf](http://www.sios.org/pdf_doc/01_unique.pdf)  
ISBN: 91-631-5657-1

**Summary:**

This publication has been produced as part of the project entitled "The Positive Reception and Treatment of People with Functional Impairment and Another Ethnic Background" which has been organised by The Cooperation Group for Ethnical Associations in Sweden (SIOS). The purpose of this project was to increase understanding of the life situations of people with functional impairment and different ethnic backgrounds, as well as increasing skills and knowledge concerning reception and treatment of them. Representatives from a number of different fields of activities and organisations have taken part in the project.

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**2003**

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Title: **Education: Field Guidelines**  
Author/Editor: **UNHCR: The UN Refugee Agency**  
Publisher/Source: **UN High Commissioner for Refugees**  
Date: **February 2003**  
Language: **English**  
Link: <http://www.unhcr.org/cgi-bin/texis/vtx/refworld/rwmain?page=search&docid=3f1d38124>

**Summary:**

The publication provides guidelines for ensuring quality education to refugee children. It details the necessary provisions and measures to achieve this goal on the different levels of education. Article 1.4: "Support for the Education of Vulnerable Groups" deals with the inclusion of pupils with disabilities. It mentions the need for technical aids for pupils with special needs and specialised training for teachers.





Title: **Modersmålsundervisning i särskolan**  
Author/Editor: **Trinidad Rivera, Anita Hildén**  
Publisher/Source: **Specialpedagogiska Institutet/ Specialpedagogiska Skolmyndigheten**  
Date: **2003**  
Language: **Swedish**  
ISBN: 91-598-4121

**Summary:**

Förteckningen innehåller exempel på läromedel som kan användas i arbetet med modersmålsundervisning i särskolan. Ur innehåll: Modersmåls lärare i särskolan, Modersmålsundervisning i träningskolan, Modersmålsundervisning i grundsärskolan, Datorn i modersmålsundervisningen m.m.

**(English):**

This publication presents a list of educational materials for teaching pupils with learning disabilities their mother tongue.

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**2002**

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Title: **Att möta elever med hörselnedsättning och invandrarbakgrund**  
Author/Editor: **Trinidad Rivera, Monica Ullmark**  
Publisher/Source: **Specialpedagogiska Institutet/ Specialpedagogiska Skolmyndigheten**  
Date: **2002**  
Language: **Swedish**  
ISBN: 91-58-1710-0

**Summary:**

Syftet med detta material är att ge en överblick av gruppen, ge en bakgrund till den och föreslå åtgärder för att stödja dessa elever och deras familjer. Den intresserade kan sedan själv fördjupa sina kunskaper med hjälp av t.ex. den förteckning över speciallitteratur som finns sist i boken.

**(English):**

The aim of this publication is to provide an overview of and background information to pupils with hearing impairment and an immigrant background. It proposes measures to support these pupils and their families.

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Title: **Min bok**  
Author/Editor: **Eva Klockhoff, Chris Lundin Mattsson, Anna-Carin Nilsson, Trinidad Rivera**  
Publisher/Source: **Specialpedagogiska Institutet/ Specialpedagogiska Skolmyndigheten**  
Date: **2002**  
Language: **Swedish**  
ISBN: 91-598-4120

**Summary:**

Material för undervisning i modersmål och svenska som andraspråk i särskolan. Boken passar till elever med utländsk bakgrund som ska arbeta med sitt modersmål eller i det svenska språket och som behöver Pictogram för stöd för sin begreppsinsläring. Materialet går att användas på olika sätt och "skräddasys" för varje elev.

**(English):**

This is a book for mother-tongue and Swedish as a second language instruction in special programs for children with learning disabilities. The book is suitable for pupils who are to work with their mother tongue or in Swedish and who need pictograms to communicate.

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Title: **Minority Students in Special and Gifted Education**  
Author/Editor: **Committee on Minority Representation in Special Education / Suzanne Donovan, Christopher T. Cross (Eds.)**  
Publisher/Source: **National Academy Press**  
Date: **2002**  
Language: **English**  
Link: [www.nap.edu](http://www.nap.edu)  
ISBN: 0-309-07439-8

**Summary:**

This book shows that special education and gifted and talented programs have had disproportionate representation of racial and ethnic minority students. It tries to analyse what causes this disproportion, considering possible contributors to this disparity including environmental influences and inequities of opportunities in preschool, possibilities of bias in the referral and assessment systems, etc. It also questions why disproportionate representation of minority pupils in special education is a problem.

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Title: **På lika villkor - om läromedel för elever med funktionshinder och invandrabakgrund**  
Author/Editor: **Trinidad Rivera, Fia Andersson**  
Publisher/Source: **Specialpedagogiska Skolmyndigheten/ Specialpedagogiska Institutet**  
Date: **2002**  
Language: **Swedish**  
ISBN: 91-598-4119

**Summary:**

Ett interkulturellt synsätt bör prägla undervisning och läromedel för flerspråkiga elever med funktionsnedsättningar i en skola för alla. Huvudstrukturen i metodmaterialet är att först beskriva målgruppen därefter de pedagogiska konsekvenserna av funktionsnedsättningen och sedan kriterierna för att välja och anpassa läromedel på modersmål och svenska som andraspråk. Den ger många exempel på läromedel i dessa båda ämnen lämpliga för denna målgrupp.

**(English):**

This book describes the target group, the pedagogical consequences of disabilities and then the criteria to be used to choose and adapt teaching materials for instruction in the mother-tongue or in Swedish as a second language.

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Title: **Racial Inequity in Special Education**  
Author/Editor: **Dan Losen, Gary Orfield (Eds.)**  
Publisher/Source: **Harvard Education Publishing Group**  
Date: **2002**  
Language: **English**  
Link: [http://www.civilrightsproject.ucla.edu/research/books/special\\_ed.php](http://www.civilrightsproject.ucla.edu/research/books/special_ed.php)  
ISBN: 1-891792-05-9 / 1-891792-04-0

**Summary:**

This book compiles articles exploring the inequities experienced by minority schoolchildren in special education (in the USA). Making an illuminating account of a widespread problem that has



received little attention until now, this publication sets the stage for a more fruitful discussion about special education and racial justice -a discussion that aims to advance racial equity in both special and mainstream education. The authors outline essential areas for further research and dialogue focusing on issues such as: “Racial Disparities in the Identification, Funding and Provision of Special Education”, “Disability, Race and High-Stakes Testing of Students” or “Legal Challenges to Inappropriate and Inadequate Special Education for Minority Children”.

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**2001**

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**Title:** Disability + Immigration; a New Planetary Reality  
**Author/Editor:** Multi-Ethnic Association for the Integration of Persons with Disabilities (AMEIPH)  
**Publisher/Source:** Document presented at the United Nations Organization World conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance, Durban (South-Africa), September 2001.  
**Date:** September 2001  
**Language:** English and French  
**Link:** <http://www.un.org/esa/socdev/enable/rights/ahc5docs/ahc5multiethnic.doc>

**Summary:**

The Multi-Ethnic Association for the Integration of Persons with Disabilities presented this document in the frame of the UN World Conference Against Racism (Durban, 2001). It brings out an emerging new global question: displaced or immigrant persons with disabilities. The twofold issue of “Disability + Immigration” is a complex reality which can give rise to complex situations of discrimination (cross-sector, systemic and societal discrimination based on concurrent motives). Mostly based on the situation in Quebec, this document describes discrimination against people with disabilities in the context of immigration.

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**Title:** Invandrarbarn med autism och datorer. En kunskapsöversikt kring IKT som stöd för språkutveckling och socialt samspel  
**Author/Editor:** Fia Andersson  
**Publisher/Source:** Lärarhögskolan i Stockholm. Institutionen för individ, omvärld och lärande , in *Technology, Communication, Disability Report* n° 27.  
**Date:** 2001  
**Language:** Swedish  
**ISBN:** 1102-7967

**Summary:**

En kunskapsöversikt som rör pedagogisk forskning inom området flerspråkighet, barn med autism /Aspergers syndrom och Informations- och kommunikationsteknik. Med olika exempel belyses IKT som pedagogiska redskap i barns vardag, i skola och på fritiden.

**Summary (English):**

This literature study concerns the pedagogy towards bilingual children with Autism/ Asperger Syndrom and focuses on the use of Information and Communication Technology as pedagogical tools in these pupils's daily life.



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**1999**

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**Title:** Invandrarbarn med utvecklingsstörning och flera funktionshinder. Vad är bra att veta? Råd till föräldrar/ Immigrant Children with a Learning Disability or Multiple Disabilities. What you should know. Advice to parents.

**Author/Editor:** Trinidad Rivera

**Publisher/Source:** Statens Institut för Handikappfrågor i skolan: SIH Informera 13

**Date:** 1999

**Language:** Swedish and several languages

**ISBN:** 91-88452-55-7

**Summary:**

Skriften innehåller information om vad det innebär att ha flera funktionshinder, om kontakten med personal, bl a om tystnadsplikt och att prata via tolk. Materialet finns på flera av de vanligaste invandrarpråken, bl a arabiska, engelska, persiska, serbokroatiska, assyriska (intalad version), spanska, turkiska samt somaliska.

**Summary (English):**

This publication is aimed at families but it can also provide guidance to professionals dealing with children having a migrant background and a disability / multiple disabilities and their families. It presents information about their situation and about the contact with professionals (Professional Secrecy Act, talking through an interpreter, etc.). This publication is available in several of the most common languages spoken by migrants in Sweden, including Arabic, Assyrian-Syrian, English, Persian, Serbo-Croatian, Spanish, Turkish and Somalian.

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**Title:** Report on the European Conference on Migrant Children with Special Educational Needs, Copenhagen 7<sup>th</sup>-8<sup>th</sup> June 1999

**Author/Editor:** Danish Institute for Development in Education of Bilingual Students / Royal Danish School of Educational Studies

**Publisher/Source:** UC2: The Danish Institute for Development in Education of Bilingual Students

**Date:** December 1999

**Language:** English

**ISBN:** 91-631-5657-1

**Detailed summary:****“Assessment of Special Educational Needs for Children from Ethnic Minority Communities.” (minutes from Tony Cline’s presentation), p.7**

The challenges in assessing SEN children from ethnic minorities can be approached by pointing out areas where migrant children and their families might differ from other pupils: understanding the school system and the classroom culture; the cultural knowledge; abilities in the main language and the experience of prejudice and discrimination. Key principles for achieving good practice in assessing the SEN of children from minority communities are listed and detailed.

**“Development of Conditions for Disabled Children of Gypsies and Migrant Workers: Results from a Comenius 2 Project.” (minutes from Anne Marie Kidde’s presentation), pp.8-9**

The main findings from a project carried out in 1996-98 focusing on the education of bilingual children with SEN are presented. Within this project, cooperation with families turned out to be the most important theme. Key questions were also raised about how to ensure quality education for pupils with SEN coming from an ethnic minority.



**“Attitudes to Disabilities in Different Cultures: A social and Historical Perspective” (minutes from Loona Sunil’s presentation), pp. 11-12.**

Loona Sunil, psychologist working in the national centre for disabled minority children in Norway analyses how much culture and cultural misunderstandings can be an obstacle in the interaction between families and professionals around the child’s educational development.

**“Individually Adjusted Teaching for Minority Children – Inclusion, Integration or Incorporation?” (minutes from Thor Ola Engen’s presentation), pp. 13-14**

Thor Ola Engen focuses on how underachievement of minority pupils can be explained and how this problem can be reduced through a systematic shift of the educational strategy. Bilingualism is especially taken into consideration.

**“Thematic Seminar 1: Home-School Links” (chaired by Sandy Wilson), p.15**

Sandy Wilson works in a part of London where 60% pupils in special schools have an ethnic background. According to the author, this overrepresentation (relatively speaking) is not due to problems with social behaviour, but for instance to the fact that language difficulties in some cases have been interpreted and classified as learning difficulties. The author reflects on strategies to be implemented in order to better deal with immigrant pupils and their families.

**“Thematic Seminar 2: Identifying Bilingual Learners who Have Reading Difficulties” (chaired by John Landon), pp.16-18**

John Landon’s research focuses on how native speakers learn their language and the linguistic factors that may hinder or encourage the learning of writing and reading. Through research conducted in Denmark with pupils from ethnic minorities with a different native language than Danish, the author thoroughly reflects on how better deal with bilingual children when assessing the child’s abilities and teaching in the classroom.

**“Thematic Seminar 5: Bilingual Children with Severe Special Educational Needs” (chaired by Lars Nygaard and Yvonne Hugsted), p.22**

The article focuses on the experience of a Danish school for children with special educational needs welcoming pupils with a different ethnic origin. It details the measures implemented by professionals to work with families and the pupils.

**“Thematic Seminar 6: Working with Ethnic Minority Parents in Special Education” (chaired by Denho Özmen), pp.23-24**

The main role of professionals working with ethnic minority parents in special education is bridging the meeting of cultures and avoiding a clash of cultures. The article reflects on initiatives professionals could take in order to ensure a good cooperation with minority parents in special education.

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Title: **“Un véritable virage du succès” : Les élèves handicapés ou en difficulté d’adaptation ou d’apprentissage des communautés ethnoculturelles**

Author/Editor: **Multi-Ethnic Association for the Integration of Persons with Disabilities (AMEIPH)**

Publisher/Source: **Avis présenté au Ministère de l’éducation (Québec), dans le cadre des consultations “Prendre le virage du succès: projet politique de l’adaptation scolaire; une école adaptée à tous ses élèves”.**

Date: **June 1999**

Language: **French**

Link: [http://www.ameiph.com/promotion/liste\\_documents\\_fr.html](http://www.ameiph.com/promotion/liste_documents_fr.html)

**AND**

Title: **Vers une politique de la formation continue**

Author/Editor: **AMEIPH**

Publisher/Source: **Avis présenté au Ministère de l’éducation (Québec)**

Date: **October 1998**



Language: **French**

Link: [http://www.ameiph.com/promotion/liste\\_documents\\_fr.html](http://www.ameiph.com/promotion/liste_documents_fr.html)

**Summary:**

Ces avis de l'Association multi-ethnique pour l'intégration des personnes handicapées (AMEIPH) ont été présentés dans le cadre des projets du Ministère de l'éducation (Québec) traitant spécifiquement d'une part des élèves handicapés ou en difficulté d'apprentissage et d'autre part de la formation continue. L'AMEIPH resitue ces projets ministériels dans le contexte des élèves handicapés ou à besoins éducatifs particuliers des communautés ethnoculturelles.

**Summary (English):**

These documents express the opinion of the Multi-Ethnic Association for the Integration of Persons with Disabilities, presented to the Quebec Ministry of Education, in the frame of the Ministry's projects dealing specifically with SEN pupils and with lifelong learning. They place the Ministry's projects in the context of pupils with SEN having a migrant background.