SNAPSHOT OF GOOD PRACTICES FOR INTEGRATION OF MIGRANT CHILDREN

Migrant children and communities in a transforming Europe

Mi CREATE

Migrant Children and Communities in a Transforming Europe

The project Migrant Children and Communities in a Transforming Europe (MiCreate) aims to stimulate inclusion of diverse groups of migrant children by adopting child-centered approach to migrant children integration on educational and policy level.
www.micreate.eu

This paper was written in collaboration with research partners from The Manchester Metropolitan University, Znanstveno-raziskovalno središče Koper, Universitat de Barcelona, Syddansk Universitet, Stowarzyszenie Interkulturalni Pl and Universitat Wien.

Cover photo by Matej Markovič

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CONTENTS

1. Introduction

The report produces a sample list from the 6 study countries (Austria, Denmark, Poland, Slovenia, Spain and the UK), with snapshots of case studies based on best practices and innovative approaches to integration through adaptive practices, social interactions, inter-cultural practices through bottom up approaches and also implicit ways of integration. In all, these multiple forms of interactions and interventions promote cross linkages in society, with an institutional, community and educational focus.

The report draws on the broad definition for integration, as per IOM, 2011.

The process by which migrants become accepted into society, both as individuals and as groups....[Integration] refers to a two-way process of adaptation by migrants and host societies...[and implies] consideration of the rights and obligations of migrants and host societies, of access to different kinds of services and the labour market, and of identification and respect for a core set of values that bind migrants and host communities in a common purpose (IOM, 2011).

In simple terms, integration relates to social inclusion and social cohesion, tackling any bias through anti-discrimination, and promoting mutual understanding.

It draws on concepts and measures from a range on contexts that speak to key terms relating to Migrant Integration through Education, such as adaptation, rights, obligation, capabilities, access and respect.

As these case studies demonstrate, integration can be enhanced through broadening stakeholders and agencies, across the society - in educational streams, the public and private realms, across generations, and at the individual, family, community and national levels (IOM, 2015).

Source:

Huddleston, T. et al. 2015 Migrant Integration Policy Index 2015. Migration Policy Group, Brussels.

International Organization for Migration (IOM) 2011 How the world views migration. Global Migration Data Analysis Centre, IOM, Berlin.

Migration Data Portal, https://migrationdataportal.org/themes/migrant-integration

1.1 Identification of Good Practices

Researchers have analysed good practices related to the integration of migrant children in school, local community and wider society. More specifically, they focused on practices related to language courses and teaching, religious instructions in public school and on general organisation of school life related to food, expression of religious beliefs, resolution of intercultural conflicts, intercultural cooperation, etc.

1.2 Template for Case Studies in Good Practices

Adapting SPICE Framework (Booth 2006)[1]

S	P	I	C	E
Setting	**Perspective**	**Intervention or Exposure or Interest**	**Comparison**	**Evaluation**
Setting is the context for the question - *where (e.g. EU/International)*	Perspective is the users, potential users, or stakeholders of the service - *for whom (e.g. Children/schools)*	Intervention is the action taken for the users, potential users, or stakeholders - *(teachers, programmes)*	Comparison is the alternative actions or outcomes – *what else?* (other institutional/policy that could have helped in its success)	Has it been evaluated? Evaluation is the result or measurement that will determine the success of the intervention - *what result* or *how well (e.g. defining integration)*

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[1] More info at http://www.knowledge.scot.nhs.uk/k2atoolkit/source/identify-what-you-need-to-know/spice.aspx, https://www.nccmt.ca/knowledge-repositories/search/326

1.3 Definition of key terms

Integration - Multi-dimensional process of interaction and adaptive processes that draws on ensuring access to services, building capabilities to, promote mutual respect and understanding in a diverse society.

Migration - Diverse mobilities and movements of groups and individual across national borders.

Schools and Educational Community - Formal and Informal Educational Institutions and Services

Good practice - Examples of approaches and interventions that support social integration at institutional and community level

Innovative Practices - Practices, ideas, topics and approaches that break from previous or existing practices, example through technologies or stakeholder engagement that foster integration.

European Union - Refers to the political and economic union of 28 member states located In Europe.

International - Refers to geographical regions located outside the EU.

Study Areas- 6 Countries included in the main Micreate Study, primarily Austria, Denmark, Poland, Spain, Slovenia and the UK

SECTION A

2. Adaptive Practices (1): New language assistance

2.1 'The education-boost project'[2] (DK)

Summary

The umbrella-project 'Education-boost' with several sub-projects affiliated to it, is a developmental project aiming at both raising teachers' competences in language teaching and raising the level of education for pupils with a migrant background. The project started in 2009 and ended in 2014 and involved many 'Folkeskoler' (primary and lower secondary school is integrated as one continuous educational programme from grade 0-9 in Denmark), upper secondary schools and vocational training schools (a total of 21) in Aalborg Municipality, Denmark. Concurrently with the main project, the establishing of smaller and local projects were founded as knowledge and new methods, gained through the project, was meant to enhance inclusive learning environments for the benefit of educational institutions in general.

Researchers and ministerial advisers were sounding board for the 260 teachers involved and facilitated the interventions, developed in the project. All teachers involved participated in 60 hours of competency development the first year (before implementing interventions) and 30 hours of study-group work the following year.

Context/Setting:

In Aalborg municipality, eight 'Folkeskoler' and several selected upper secondary and vocational training schools where chosen to participate. The interventions where directed mainly at year group 8-9 (age 13-15) in year 2010-2012 and 2013-2014, but sub- and local projects comprise all year groups from grade 0 to 9. The schools and educational institutions where chosen with regard to a high percentage of children and youngsters with migration background (termed 'bilingual' in the Danish context). The project was funded from various organisations and institutions: The participating schools, Aalborg Municipality and mainly private foundation grants.

The project or programme/Intervention

The sub-project 'Focus on language' is mainly a research-based developmental project, aiming at raising migrant pupils' subject knowledge and wellbeing in 4th and 5th grade. The intervention is comprised of sixteen weeks of 4 additional L2 lessons as supplementary (but mandatory) beside the regular timetable. The first intervention in grade 4 is instruction based

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[2] 'Projekt Uddannelsesløft'

on more creative work like writing fairy tales, working on projects, drama and reading aloud. The second round of interventions in grade 5 is based on general literacy, based on ministerial instructions. The knowledge gained in and through the project is compared to a parallel project where bilingual students received four L1 lessons (in their native language) for 16 weeks (not evaluated yet).

How it fits in (comparison)

The comprehensive project 'Education-boost' is true to wider policies on raising the standards of education for pupils with a migration background and prepare for further education. On the other hand, the project has an apparent child-centred approach to instruction and learning, which is not an evident part of the policies. The different sub-projects under the main 'Education-boost' project do share the same goals for outcomes but differ in interventions and the stressing of measurable outcomes.

Evaluation

The evaluation carried out on the broad project 'Education-boost' was formalised, research-based and both quantitative and qualitative. The specific quantitative aim was to raise the grade point average with 0.2 % for the final exam after 9th grade for pupils with immigrant background. The outcome in 2014 was a raise for the grade point average with 1.05%. The qualitative evaluations show a significant impact on teachers' knowledge about language teaching and a U-turn from understanding bilingual pupils' and adolescents' L1 competencies in deficit terms to a resource-perspective. For the specific sub-project, 'Focus on language' all children were tested before and after the 16-week intervention regarding wellbeing, self-esteem, motivation and literacy. The evaluation showed that all the children advanced significantly.[3]

2.2 The language-suitcase[4] (DK)

Summary

The 'Language-suitcase'-project developed over a 3-year period, from 2009-2011, and was supported by researchers. The aim was to reduce the number of migrant-children being referred to special-classes at school start since the challenge was that several bilingual school starters (grade 0) in Aarhus municipality didn't have sufficient Danish language literacy skills to start in regular classes. The broader socioeconomic and cultural aim was to fight inequality by low cost interventions. The idea was to draw on the parent's resources as co-creators of their children's language development. The participating parents were handed out a 'language-suitcase' with materials that was meant to support the children's Danish language literacy.

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[3] https://www.aalborg.dk/media/1876202/saadan-goer-vi-august-2014.pdf
[4] [Sprogkufferter]

Context/Setting

The project (2009-2011) started in Aarhus Municipality and comprised of 284 children and their parents, allocated over 61-day care centres. The main target group was children between year 4-5 'at risk' with regard to need special education, but both younger and older children (2-6/7 years) had subsequently received the 'language-suitcase'. After the convincing outcome, numerous libraries in Denmark acquired 'language-suitcases' (for children, respectively 1-3 and 3-6 years) for parents to loan. Also, schools around Denmark purchased and utilised 'language-suitcases' for bilingual 0 and 1st graders. The project was funded by 'TrygFondens Børneforskningscenter' (TrygFonden's Centre for Child Research), a private, research-based fund. Another 'language-suitcase' project for children between age 3-4 with 614 families focuses on the effect of 'suitcases' on parents' knowledge about language acquisition.

The project or programme/Intervention:

The intervention aimed at improving Danish-literacy skills for school starters by drawing on parents' cocreation in the children's homes. The target group of children between 4-5 years were mainly from socioeconomically disadvantaged homes and therefore (apparently) 'at risk' starting in special education. The participating parents were handed out a 'language-suitcase' consisting of books, games and an instructional DVD to take inspiration on when stimulating the children's Danish literacy skills. Firstly, the parents were introduced to the 'language-suitcase' by the day care centres' kindergarten-teachers, before the suitcases where handed out to them. No further instructions or reminders where addressed.

How it fits in (comparison)

With few means, faith in the parent's and day care centres help and resources, and an adequate evaluation the project enhanced the quality of life and wellbeing for the children. At such the project addresses the question of migrant children's wellbeing. In the project, there seems to be an equal parent- and child-centred perspective. The wider aim to fight inequality fits the intentions of MiCREATE too, while the evaluation focuses on measurables, quantitative outcomes and thereby focusing on cost-benefit instead of subjective and 'thick' experiences.

Evaluation

The evaluation was designed as a randomised experiment with a control group of parents who were not offered a language suitcase. The study included a total of over 600 bilingual families with children in Aarhus kindergartens. The study used partly language tests (the children's level of vocabulary, language understanding and sentence construction) and partly statistical data regarding the background of the participating families. The project showed that, to a large extent, it has succeeded in engaging parents in cocreation by adding inspiration and resources, thereby fighting inequality. In addition, there was a positive effect

on the children's results in the language assessment test before school start and a reduction of the percentage of children who started in special education.[5]

2.3   Temporary classrooms for language adaptation [6] (ES)

Summary

Temporary Classrooms Linguistic Adaptation (ATAL) is a programme promoted by the Department of Education of the Government of Andalucía (Order of January 15, 2007) to promote the educational and cultural integration of migrant children. Since its origin they have been defined as a mechanism that seeks to regulate actions of intercultural education and the teaching of Spanish as a vehicular language in the teaching-learning process in public primary and secondary schools in Andalucía.

The program is present in eight Andalusian provinces and it is aimed at foreign students enrolled between third grade of primary and fourth grade of Compulsory Secondary Education. From 2017, 6,710 students had participated, 589 centres had been involved and 209 itinerant teachers had been hired. Its main objectives have been to facilitate specific attention of immigrant students to support the acquisition of linguistic and communicative competences and to promote the students' integration in the school in the shortest time.

Context / Setting

ATAL arose in Almeria in 1997 as a pilot program. Diverse educational agents joined forces to improve the conditions of students in schools to facilitate their integration in the classroom. The first normative recognition of the existence of programmes to serve students who do not speak Spanish occurred in 2001 with the Plan for the Attention of Immigrant Students, whose objective was 'to promote support programs for the learning of the Spanish language'.

At that time, these programmes began to be applied in the other Andalusian provinces. Subsequently, the Organic Law 2/2006 of Education enshrined the responsibility of the administrations to favour the adaptation to the educational system of the students of late incorporation with 'specific programs for the students that present serious linguistic deficiencies' (article 78.2). In 2007 these measures were regulated and therefore, legal recognition of this resource occurred after its appearance.

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[5] In Denmark, and in this project, Special Education often refers to all sort of pedagogical or didactical initiatives, ranging from initiatives for children with autism, ADHD, dyslexia and – help to just grasp L2. https://pure.vive.dk/ws/files/2001963/Forskningskortl_gning_af_integrationsindsatser_SIKRET.pdf

[6] Aulas Temporales de Adaptación Lingüística: Gobierno de Andalucía], Andalucia, Spain. Consejería de Educación y Deporte. Junta de Andalucía. 2019. Sobre la consejería. Planes y programas. Aulas Tempranas de Adaptación Lingüística (ATAL). Accessed May 19, 2019. https://www.juntadeandalucia.es/organismos/educacionydeporte/consejeria/sobre-consejeria/planes/detalle/59497.html

The project or program / Intervention

Since 2017, the project has been promoted and financed by the Department of Education of the Government of Andalucía. Its implementation, although involving different authors of the educational community, is led by the role of two teaching figures: a teacher established in each centre and another itinerant. Both are assisted of expert technical professionals in guidance education of the Junta de Andalucía. ATAL itinerant teachers move to attend several centres in the same area.

The teacher established is located in a school, full time. The centres in which they are established are those with a higher number of foreign students in a situation of sociocultural disadvantage and ignorance of the Spanish language. In order to know the level of linguistic competence of immigrant enrolled in the Primary or Secondary Education Centre they take into account the equivalences with levels set out in the Common European Framework of Reference for Languages, of the Council of Europe (2002).

Child-centric

Although it is focused on the group of migrant students at risk of linguistic and cultural exclusion, it is a traditional initiative of social integration *top down*, promoted by the Junta de Andalucía and executed by the participating centres.

How it fits in (comparison)

In Andalusian schools there are four programmes linked to the linguistic field:

- ATAL and the Language Support Program for Immigrants aim at students who arrive to Spain without knowing Spanish and need to learn it. These programmes are funded by the Ministry of Education and start from a subtractive bilingualism, which does not take as a basis the student's mother tongue for the acquisition of the new language, but it is in practice to substitute one for another.

- The other two small programmes aim to maintain the language of origin and protecting the cultural identity of foreign students. These are financed by the governments of Morocco and Romania and reach a very small number of students.

Evaluation

There are multiple evaluations of this initiative, some conducted by the executing agency and other by academic and independent agents. Positive evaluations highlight their performance in favour of acquiring Spanish language skills in a significant proportion of migrant students at risk of educational and cultural exclusion. Regarding its limitations, the programme does not have the capacity to promote social inclusion, since this dimension is subject to even greater complexity factors that potential exclusion linguistics. On the other

hand, challenges are recognised in training teachers. More information can be found in a doctoral thesis recently read at the University of Granada.[7]

2.4   Escolinos de Babel (ES)[8]

Summary

Escolinos of Babel is a program he offered by the City Council of Oviedo since 2006, and since 2014, is carried out by the NGO ACCEM, a non-profit statewide organization whose mission is to defend the fundamental rights, care and support for people who are in situations or risk of social exclusion. The objective of the program is to reinforce the instrumental learning of students who present difficulties in the same and as a priority to those who join late to the educational system, and those who do not know the language.

Context / Setting

Escolinos de Babel seeks to develop school support activities and complementary language assistance to late incorporation students in primary education to contribute to their school success. Currently it is developed in 8 schools in Oviedo, intervening with more than 200 students of 21 nationalities. Its implementation involves the participation and inclusion that we all actors who are part of the educational community, so a number of complementary activities with parents' associations, teachers, families and other organizations and institutions develop.

The importance of the program -which has been in operation since 2006 as an educational reinforcement and is managed by ACCEM since 2014- is evidenced by the fact that for this 2018/19 academic year the initiative has expanded the coverage. In addition, the budget line has had an increase of more than 50 per cent in 2018 with respect to 2017, reaching a budget of 52,516 euros for the next academic year.

The project or program / Intervention

One of the distinguishing characteristics of the initiative is that 80 per cernt of the students are foreign. Because of this, it is mainly aimed at working with primary school children who do not know the Spanish language or who have a lag in their curricula, that is to say, there are several courses that are lagging behind that which would correspond to them by age. In the case of Oviedo, by 2018, the majority of minors are from Romania, Morocco and Latin America.

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[7] Castilla, J. 2016. Las ATAL: Una experiencia andaluza de incorporación del "alumnado inmigrante" considerado de "origen extranjero". Doctoral thesis. Accessed May 19, 2019. http://digibug.ugr.es/bitstream/handle/10481/51870/26761257.pdf?sequence=4&isAllowed=y

[8] Escolinos de Babel: Ayuntamiento de Oviedo, Asturias. Source: Ayuntamiento de Oviedo. 2019. Noticias. Escolinos de Babel se ampliará el próximo curso a dos centros más. Accessed May 19, 2019. https://www.oviedo.es/-/escolinos-de-babel-se-ampliara-el-proximo-curso-a-dos-centros-mas

The initiative seeks to promote the interculturality of Asturian society, through the development of complementary activities in schools of Primary Education in Oviedo. The activities are carried out after school hours, from Monday to Thursday from 3 to 5 pm. They work in two groups: from 1st to 3rd grade of primary school and another from 4th to 6th grade.

Child-centric

The project does not explicitly mention the child centered approach or child centered methodological perspective. The project was designed and supervised by professional educators and the NGO participant.

Although it is focused on the group of migrant students at risk of linguistic and cultural exclusion, it is a social integration initiative top down, promoted by the City Council of Oviedo, and executed by the NGO ACCEM in 8 public primary schools.

How it fits in (comparison)

Escolinos de Babel is a program offered by the Oviedo City Council since 2006, and since 2014, it has been carried out by the NGO ACCEM. Both City Council and ACCEM are the actors that design and implement the program, encouraging the active participation of the academic community of the 8 educational centers involved. There are no other initiatives known to pursue similar objectives promoted by the Oviedo City Council.

Evaluation

Some internal evaluations of the program makes it possible to verify that to date (2019) there are three significant impacts. First, the initiative addresses the educational disadvantages of these students. It also balances social disadvantages and, ultimately, contributes to generating opportunities for success for these children. In addition, during these years, it has been verified that the program is correcting the educational disadvantages of the students, and contributing to generate opportunities of success for the children.

However, its coverage is still lower (only 8 schools), so its impact on a wider social framework than the schools themselves, is still difficult to measure.
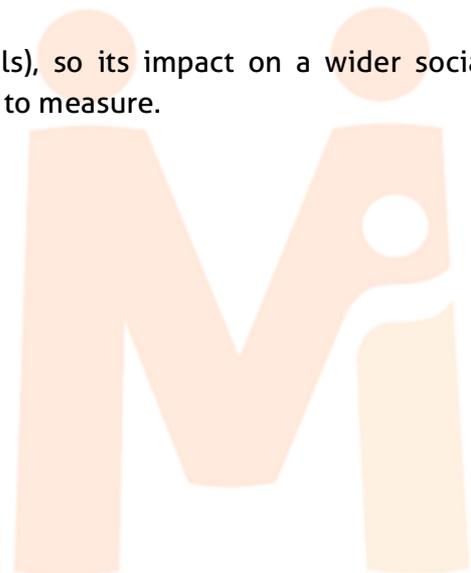
2.5   I NEED U TWOO (ES)[9]

Summary

The I NEED U TWOO project (Reference: 2017-1-ES01-KA101-03654) starts in October 2017 and ends in September 2019. It is coordinated for IES Bendinat, a secondary school in Spain. The main goals of the project are: a) To elaborate tools to facilitate the integration of the students recently arrived; b) to improve the tools that facilitate their linguistic and cultural integration; c) to foster the self-esteem of these students without giving up their own identity; d) to facilitate the newcomer students strategies that allow them to succeed in school; e) to redefine the current Plan of Reception of the centre; f) to develop a digital platform that serves as a facilitating tool for learning curricular subjects and allowing families to cooperate and participate in the process; g) to reinforce the dynamics that allows to recognise the mechanisms of exclusion to facilitate their prevention, detection and rejection.

Context/Setting

IES Bendinat (secondary school) is located in Mallorca, Spain. It has 1001 students and 98 teachers on service. The local area has a great migratory flow, which has caused an exponential increase in the presence of students born in other countries and cultures. The school has previous experience in European inclusion projects. The project consider collaboration with other European educational institutions: Liceo Scientifico Statale Claudio Cavalleri (Italy), Lycee-jean-perrin (French), 1o Gel Koropiou (Greek), Istituto d'Istruzione Superiore Liceo (Italy), M.T.Cicerone-Pollione (Italy), Kaufmännische Schulen 1 (Germany) and BBS Syke Europaschule (Germany). The project is funding by Erasmus Plus programme (Reference: 2017-1-ES01-KA101-03654) with a budget of 24.130 EUR.

The project or programme/Intervention

The project proposal mention the following activities: 8 training courses focusing on three basic aspects of the project: inclusion models of immigrant students, reception strategies and development of new technologies as an educational element, curricular support and as a tool to reduce school failure among students from other cultural background; 7 learning visits across several European countries; 2 periods of teaching in two centres of different countries in which non-linguistic curricular subjects are developed in different foreign languages.

Innovative

According to public documentation, this project mentions the development of new technologies for educational purposes. The project is in the execution process and there is not detailed information or results about the technological development of the platform.

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[9] Source: IES BENDINAT (Coord.). (2017). I NEED U TWOO. Retrieved June 7, 2019, from https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-ES01-KA101-036548

Child-centric

The project is focused on young student of secondary school level but there is no explicit mention to the child-centric approach.

How it fits in (comparison)

The project is part of the policy and funding of Erasmus Plus programme (Reference: 2017-1-ES01-KA101-03654). The proposal focuses on the Key Action named Learning Mobility of Individuals and in the Action Type of School for education staff mobility.

Evaluation

The project does not mention a specific model or instrument of evaluation on the proposal revised.

2.6   Compulsory degree[10] (AT)

Summary

Across Austria, extracurricular public institutions of education offer free courses for youngsters and (young) adults to acquire a compulsory secondary school degree (8th grade). The courses are financed through the Initiative Adult Education (Initiative Erwachsenenbildung), a joint initiative by the federal government and the Länder (subnational federal states) launched in 2012. Since the VHS courses for compulsory school degree are financed through the Initiative for Adult Education, a joint initiative of the federal government and the Länder (federal states), free courses for compulsory degree are offered across the country. In the federal states of Vienna, Burgenland, Carinthia, Salzburg, Vorarlberg, public education centres (Volkshochschule) offer such courses. In Lower Austria, Upper Austria, Styria and Tyrol, several other public institutions offer similar courses with unified curricula also financed within the framework of the Initiative Adult Education.

Context

The implementation of this measure can be elaborated based on the example of Vienna. Public education centres in Vienna (*Wiener Volkshochschulen,* VHS) offer gratis courses to help young people acquire the compulsory secondary school degree. The VHS offers courses within the framework of the Initiative Adult Education co-financed by the Federal Ministry of Education and the City of Vienna (Department of Education and Extra-Curricular Supervision, MA13). To attend a compulsory decree course at the VHS a person must reside in Vienna, be no younger than at the age of 16 at the time of partial examination (*Teilprüfung*), have basic

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[10] Pflichtschulabschluss.

competencies in Mathematics and English, German skills (B1) and be willing to take part in the courses regularly and actively. Compulsory areas of competence are mathematics, German, communication and society, vocational orientation and English, globality and transculturality. Depending on the offer available at the respective VHS facility, persons can choose between electives on nature and technology, creativity and design, health and social issues, and languages. To acquire the secondary school degree, participants need to pass the tests in six fields of competency. The VHS offers additional courses in learning methods, computing and career and socio-educational counselling.

Intervention

The courses for a compulsory school degree are a measure for the general public from the age of 16 which benefits young adult migrants who are disproportionately disadvantaged compared to their Austrian peers when it comes to entering the Austrian education system and the labour market due to their nationality, residence status, language skills and other social barriers.

How it fits in (comparison)

Compared to temporary projects with expiry dates, the Initiative for Adult Education (through which compulsory school degree courses are financed) represents a more sustainable measure as financial resources are secured (though not irrevocably) via the joint federal-*Länder* initiative.

Evaluation

Since the courses for the compulsory secondary school degree are carried out on a *Länder*-basis, there are, to our knowledge, no available data on the number of persons who make use of these courses annually, their nationality and resident status, and success rate. These numbers would help evaluate the gap and impact of this measure in conjunction with the nationality and/or ethnicity of the attendees.

2.7   Intercultural Mentoring for Schools (AT)

Summary

The project was launched in 2010 and aims to encourage positive approaches towards cultural diversity among children. Furthermore, it aims to empower children with migration background by mentoring not only their learning process, but also their integration into school and society. In December 2015, 17 schools participated in the project in Vienna and five in St. Pölten (Lower Austria). In total, around 35 mentors were taking part in the project. The strategy of the project is to ensure exchange between multilingual graduate students (mentors) with migration or flight background and pupils with migration or flight background. The linguistic diversity of mentors as well as their cultural knowledge is in school context

perceived to be an enrichment for children with migration experiences. The aim of the project is to give pupils self-esteem regarding their language skills and cultural identities.

Context

The initiators of the project in 2010 were scientific employees at the Department of Social and Cultural Anthropology of the University of Vienna. The project is implemented by the Platform for Cultures, Integration and Society which is an association of graduates of Social and Cultural Anthropology of the University of Vienna. The Federal Ministry for Europe, Integration and Foreign Affairs (BMEIA) also promotes the project. Further financial support is provided by the City of Vienna (MA17 for Integration and Diversity), and the Office for Diversity in the City of St. Pölten.

Intervention

Intercultural mentoring takes place once in a week at school environments. Firstly, mentors are ready to help the whole class with the learning process as agreed upon with school teachers. Secondly, a mentor is ready to engage children in small groups as after school activities: German classes, classes of mother tongue, learning classes, etc. Moreover, children have access to eye-to-eye mentoring, if needed. Individual mentoring aims to create space for personal conversations and to encourage instructed problem-solving process. Further activities like guided tours or visits to libraries are provided by the mentors.

How it fits in (comparison)

In comparison to other existing mentoring projects, Intercultural Mentoring for Schools may be perceived as a good practice example because it provides free-of-charge qualification prospects for migrant children among all age groups. Furthermore, the coaching provided by mentors is based on personal trust, identification and admiration by the mentees.

Evaluation

In 2014, the project was awarded the Viennese Courage – Diversity Discovers the City (*Wiener Mut – Vielfalt finded statt*) prize in the category "Education: Future Begins Now" ("Zukunft beginnt jetzt"). The award was given by the Austrian Broadcasting Corporation (ORF) and the union "Economy for Integration (*Wirtschaft für Integration*). Intercultural Mentoring for Schools was awarded for making Vienna's diversity visible in the sphere of school education and working to advance children's integration in Vienna.
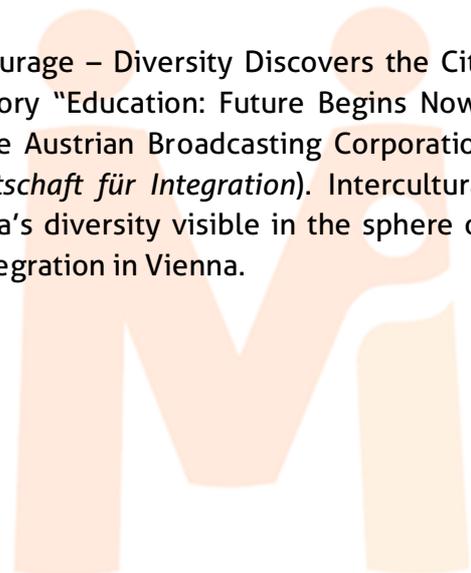
2.8 Interface (AT)

Summary

Interface is a non-profit limited company of the City of Vienna and is financed by the European Social Fund, Federal Ministry of Education, City of Vienna and Vienna Social Fund with support of the federal-*Länder* Initiative Adult Education (*Initiative Erwachsenenbildung*), the Austrian Public Employment Service (AMS) in Vienna and the Vienna Employment Promotion Fund (waff). The goal of Interface is to promote the social integration of migrant children, youngsters and adults. The organisation offers German courses for persons between the age of 15 and 21, supports women and children at schools in Vienna through language and educational services, supports recognised refugees in all matters related to integration and provides basic education for migrant youngsters (15-21 years old) and asylum-seekers for access to the labour market.

Context

Interface was established by the City of Vienna in 2008 to promote participation and self-fulfilment among migrants through integration work. Vienna is the Land with highest number of migrants and a long tradition of social-democratic local governments which are comparably more willing to invest in integration policies. Interface has four divisions which are concerned with issues related to young people, to parents and children, persons with recognised asylum, and language and labour. The first division provides educational services to young people (15-21 years old) which include A1 (InterSpace #1), A2 (InterSpace #2) and B1 (InterSpace #3) level language courses. InterSpace #4, the highest level available, prepares young people to take up schooling, start an apprenticeship or enter the labour market. Besides German, participants write CVs and applications and rehearse job interviews.

Intervention

Given the asymmetrical weight of federal tax revenues accompanied by the centralised character of Austrian federalism (see introduction) and thus the significance of federal commitment to integration, Interface is a good example for how single *Länder* can initiate sustainable integration structures/mechanisms/channels (rather than projects). Given the current government's political hostility to integration, local initiatives are of even greater importance than during times of favourable atmosphere on the federal level.

How it fits in (comparison)

Similar to many integration projects and measures, Interface depends on public spending for survival. In 2018, the organisation received 2,200,000 Euro funding by a number of public institutions (see summary). However, the prospect of Interface, as numerous other integration projects, is questionable as funding depends on the so-called *15a-Vereinbarung* (15a-agreement) which refers to Article 15a of the Constitutional Law and which established that the federal government and the *Länder* can conclude binding agreements about matters

within their respective sphere of competence. In an interview in 2018, former head of the Municipal Education Authority (*Stadtshulrat*) in Vienna expressed concern that the current government may well reduce funds for integration projects.

Evaluation

In 2008, the educational programme of Interface was awarded *Europasiegel für Innovative Sprachprojekte* (Europe Seal for Innovative Language Projects) by the (former) Federal Ministry of Instruction, Art and Culture and the Ministry of Science and Research. In 2009, Interface's programme *Sprache Plus* (Language Plus) was nominated among the five best projects for the state prize for adult education (category creativity). In 2011, Interface's educational programme was nominated for the prestigious Integration Prize in the category 'educate and empower' (*Bilden und Befähigen*).

2.9   Start Vienna – Youth College[11] (AT)

Summary

The funding agencies of the project are the European Social Fund (ESF) in Austria, the Austrian Public Employment Service (AMS) in Vienna, the Municipal Department of Integration and Diversity of Vienna (MA17) and the governmental Vienna Social Fund (FSW) with the support of Vienna Employment Promotion Fund (waff). Several public institutions and NGOs are commissioned to carry out the project whose first period expired in summer 2019 but was prolonged as financial resources could be secured for another period. Judendcollege offers 500 to 1,000 persons between the age of 15 and 21 alternative schooling (Schulersatz) in a facility located in the 10th district in Vienna. Most beneficiaries are asylum-seeking or recognised refugees. The project offers courses in German, Mathematics, English, Computing and vocational orientation. Participants attend the college for around nine months before they step into the regular Austrian educational system or on the labour market.

Context

Jugendcollege was launched in September 2016 to prepare young adults for the secondary school, vocational training or sustainable employment. To participate in the program, a recognised refugee or a person with subsidiary protection is assigned a clearing appointment at the Public Employment Service (AMS) to survey the level of education of the young person. Once accepted to the programme, the person attends courses in German, English, Computing and others that correspond to his/her level of knowledge and skills. Young adults spend around nine months in the programme to acquire necessary knowledge and skills. After the completion of the programme, participants are prepared to enter the 'field', take tester days at the respective school or training enterprise and are introduced to their future contact person. If needed, the participants can ask for follow-up support from the programme.

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[11] Start Wien – Jugendcollege.

Intervention

During the 'summer of migration' in 2015, high numbers of migrants entered Austria which required federal and local authorities to introduce additional measures to deal with the abrupt rise of demand. In this context, *Jugendcollege* offers young migrants a first access to the Austrian education system and labour market.

How it fits in (comparison)

Jugendcollege is a project-based initiative and the allocation of resources for its survival need to be regularly negotiated and settled. Thus, compared to legally anchored measures (e.g., school partnership) or other well-institutionalised, sustainable measures (e.g., teaching in mother tongue, Interface), it lacks long-term prospects. As a matter of fact, due to massive cuts in the Public Employments Service (AMS) budget, the AMS-funded share for *Jugendcollege* had to be reduced from 500 to 250 people; but the project could be saved – at least for now.

Evaluation

Jugendcollege has a possible expiry date although it could be prolonged for a second period in summer 2019. In addition to time constraint, the project is financially restricted as the executing organisations rely on public spending to proceed with their work. The financial constraints are further reflected in the small number of persons accepted to the programme (not more than 1.000). While Austrian law requires every child located in Austria to attend compulsory schools for nine years, newly arrived young people who do not fall under compulsory schooling may have additional hardships accessing the education system. In this sense, initiatives like *Jugendcollege* may offer a first entry point into the local systems of education and labor.

2.10 Successful integration of children and migrant pupils from primary and secondary school in education for the period 2008-2011[12] (SI)

Summary

The project's main goal was that children and parents of migrants achieve higher communicative capacity in Slovene language and thus also greater opportunities for successful education in Slovenian schools and better social inclusion. During the project duration were prepared textbooks, workbooks, manuals and organised pilot courses for migrant children their parents. A part of the activities was aimed at developing standards that enable migrant children to more equally evaluate their knowledge of Slovene language.

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[12] Uspešno vključevanje otrok, učencev in dijakov migrantov v vzgojo in izobraževanje za obdobje 2008-2011.

Context/Setting

The project was implemented by the Centre for Slovene as a Second and Foreign Language at the Department of Slovenian studies, Faculty of Arts, University of Ljubljana. The project was co-financed by the European social fund and Ministry of education, science and sport. The target groups of the project were: preschool migrant children, migrant pupils in primary and secondary school and their parents.

The project or programme/Intervention

Within the framework of the project, expert basis was prepared through which the linguistic needs of migrant pupils were defined. Curricula were prepared for teaching Slovenian language, which define the goals and contents that migrant pupils should adopt at the initial level of learning Slovenian language. Learning materials for Slovenian language as a second language were prepared for different age levels, intended for children and pupils from primary and secondary schools who, when entering the Slovenian school, do not yet know the language. Pilot courses of Slovenian language for children and migrant parents were designed and carried out. Courses were an attempt to implement a new form of systematic learning of Slovenian language as a second language.

Child-centric

The project concentrated on preschool migrant children, migrant pupils in primary and secondary schools as objects of intervention. To that end experts prepared curricula for learning Slovenian language, which considered their linguistic needs and age.

How it fits in (comparison)

The project marks the beginning of establishing of learning Slovenian language as the second language for children, pupils and students of migrants who are included in the primary and secondary education system, as well as the possibility of learning Slovenian language for their parents.

Evaluation

During the project three language courses were implemented (Ljubljana and Kranj), total number of participants was 222 (176 children and 46 parents). The curriculum for the Slovenian language course for foreign students was confirmed in June 2010.
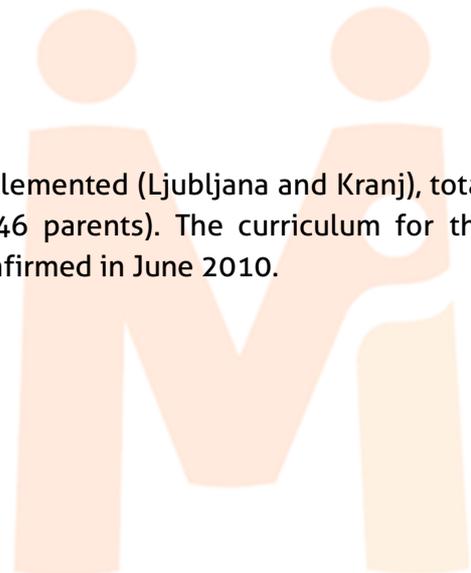
2.11 Facing the challenges of intercultural cohabiting[13] (SI)

Summary

The duration of the project is five years (2016-2021) and involves direct educational activities with migrant children, their families and training of professionals. The main goal of the project is to contribute to the development of the values of interculturality and to improve the professional competences of managers and professionals in education for more successful integration of migrant children into the Slovenian educational system. The aim of the project is to ensure the proper training of professionals working with migrant children, as well as training of professional workers – multipliers - for working with them.

Context/Setting

The project is financed by the Ministry of Education, Science and Sport and the European cohesion policy for the period 2014-2020. In the project participate 12 primary schools and two secondary schools.

The project or programme/Intervention

During the project duration in all participating institutions a person (multiplier) will be employed, which will perform following activities.

(1) Activities for admitting a child to school / kindergarten and encouraging a sense of acceptance and belonging ("Welcome Day", introductory program, "For Immigrant Students in a New Environment" program);

(2) Preparation of Individual Activity Plan (at the beginning of the school year is organised an individual school plan of child`s activities considering his/her knowledge and social inclusion);

(3) Learning of Slovene language for beginners (in kindergarten, primary school or secondary school);

(4) Continuing courses in Slovene language (organised before the start of the new school year, during the holidays);

(5) Activities for the maintenance of mother languages and the culture of migrant children (children are offered books and literature in their mother languages, bilingual books and dictionaries and opportunities to work with different immigrant societies in the local environment, attending a course of their mother tongue);

(6) Learning support (children are offered an opportunity to overcome learning difficulties due to insufficient knowledge of the Slovenian language and differences in school systems and education programs between their country of origin and Slovenia, differences between family culture and culture of the environment);

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[13] Soočanje z izzivi medkulturnega sobivanja.

(7) Volunteering to strengthen the values of interculturality (children volunteers and volunteers from the local environment provide support to migrant children and their families for easier integration into the environment. Immigrant children also get opportunity for volunteering);

(8) Teacher-confidential (introduction of teacher to whom children have support at overcoming the everyday challenges due to language barriers, cultural diversity, learning problems and peer interactions);

(9) School events and events for strengthening interculturality (in and outside of schools different events are held where migrant children present themselves with various activities in their mother languages, present different cultures);

(10) Activities for developing positive attitudes of children and adults towards interculturality, diversity and for developing a positive psychosocial climate in kindergarten and school (at school are implemented activities that contribute to developing positive attitudes towards interculturality, diversity, tolerance, intercultural competences and creativity) and

(11) Cooperation with parents, development of supportive environments in the local community and activation of the major population (building a social network and networking between local institutions, organisations, encouraging cooperation, providing various sources of support and assistance and intercultural socializing of children and parents, family tutoring).

Child-centric

The project is child-centric, it particularly focuses on the needs of migrant children, since it seeks to work on how to enter the school and include into the local society. Besides it also focuses on sensibilization of their peers and local environment.

How it fits in (comparison)

The main contribution of this project is to make the school environment friendlier to migrant children. The project connects different areas which are important in the context of integration.

Evaluation

Not available.
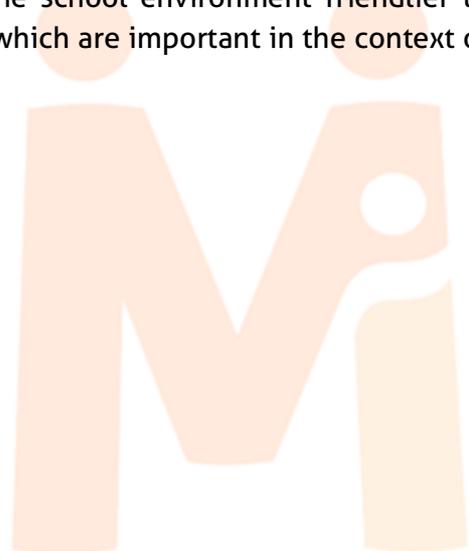
2.12   Multilingual Manchester (UK)

Summary

Over 150 languages are spoken in the Greater Manchester area, while almost half of school pupils in Manchester have a home language other than English. Multilingual Manchester (MLM) is a project established in 2009 at the University of Manchester which promotes awareness of language diversity in the city-region and beyond. MLM is drawing on the example of Manchester to evidence how important it is to appreciate and to engage with languages in a global city. MLM has developed a model of co-production that brings together researchers, students and local stakeholders to create impact-led reports for councils, community-engaging events, and other outputs such as videos and digital resources that the city can use to meet its diversity goals. This includes the development of the world's largest online archive of reports on multilingualism in any city, and the largest online compilation of research authored by undergraduates. Students also engage directly with local stakeholders as part of a scheme that recruits over one hundred active volunteers every year for work in a variety of host institutions. Volunteers organise events and exhibitions, support English conversation sessions, run focus groups, and more.

Context/Setting

In Manchester over 50 per cent of young people speak a language other than English in their homes; more than 200 languages are spoken by the city's residents; and more than 50 languages appear on signs in the city's public spaces. Thus, the teaching, research and outreach strands undertaken by MLM are informed by current issues raised by practitioners and communities, who strive to ensure equality of access to services as well as the maintenance of Manchester's rich array of home languages. MLM works with local government, healthcare providers, police and emergency services, schools and community initiatives to co-design research and to share good practice.

The project or programme/Intervention

One report produced by MLM, titled 'Mapping Community Language Skills: The School Language Survey in Manchester', has surveyed over 500 children with 'English as an Additional Language' in two primary and two secondary schools in the city. A total of 48 languages were identified, 10 of which had more than 10 speakers each. The survey represents a reliable method to collect data on languages in order to support provisions of English as an additional language for particular target groups. For 'global' languages and languages that are of particular relevance to current economic development and expansion of the local economy to global markets, the method piloted in the study can help map the language skills of the young generation and thereby help prepare the next generation workforce in the Manchester area. Similarly, for smaller languages for which there is a shortage of community-based teaching staff, the method can help identify the potential for teaching staff, interpreters and mediators among the young generation.

Innovative

Recording the home languages of schoolchildren is acknowledged as a useful way of mapping community multilingualism. In the study carried out in Manchester, the authors used a method to record home language proficiency based on rapid, anonymous speech acts. These were correlated with respondents' self-reported exposure to their home languages. The results indicate that different factors can play a role in language maintenance in different communities, and that home language maintenance does not have an adverse effect on proficiency in the majority language.

Child-centric

The survey carried out by MLM involved interviews with children for the purpose of eliciting language samples.

How it fits in (comparison)

MLM has been working with supplementary schools across Manchester, where several thousand pupils are registered. Supplementary schools are community-run, independent organisations that teach elements of language and culture to children, alongside their regular education. In 2017, MLM launched the Supplementary School Support Platform, a structure offering support to address issues faced by these schools and provide an opportunity for networking with other organisations. The Supplementary School Support Platform facilitates curriculum enrichment sessions, logistical support through student placements, teacher training and resource development, and offers a collaborative framework through regular meetings.

Evaluation

The report has not been subject to formal evaluation.

2.13 National Association for Language Development in the Curriculum (NALDIC) (UK)

Summary

Dating back to 1992, NALDIC is the national subject association for English as an Additional Language (EAL). The charity provides a professional forum for the teaching and learning of EAL, supporting bilingualism, raising the achievement of ethnic minority learners, and promoting the development of research, policy and practice. They organise conferences and events, facilitate professional networks and produce publications such as the termly EAL Journal. NALDIC manages 13 Regional Interest Groups (RIGs) and 4 Special Interest Groups (SIGs) as well as EAL-Bilingual, an online discussion group. One of NALDIC's key aims is to support teachers, schools and government agencies to understand and provide for needs of

EAL learners. For this purpose, they produce briefings on key issues, respond to consultations and carry out surveys and lobbying in the interests of EAL and bilingual learners and their teachers.

There are more than a million children between 5–18 years old in UK schools who speak in excess of 360 languages between them.

SECTION B

3. Adaptive Practices (2): Adapting to new cultural milieu (taught)

3.1 Subsidy/Trip[14] (PL)

Summary

The case study refers to the project implemented in Polish schools in lubelskie region (middle east Poland, bordering with Ukraine and Belarus) by NGO and was named "Wyprawka" which means in Polish language a subsidy but also a short trip. In English the closest equivalent will be trappings. In the project, each time 40 kids were taken for a bus trip around the region to learn its multicultural history and experience it live through sightseeing and playing interactive games. The aim of the trip is to experience multiculturalism in positive way, showing how important in the historical perspective is mutual understanding, and cultural influence/exchange around nations as it is building the cultural richness of the region and the country itself. The project aimed also to combat xenophobia and intolerance by showing cooperation between locals and migrants and its impact on the whole cultural and social heritage, language, fashion and customs.

Context/Setting

The project had been conducted in lubelskie region, which is situated at the eastern border of Poland, historically at the important commercial route from Turkey and Balkans to Hanseatic cities of North. Presently the region is underdeveloped and face structural and social problems, which can cause also cultural tensions and higher levels of xenophobia among children. The project had been conducted by Homo Faber Association, an NGO entity located in Lublin and active in the field of intercultural education, migration policy and cultural heritage. The project started in 2010 when the first trip was organised and since then around twenty trips had been completed for the school children, predominantly from primary schools (10-12 years old) in underdeveloped, poor villages neighbouring Lublin. Each trip had its own uniqueness and covered different intercultural path (around 300 km of length). The project ended in 2016 after the shift of government that ceased the wide support for the intercultural projects in Poland. The project had mixed funding, including crowdfunding and individual tax deductions. Institutionally it was financed by grants from the Ministry of Culture and National Heritage and individual support from MPs. It received funding also from an insurance company.

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[14] Wyprawka

The project or programme/Intervention

"Wyprawka" project was built around the 12-hour bus trip, organised for primary school children around the region they are living in, in order to show them how different national and ethnic groups impacted the history, language and cultural heritage of their place. The idea of the project was to create unique educational programme allowing children to gain knowledge on Jews, Ukrainians, Tatar Muslims and Roma people. Innovation of such trip was derived from differences understood as asset and individual feature that cannot be reduced to resemblance or conformity. Understanding of the otherness cannot be built on analogies to likeliness or compared to majority common identity as this always comes with supremacy in perspective. The added value of the project are questions children participating in trip ask themselves: who they are, who are my ascendants, what language they spoke, what God they worshipped, and does it matter in present world? Can I build a dialogue with "new others" with the knowledge of the past?

The educators at the trip use different methods of intervention. All methods are participatory and inclusive. They are aimed to learn how to search, analyse information, combine facts, draw conclusions, remember important information, focus on issues and activities. An emphasis was given to team working, field games where children can actively feel, taste and touch the places, objects and artefacts presented to them.

The project had a local impact and was limited to the region. Around 700 children participated in all of its editions.

Innovative

Children were engaged in fascinating and sensual trip over the history, geography, music and social engagement. The innovative factor came with the approach to differences as something individual, not to be perceived through analogy to majority experience and openness to speak about the problematic and troublesome past, like: Holocaust, post-war deportation of Lemkos and Ukrainians, forced settlement of Roma people, etc. Innovative part also relies on combination of different methods of education to maximize the impact and individual and team engagement of the children. The idea of the project is to provide teaching tools, that influence children to ask questions about their heritage, identity, identity of their peers – all in positive, energizing way, where fun and experience lead to understanding, confidence and attitude building. They confront their stereotypes, knowledge or lack of knowledge in the real places, marked by the past and multi-ethic history. Children may also see how contemporary people and activists bring past to remembrance and why they are doing that. Why it is important?

Child-centric

The whole projects concentrate on children as objects of intervention, a rational, thoughtful being that are reflexive, mature enough to be partners in intercultural-learning, flexible in their opinions, straightforward and curious about surroundings. Educators do not

teach children, do not instruct them, just give indicators, rise questions and let them experience and gain knowledge through playing and interacting with others. The perception of reality and history is not imposed, it is something that can be discussed on equal terms. In this way also educators become learners.

How it fits in (comparison)

The project had been conducted as part of extra-curricular learning but was in a line with the educational policy that was adopted on the national level. Until 2017 (the big educational reform of the new government) the goals of Polish education included anti-discrimination and intercultural education as part of wider educational plan. Elements of such education should have been introduced within the curriculum of different subjects such as history, geography, national language, or civics. The project had been conducted as inter-sectoral cooperation between non-governmental and institutional partners in the region. It was rooted in the ethnographic approach as part of local history study. The schools participating in the project were chosen deliberately by the Homo Faber on census of poor economy, high unemployment and other social problems to give children chance to participate in event and workshops they could never had opportunity due to social exclusion processes.

Evaluation

The film had been made documenting the project[15], as well as radio documentary. Written reports and photo documentaries from the project are available in local language. At each trip the reaction of children was observed and the methods of working of educators modified, amended and adjusted to children needs and reactions.

3.2   Mutual Understanding, Respect and Learning (PL)

Summary

Mutual Understanding, Respect and Learning - MURAL is an international project led by the British Council in Poland in cooperation with organisations from six countries: Poland, Great Britain, Portugal, Greece, the Netherlands and Germany. The participating institutions were selected on the basis of their involvement in the processes of building a dialogue and exchanging the best practices that support tolerance and mutual respect. MURAL is co-financed by the European Commission as part of the Rights, Equality and Citizenship program. The project is implemented in Poland by the Social Policy and Health Department of the City of Krakow and British Council Poland.

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[15] https://vimeo.com/24869699

Context/Setting

MURAL, realizing activities supporting the growth of tolerance and respect for various faiths, religious beliefs and ethnic identities, aims to counteract the growing problem of anti-Semitic and anti-Muslim prejudices in Europe. The project promotes the principles of pluralism and democracy, supports transnational cooperation and the exchange of knowledge and the most effective practices to counteract intolerance. The addressees of the project are people who are exposed to the manifestations of discrimination in their daily work (as activists, leaders and representatives of regional authorities). The project partners care about cooperation with them because they are connected with the local community, aware of challenges and willing to change the reality for the better. The project included training of 61 leaders, teachers, educators, social activists, employees of libraries and Krakow's culture centres. Most of them are obliged to use the knowledge gained in their daily work – mostly educating children, including children within the multicultural environment. The project will cover 61 small educational communities and will affect around 1500 people.

The project or programme/Intervention

At the first stage an NGO's leaders were trained by international and acknowledged experts for the intercultural competences on one-week long training session in central Poland. Knowledge gained during those training is being now transferred during ongoing training sessions with teachers and other stakeholders. The participants of MURAL activities are also informed on other institutions and partners that are involved in intercultural learning. Knowledge passed during the meetings with teachers supposed to be used in their educational work. It might be supported by NGO partners that will be providing additional workshops in schools. Several study visits were already conducted and others are planned for participants to pre-selected cities in the countries of the project partners. Each city was carefully selected on basis of having inclusive social or educational policy or an active program of the diversity management. All participants shall learn new competences and exchange their experience in order to confront themselves with all possible restraints, prejudice and challenges one may face during the teaching work with children and youth. Participants who are teachers are also obliged to develop and implement small projects for their communities aimed on rise of tolerance and intercultural understanding. Those projects are then presented to other partners and evaluated. If such evaluation is positive project gets recommendation and will be disseminated as good practice. All the small projects shall be introduced in educational activities with youth and children. Mentoring from the experts and NGOs' workers is also important part of the project.

Innovative

The project has multi-level structure in which the knowledge, experience and good practices are shared from top to bottom (acknowledged experts and stakeholders – teachers – students) but at the same time within the framework and dynamics of each action all parties learn new things, adapt it to the specifics of local environment and

introduce changes in the practices according to their own purpose and individual experience. The idea is based on ongoing learning concept with the supervision and help provided. In this scheme participants may avoid most of the mistakes usually made if working in intercultural environment without thorough background in intercultural education. Innovation comes also from the creativity of the participants who are obliged to use things learned in their daily work with children and youths.

Child-centric

The idea of the MURAL programme is to provide teachers with knowledge and tools that enables them to introduce methods of intercultural learning and intercultural approach in education. They are encouraged to promote diversity as a way to raise level of tolerance among school children and fight out prejudice, racism, xenophobia and intolerance. Teachers are taught individual approach, sensitivity and empathy towards children from different cultures, who up to date were largely ignored in schools, each case they stand out from the others (positively or negatively). All the methods of learning that are transformed to individual small projects are participatory, inclusive and directed on children well-being.

How it fits in (comparison)

This project is part of larger city social policy on integration, diversity and tolerance building implemented under the "Open Krakow" framework. Presently many other cities in Poland provide certain actions in favour of incoming migrants. Most of them refer to education as a tool of successful integration. Most of the projects understand that integration is a two-way process. They are introduced on local level as governmental policy that is symbolically hostile to the foreigners, contrary to the practice. Presently there are no official programmes of the anti-discrimination education that would fit the school curriculum on the national level. Teachers trying to introduce equality issues in their classes are often persecuted by supervisory educational boards subsidiary to government, face disciplinary and dismissal threats. Presently though it is very hard to introduce similar projects on a larger scale.

Evaluation

The evaluation is underway as project is not finished. Periodic reports are published, together with study visits evaluations. Presentations of small projects are also available through website and social media.
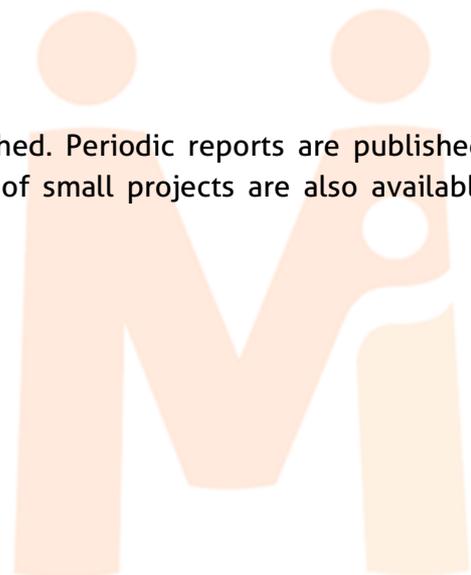
3.3 Development Programme for strengthening bilingual students' educational standards[16] (DK)

Summary

On initiative of the Danish Ministry of Education this school development programme started 2012 to strengthen students' education in the school subjects, the students' wellbeing and motivation for further education. For the first two years focus were set to enhance teacher competences to integrate Danish as a Second language (DSL) in their teaching in all school subjects, not just in Language 1 (L1 or Language Art) as a school discipline. The programme was executed in 14 schools, 9 of them regarded especially challenged according to low score in students' exam results and with a large percentage of children speaking DSL. The overall efforts measured were: further education for teachers with lacking competences in including language as a dimension in their teaching, action learning and sparring to implement the ideas as praxis with colleagues, supervision with DSL-consultants, pedagogical school development days with sharing of experiences, exploring and trying out teaching examples, development of teaching materials and development of courses for students, and building up "vocabulary banks", banks of teaching activities etc.

Context/Setting

The participating schools were characterised by students with low socio-economic status, more than 40 per cent students speaking DSL and less than 80% of students with DSL attending upper secondary or vocational education. In general, the schools had urban location, half of them in Copenhagen, the rest in other urban areas all over Denmark.

The project or programme/Intervention

The overall goal of the programme was to ensure that the 14 schools implemented actions to plan and perform teaching that involved DSL-teaching in all school disciplines. The programme was in the first round (two first years) targeted only at teachers' and pedagogical staff's competence enhancement through supplementary education, courses, supervision and through on-going action learning projects in school subject Danish and Mathematics.

Looking at an example from one school it implied among other things the teachers' focus to make clear framing, to involve students' knowledge and language competences in the teaching; to make use of students' background knowledge without neither making this "exotic" nor to "culturalise" students; to give students pre-understanding (linguistically and culturally) relative to the subject or activity in question; to give students insight in the academic language use and genre in every school discipline; to make students' experiences outside school a part of their learning *in* school; to organise settings for students to experiment and work creatively, and to organise learning settings that required students' use of language orally and in writing.

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[16] [Udviklingsprogrammet til styrkelse af tosprogede elevers faglighed]

How it fits in (comparison)

The project's goals for improving students' general wellbeing and motivation for further education to strengthen capacities and educational level make this project relevant. Relevant also when DSL-education was one of the important answers from the Danish Ministry of Education in 2012 to strengthen the educational level for children with migrant background. Since this project is initiated from the ministry it indicates that the ministry at the time saw teaching "with" DSL as an important teacher skill. But, the government in Denmark changed in 2015 and DSL as a professional teacher competence has maybe lost its importance from a political point of view. At the moment (June 2019) might change again and the politics on the area might shift again.

Evaluation

After two years of the project running the conclusions in 2015 were that the bilingual (DSL-speaking) students' exam results improved in the national test and exams in grade 9, but that the analyses couldn't indicate that this had any reason in the programme, since the schools had already started focusing the problems earlier, and since other schools outside the programme were also showing better exam results. The main conclusion is that it takes time to educate teachers to see results in students' development.

The evaluation was executed as questionnaires for the participating teachers and school leaders as a survey of their attitudes towards their own knowledge of the field e.g. how they work, participate in teams and develop their materials and teaching. The other part of the evaluation consisted of quantitative registry data about student background (parents) and registered exam results analysed by pre-post-method and difference-in-difference-method, e.g. comparing student-development (as exam-results) and comparing with control schools[17].

3.4   Cambalache (ES)[18]

Summary

The project *Cambalache* was implemented by the *Federación Andalucía Acoge* (Andalucia Hosts Federation) in order to improve the socio-educative process of inclusion of minors, facilitating support to educational actors to address diversity and favour the participation and engagement of foreign families in their children's learning processes.

The actions were developed in both scholar and extra scholar contexts and they can be grouped in three lines of action:

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[17] https://uvm.dk/folkeskolen/laering-og-laeringsmiljoe/tosprogede/udviklingsprogrammet-til-styrkelse-aftosprogede-elevers-faglighed

[18] Cambaloche. Federación Andalucía Acoge. Source: Ortega, S., Cantillo, L. and Rinconada, P. 2015. 10 Experiencias y buenas prácticas en integración. Volumen III. Madrid: Gamar.

- Interventions with children from diverse sociocultural origins such as school reinforcing, promoting an inclusive citizenship, addressing school absenteeism or migratory griefs.

- Actions with families and other educational actors, such as offering didactic material, assessment, methodological tools, and helping to create communication channels between school and family.

- Actions oriented to families, such as promoting their participation in the educational system and supporting them with difficulties related with schooling.

Context/Setting

The *Federación Andalucía Acoge* was founded in 1991 to give an efficient and integral answer to the phenomena of immigration, with the main goal of creating a diverse and inclusive society that guarantees equal rights and opportunities for all citizens of Spain. It is composed by 9 associations and 21 centres in Andalusia and Melilla and it is constituted by 400 people -most of them volunteers-. In the beginning, the organisation worked only with migrant collectives, but after some years, they also incorporated a line of denunciation and sensitization.

The users of the project were: *children* from different nationalities, ethnics and socioeconomic situations at risk of social exclusion, *migrant families* with children in school age and *other educational actors*. They received funding from the European Integration Fund (EIF).

The project or program/Intervention

The programme has an integral approach to engage the whole educational community, starting from school. Different interventions are promoted from schools, trying to connect with other ambits of socialization such as street, family and group of peers. These activities are:

- Providing families with information and orientation about the functioning of schools.

- Accompanying minors and their families in the process of insertion in the school system.

- Extracurricular activities of healthy leisure and intercultural cohabitation.

- Workshops oriented to improve educational and social skills and competences and to awaken awareness of the stereotypes related with migration.

- School reinforcement in curricular subjects.

- Assessment and orientation to help educational actors who work with the children to manage diversity at class and embrace students from different nationalities in school.

- Coordination with other entities who work with the community.

- Implementation of a gender perspective, detecting discrimination because of gender reasons.

How it fits in (comparison)

The project does not specify any policies or other projects and institutions following the same goals in the Andalusian context. Nevertheless, they mention that in order to achieve an integral perspective in their project, they worked in coordination with 57 entities.

Evaluation

The programme was internally evaluated through 6 indicators: number of families, percentage of beneficiated children, percentage of satisfaction of the participants, number of educational actors who participated, number of other engaged entities, number and type of actions with a gender perspective. According to the results, they informed 183 families, helped 82 children to be integrated in the educational system, engaged 45 children in some activity, engaged 107 educational actors in training activities, and coordinated with 57 entities. Based on the results, they accomplished four goals: (1) continuity, (2) positive users' assessment, (3) external recognition, and (4) coordination with other entities.

3.5   Innovative techniques for reaching out to migrant youth (ES)[19]

Summary

The increase in the number of migrants and refugees in Europe supposes difficulty in the access to formal education and work spaces, implying a big number of challenges. In this sense, the project "M.Yth.WORK" is focused on the integration of young people of migrant origin, asylum seekers and refugees, within the EU Action Plan on Integration, 2016. The project wants to promote social inclusion among youngsters of migrant origin at risk of exclusion, emphasising the NEET collective (EU Work Plan for Youth 2016-2018).

Through non-formal education, newly arrived young people in vulnerable situations can find a support space, which encourages mutual understanding among young people and responds to their changing needs. The objectives are: on the one hand, to identify innovative techniques in the field of non-formal education aimed at young migrants, asylum seekers and

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[19] Source: European Commission. 2019. Erasmus Plus Projects. Project details. Innovative techniques for reaching out to migrant youth. Accessed May 10, 2019. https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-2-ES02-KA205-008204

refugees; On the other hand, to create high-quality materials aimed at the professionals in the field of youth work so that they can use evaluated and quality tools.

Context/Setting

The project 2016-2-ES02-KA205-008204, started on the 3rd of October of 2016 and finished at 2nd of March of 2018. It is developed within the framework of Erasmus +. The Consortium has been made up of six organisations that work in the field of youth: ABD (Spain); SSF (Spain); Consorzio SIS (Italy); IASIS (Greece); SAFE (UK) and BDSL (Bulgaria). In addition, 32 youth work organisations have collaborated in the project at the local level through the learning activities.

The project or programme/Intervention

The project carried out the following activities:

- Transnational meeting of partners in Barcelona to launch the project.
- European report on the obstacles of youth work professionals to reach out to young migrants, asylum-seekers and refugees (includes national reports: Spain, Italy, Greece, Bulgaria and the United Kingdom.
- Reaching out Handbook: Innovative techniques to reach out to young migrants, asylum seekers and refugees.
- Short-term learning activity in Barcelona to implement an innovative technique.
- Short-term learning activity in Liverpool to implement an innovative technique.
- Short-term learning activity in Madrid to implement an innovative technique.
- Short-term learning activity in Sofia to implement an innovative technique.
- Short-term learning activity in Athens to implement an innovative technique.
- Short-term learning activity in Milan to implement an innovative technique.
- European Final Conference to disseminate the material created by the project.
- Dissemination: 4 newsletters; project website; audio-visual material.
- Evaluation: Quality Assurance and Evaluation Plan.

Child-centric

This project particularly does not specify that it be placed in a child-centred approach. However, it does focus on the needs of young migrants, refugees and asylum seekers, since the project seeks to work on how workers can reach these young people to know their real needs.

How it fits in (comparison)

The project is within the Erasmus + projects. Therefore, it is part of a database with descriptions, results and contact information of all the projects financed by the Erasmus + programme and also of some projects financed by its previous programmes in the field of education, training, youth and sports. In this way, the project allows a comparative analysis with respect to other projects of political relevance, communication potential, impact or design, and offers a set of good practices and success stories.

Evaluation

The project "M.Yth.WORK" published a report on the difficulties they find at working with migrant youth, as one of the Open Educational Resources of the project, with innovative techniques for professionals who try to communicate with migrant youth to promote their integration in the educational system[20]. This project is recognised as an example of good practice by the EU.

3.6   New Secondary Schools[21] (NMS) (AT)

Summary

The new middle school succeeds the primary school (1-4th grade) and lasts four years including the 8th grade. With the introduction of the NMS, schools for all pupils between the age of 10 and 14 are unified. The NMS model aims to increase educational returns, reduce barriers to education, and compensate for the impact of social origins through structural changes. The adopted educational and didactic approach by NMS aims to create equal opportunities and educational justice by individualization of learning.

Context

The NMS are a federal initiative and are based on a decree issued by the Federal Ministry of Education, Arts and Culture. Former Minister of Education, Claudia Schmied (Social Democratic Party, SPÖ) (2007-2013), initially planned to introduce an integrated school model (*Gesamtschule*) which would put an end to the tracking of students into academic secondary school (*Gymnasium*) and secondary school (*Hauptschule*). Critics accused the concept of "socialist egalitarianism" and of undermining the performance principle at school. Finally, the Minister found a compromise with the Christian-conservative coalition partner (ÖVP) and the outcome of their compromise was the new (lower) secondary schools (Neue Mittelschule). In 2008, 64 pilot schools implemented the NMS model. The National Council passed a legal package for the implementation of NMS in 2012. Since 2018, all former secondary schools (*Hauptschule*) in Austria have become NMS.

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[20] The results of the project are published at: https://reachingout-myproject.eu/
[21] Neue Mittelschulen.

Intervention

The pedagogical concept of NMS claims to promote the interests, skills and talents of individual students. Two teachers are present at once in the classroom to identify and promote students' individual interests and skills. In the 1st and 2nd NMS grade (5th and 6th school grade), performance assessment is identical to that of the primary school (grading scale from 1 to 5, 1 being the highest grade). In the 3rd and 4th NMS grade (7th and 8th school grade), in the subjects of German, foreign language and mathematics, students are assessed according to the educational goals of the basic general education. The grades 1 to 5 are complemented by the following notifications in the school report "in-depth general education" (corresponds to the grades 1-4) and "basic general education" (corresponds to the grades 3-5). Thus, the number of grades available to assess school performance are increased from five to seven. The differentiated grading method shall increase the motivation of students and eliminate negative grading.

How it fits in (comparison)

Critics often argue that the new secondary school is different mainly in its designation and thus not a reform in itself. An important difference between the former and the new secondary school is that, in the case of the latter, the Federal Ministry finances six more working hours for teachers per class per week. The new secondary school also replaces training groups (in German, Mathematics and English) with more flexible options where students can change their training group according to their interests and skills on the way. Current Federal Minister of Education, Heinz Faßman (ÖVP), has declared to reintroduce training groups and the five-point grading scale and plans to cut the (six) extra working hours for teachers at new secondary schools which reverses key aspects of education reform passed by the previous government.

Evaluation

The NMS model was evaluated by Federal Institute for Educational Research, Innovation and Development of the Austrian School System (*Bifie*) from three perspectives: pedagogic, individual and societal. From a pedagogic perspective, the model is claimed to be inadequate to fight educational and organisational consequences that arise from social selectivity in the Austrian education system. From individual perspective, NMS has brought significant improvements, such as decrease in violence and deviant behaviour among pupils, increase of satisfaction and well-being compared to the former secondary school. Evaluating the introduction of NMS model from societal perspective, promotion of educational justice and equal opportunities is to be mentioned as a positive development indicated in the report.
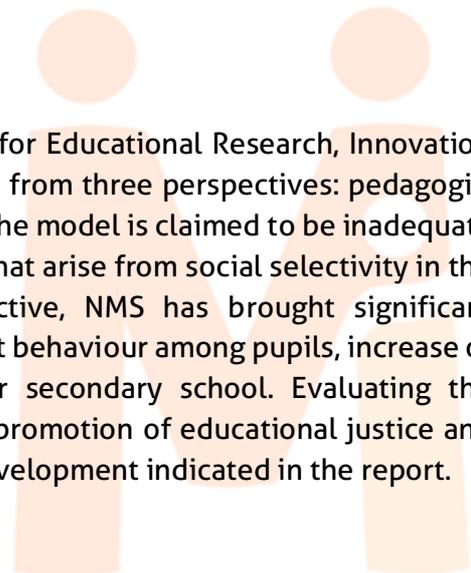
3.7   Compulsory degree[22] (AT)

See page 14.

3.8   Interface (AT)

See page 17.

3.9   Start Vienna – Youth College[23] (AT)

See page 18.

3.10   Where to go at the age of 14?[24] (AT)

Summary

The project is an initiative of the Municipal Department for Integration and Diversity of Vienna (MA17). It is composed of a series of information events which addresses 14-year-old pupils and their parents and takes place annually. The event series informed the audience about the educational and vocational options and offered consultancy to young people.

Context

In Austria, children graduate complete compulsory education at the age of 14 when they graduate from the secondary middle school (8th grade). Depending on their academic success and career plans, children can choose to proceed with academic or vocational training. Children can attend either the polytechnic school or the upper cycle of the academic school (AHS-Oberstufe) (duration four years). The event series was direct exactly at this group of young people who face this important decision.

Intervention

Although the event series did not exclusively address migrant children, they were nonetheless among the main target audience as evidenced by the fact that, besides German, experts from MA17 and the Chamber of Labor (*Arbeiterkammer*) offer consultancy in Arabic, Turkish and Bosnian-Croatian-Serbian. This is an important intervention in at least two respects. First, compared to Austrian children, most migrant children lack sufficient support

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[22] Pflichtschulabschluss.
[23] Start Wien – Jugendcollege
[24] Wohin mit 14?

and guiding from their families who themselves may not be familiar with the Austrian education system. Second, lack of sufficient German skills may keep children and their parents from making informed decisions.

Comparison

This is an annual event series which will continue to take place as long as funding is available. Therefore, like most projects, it may be dismantled, should the political decision-makers stop regarding it as necessary or useful. Compared to the mixed-financed projects (e.g., jointly by the federal government and *Länder*), this project has better chances to survive over a longer period as the municipal administration of Vienna, as opposed to the federal government, supports integration as social policy.

Evaluation

We lack any public demographic data on the number of young persons and parents who make use of this service and its impact on children's decisions. Nevertheless, it is an important initiative particularly in the context of Vienna which accommodates the highest number of migrants and their children.

3.11 Integration Programmes Adapted to Suit Young Migrants[25] (SI)

Summary

The primary goal of the programme was to identify the main problems faced by migrant children in their integration into primary and secondary schools and their local environment. Based on these, the project team completed a situation analysis with proposals for solutions to the identified problems and obstacles. These included developing a model for workshops involving school teachers, counsellors and pupils, aimed at raising awareness about cultural plurality, acceptance of difference and abolishing of stereotypes and prejudice. The project also had specific focus on unaccompanied minors and produced a new strategy for dealing with their specific situation, including a model of mentorship. Development of volunteer work was also a big part of the programme, resulting in a publication Manual for volunteer work in the area of aid and assistance to underage migrant youth.

Context/Setting

The project was carried out between 2009-2011 and it was implemented by the NGO Slovene Philanthropy. It was financed by Norway grants and Government Office of the Republic of Slovenia for Development and European Affairs. The target groups of the project were: migrant children, school teachers, counsellors and pupils, specific focus was also on unaccompanied minors, students, older people and general public.

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[25] Mladim migrantom prilagojeni programi integracije

The project or programme/Intervention

One of the main project goals was to establish mentoring programme through which unaccompanied migrant child would have a mentor in addition to the guardian. Mentor would provide assistance and support to unaccompanied children in their daily lives and in the process of integration into the Slovenian society. To that end were organised trainings on topics such as: volunteering, asylum and migration, with an emphasis on working with young migrants. This training covered lectures and workshops on contemporary migration and asylum, asylum and migration legislation, working principles with target groups, tolerance and intercultural dialogue, and specific working principles with young migrants. The other important goal of the project was establishing the model for recruiting volunteers for mentors. To that end were developed different strategies for recruitment of mentors from different population groups (students, older people and wider public).

How it fits in (comparison)

Although the project ended in 2011 the NGO Slovene Philanthropy still works on similar topics and projects. Besides this project was co-financed by Norway grants which aim to reducing economic and social disparities and to strengthening bilateral relations with 15 EU countries in Central and Southern Europe and the Baltics.

Evaluation

During the project 48 mentors for unaccompanied migrant children were trained, 100 printed manuals for volunteers were distributed, 30 workshops (pupils, teachers and other school staff) in different schools were implemented, and seminar for unaccompanied migrant children with the aim to empower them in everyday life (16 unaccompanied migrants participated).

3.12 Only (with) others are we[26] (SI)

Summary

The duration of the program is five years (2016-2021) and aims at training 10,000 professional and managerial workers, educators (in kindergartens, primary and secondary schools and dormitories) in the field of social and civic competences. By raising awareness of the importance of respecting diversity, intercultural cooperation and respectful coexistence in multicultural societies, the program will strengthen the creation of inclusive school and class communities in educational organisations. The programme encourages respect for communication, constructive conflict resolution, and intercultural dialogue at school and in wider society.

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[26] Le z drugimi smo.
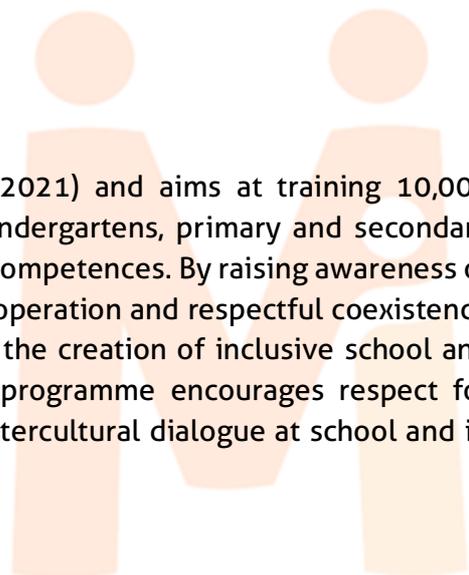
Context/Setting

The project is financed by The Ministry of Education, Science and Sport of the Republic of Slovenia and the European Social Fund (Strengthening the social and civic competences of professional workers). The project is implemented by top researchers and higher education lecturers from each thematic area, from all three Slovenian public universities, the Pedagogical Institute and the Institute for Slovenian Emigration and Migration, ZRC SAZU, in cooperation with practitioners and NGO activists, as well as with immigrants, with a personal experience of integration into the Slovenian cultural space. The seminars are implemented in each of 12 state`s regions.

The project or programme/Intervention

The program offers five seminars: (1) Living diversity: integration of immigrants, Slovene language and intercultural dialogue, (2) Zero tolerance to violence: challenges and problems, (3) Respectful communication and conflict resolution, (4) Challenges of modern society and school, and (5) Intercultural relations and integration. The seminars are organised in such a way that pedagogical workers are introduced to modern knowledge from each thematic field, sharing appropriate approaches and effective strategies of pedagogical work, and enabling them to exchange good practices. The seminars are adapted to the objectives of the programme, i.e. strengthening the competences of professional workers. During the seminars, participants refresh their own and gain new knowledge, strengthen their skills and strategies in pedagogical work and overcome or consolidate their attitude towards education for democratic values and integrate these principles in everyday behaviour, work at school and in working with families and local community.

How it fits in (comparison)

The project brings together top researchers and higher education lecturers from each covered area, practitioners and NGO activists, as well as immigrants. In this way the project offers insight into theory and practice of respecting diversity, intercultural cooperation and respectful coexistence in Slovenian society.

Evaluation

Not available.

3.13   Facing the challenges of intercultural cohabiting[27] (SI)

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[27] Soočanje z izzivi medkulturnega sobivanja

3.14   Center for intercultural dialogue Koper[28] (SI)

Summary

The goal of the Center of intercultural dialogue in Koper is to inform foreigners about the key areas which will help them in the integration into the local environment, establish partnerships and connect key actors, train individuals for voluntary work with immigrants, strengthen the support environment for the integration of immigrants into the local environment, promote proactive cooperation of target groups with the local population and create a positive image of immigrants in the public.

Context/Setting

The ongoing project is co-financed by the European Union from the funds of the Asylum, Migration and Integration Fund – AMIF and the Republic of Slovenia; the contracting authority is the Ministry of the Interior.

The project or programme/Intervention

The Center consists of three units: (1) support point, where immigrants can get information, legal support and guided tours of the city; (2) networking centre, which will strengthen the participation of organisations and institutions for the integration of immigrants into the local environment and (3) point of dialogue which will be the centre of proactive action and participation of target groups with local people through cultural activities. All units are accompanied by the media campaign.

How it fits in (comparison)

The main goal of the project is to establish effective support environment for the inclusion of immigrants in the local environment and reinforced intercultural dialogue and cooperation between locals and immigrants.

Evaluation

In the first year of its operation Center for intercultural dialogue Koper had 250 users, created an operating network of key stakeholders, which increased the cooperation between organisations in the local environment, and a base of volunteers, it raised the awareness of the public on the topics of immigration.

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[28] Središče za medkulturni dialog Koper
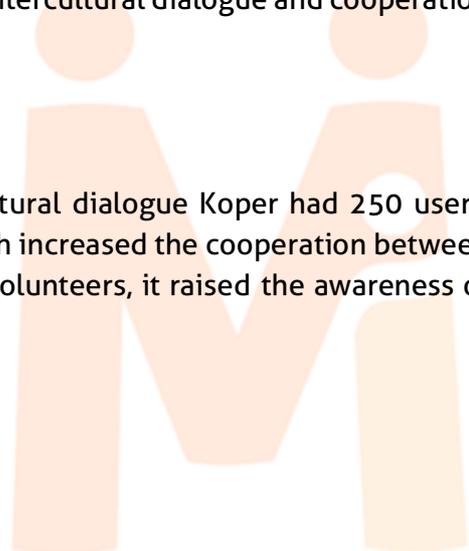
3.15　Integrated Education in Northern Ireland (UK)

Summary

The Northern Ireland Council for Integrated Education (NICIE) aims to promoting integrated education in a region with deep religious divide among Protestants and Catholics. It works to promote and support integrated schools to educate together children from both protestant and catholic traditions, as well as those of other faiths and none, in an inclusive, welcoming and aspiring environment. Integrated education provides a model of education fit for building a prosperous and peaceful 21st century society.

Context

Integrated Education in Northern Ireland brings children and staff from Catholic and Protestant traditions, as well as those of other faiths, or none, together in one school. For the past 30 years, in a deeply divided society, Integrated schools have been an alternative to an educational system in which most children attend largely religiously separated schools.

Integrated Schools differ from other schools in Northern Ireland by ensuring that children from diverse backgrounds are educated together every day in the same classrooms. Through their Admissions Criteria they enroll approximately equal numbers of Catholic and Protestant children, as well as children from other religious and cultural backgrounds.

The project or programme/Intervention

Integrated schools are not secular but are essentially Christian in character and welcome all faiths and none. In Integrated Primary Schools Catholic children are offered Sacramental preparation at P4 and P7. At the same time, Protestant children can generally avail of the Delving Deeper programme to develop their own faith knowledge.

Integrated Education aims to provide children with a caring and enhanced educational experience. Empowering them as individuals is a priority for staff so that as they grow and mature, they'll be able to affect positive change in the shared society we live in.
Link: http://www.nicie.org/

Innovative

Transformation is the term used to describe the process of changing an existing school's status to integrated status. It occurs as a result of a parental wish to see their school become integrated.

Transformation is a legal process which means that the schools can be recognised officially as an integrated school, which bases its principles on those underpinning the concept of integrated education.

The process can be started in two ways:

- by the Board of Governors of the school;
- by a written request from at least 20% of parents to the Board of Governors

Child-centric

These initiatives empower schools to support children in integration through working through religious divide in conflict regions.

Evaluation

For 35 years, NICE has guided 21 schools through transformation and helped them achieve Controlled Integrated status. It offers advice and support to both schools and parents eager to see this change in their community. Lorna McAlpine, Senior Development Officer, who has received a very well deserved and special honour from Her Majesty the Queen in the recent Queen's Birthday Honours for Services to Integrated Education.

Integrated Peace Education; Global Network

An International Peace Education Network was launched at a Conference in Belfast, in 2012. Teachers from Israel, Bosnia-Herzegovina, Macedonia, Croatia and Cyprus gathered together to consider the model of Integrated Education in Northern Ireland and to discuss their experiences and challenges in developing integrated education in their own regions. Dr Claire McGlynn, of Queen's University School of Education, described the event as "…a unique opportunity to bring together the pioneers of integrated education from a number of troubled societies in order to share their knowledge and experiences[29].

3.16   Rights Respecting Schools (UK)

Summary

The Rights Respecting Schools Award is an accreditation scheme by which the UN Convention on the Rights of the Child (UNCRC) are embedded into school practice. UNICEF provides guidance so that schools can 'create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive'. 'The Award is based on principles of equality, dignity, respect, non-discrimination and participation', and many schools are using this as a method of complying with the requirement to promote

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[29] Its latest achievements can be seen here: http://www.nicie.org/2017/03/big-small-stories-celebrating-35-years-of-integrated-education/

'Fundamental British Values', the labelling of this being seen as potentially divisive and arrogant.

Context/Setting

The award itself is organised and accredited by UNICEF, but the actual work is done by school teachers, children and the wider school community. Schools in Manchester and other cities sign up to be Rights Respecting Schools (5000 schools educating 1.5 million children). These include both primary (4-11) and secondary (11-18) schools.

The project or programme/Intervention

Schools pay a fee to go through the Rights Respecting Schools process (fees based on the size of the school and the level), and will pay further fees for training and physical resources. The packages provide training for teachers, resources, lesson plans, ideas for activities, self-evaluation tasks and examples of work done by other schools. The work is rooted in the UN Convention on the Rights of the Child – at times very explicitly – and 'is based on principles of equality, dignity, respect, non-discrimination and participation'. Achievement of the Gold award requires 'children, young people and adults… [having] a thorough understanding of child rights, and rights respecting attitudes and language [being] embedded across the school' and so students that 'see themselves as rights respecting global citizens and are advocates for social justice, fairness and children's rights at home and abroad'.

Child-centric

Rights Respecting Schools begins with the rights of the child, so should be child-centric.

How it fits in (comparison)

As a project that promotes 'values', it sits alongside the British government's promotion of Fundamental British Values (democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith). In this case, the UNICEF label and its internationalism means that this is done with a more universalist background. In this programme, no single type of child or person is singled out as needing change, but all need to come to together to be rights respecting. It also fits in with the various *Every Child Matters* policies.

Evaluation

There was a 2010 evaluation that was highly positive[30]. Broadly, it was seen as '[having] a significant and positive influence on the school ethos, relationships, inclusivity,

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[30] https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2014/12/RRSA_Evaluation_Report.pdf

understanding of the wider world and the well-being of the school community, according to the adults and young people in the evaluation schools (Sebba and Robinson 2010).

SECTION C

4. Interculturalism

4.1 Plan of educational attention to immigrant students in the framework of the inclusive and intercultural school 2016-2020[31] (ES)

Summary

The II Plan of Attention to the Immigrant Student in the framework of an inclusive and intercultural school (2016-2020) was elaborated with the objective of favoring the educational inclusion of students belonging to families of foreign origin in the Basque educational system. This objective is sought to be achieved through the promotion of normative, organizational and methodological initiatives that support actions carried out in schools. These initiatives are designed to facilitate both access and permanence in the educational system, as well as to generate educational progress in the linguistic, academic, personal and professional areas, by recognising their home cultures. The initiative defines 3 specific areas of intervention -normative-informative; planning; innovation- and 6 strategic areas with measures being implemented during the current legislature. Based on this framework of action, a series of actions have been designed to deepen and intensify the response that the educational system provides to the challenge of equity and cohesion in the school environment.

Context / Setting

The II Plan of Attention to immigrant students within the framework of an inclusive and intercultural school raises the following objectives of execution:

- Promote the balance in the social composition of the centers and a greater cohesion of the school system.

- To promote positive coexistence as the backbone of an inclusive and intercultural school.

- Facilitate an adequate reception of the schoolchildren of foreign origin who have just arrived.

- Adapt educational action to the specific needs of students of foreign origin and promote innovative projects in centers with greater socio-cultural diversity.

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[31] Source: Gobierno Vasco. 2016. II Plan de Atención Educativa al Alumnado Inmigrante en el marco de la escuela inclusiva e intercultural, 2016-2020. Vitoria-Gasteiz: Departamento de Educación, Política Lingüística y Cultura. Gobierno Vasco.

- Identify and adapt the necessary means to adequately address diversity.

- Promote the coordinated action of the different public instances to achieve greater equity.

The project or program / Intervention

The following actions are being implemented in coordination with the policies that are already being developed (II Immigrant Student Care Plan, Diversity Attention Plan, Scale criteria decree ...):

- Creation of offices and points of information and orientation. Greater supervision and control to guarantee legality in access and admission.

- Make adjustments in school supply and itineraries in areas of greater imbalance. Promote the Municipal School Councils.

- Establish a new development plan for the Inclusive School from positive coexistence. Specialized training in collaboration with the university.

- Design a pilot program for language reception and immersion. Instrument for the characterization of educational needs.

- Enhance inclusive efforts and innovation projects (pilot Imam program) to enrich centers with greater diversity.

- Establish specific supports for centers with greater needs (INE). Agreements of co-responsibility with centers, according to the student's profile.

- Promote agreements at the local level in favor of educational equity.

Child-centric

The project does not explicitly mention the child centered approach or child centered methodological perspective. The project was designed and supervised mainly by professional educators and public institutions.

How it fits in (comparison)

II Plan of Attention to Immigrant Students in the framework of an inclusive and intercultural school (2016-2020), comes from the previous plans of execution (2007-2010, 2012-2015) and is part of the General Plan of improvement of the educational system of the Autonomous Community of the Basque Country (CAPV) (Heziberri 2020 Plan).

Evaluation

The current plan has not undergone evaluation processes. However, its design involves the periodic execution of two actions: monitoring and periodic review of the plan. Both are

processes that are well differentiated, but at the same time coordinated. Monitoring allows obtaining information through indicators, on the degree of achievement of the plan's objectives, the resources used to execute the actions and the incidents detected throughout the process of implementing the plan. The periodic review of the plan aims to adapt it to the changes and needs of the unit and the institution during its period of validity.

4.2   I NEED U TWOO (ES)

4.3   Teaching in mother tongue (AT)[32]

Summary

Since 2014/2015 the "teaching in mother tongue" is part of the regular school system and is a voluntary offer. All pupils with first languages other than German as well as pupils who grow up bilingually in the family group are eligible to participate, regardless of their citizenship, length of stay in Austria and their German competence. The aim of mother-tongue teaching is to develop and consolidate bilingualism. The specialised curricula for mother-tongue teaching are designed to be open to every language, which also facilitates the introduction of other languages, since a new curriculum does not have to be developed for each individual language.

Context

In the 1970s, teaching in mother tongue originated as a measure to teach the children of 'guest workers' (*Gastarbeiter*) their language and culture to prepare them for a possible return to their country of origin. Today, it is implemented to promote the integration of children who are considered permanent residents. Currently, more than 20 percent of pupils in Austria speak in their daily lives another language than German; this rate even reaches 25 percent at schools of compulsory general education (1st to 9th grade). The section 'teaching in mother tongue' emerged out of the initiative of a group of teachers from Vienna. The homepage of the initiative entails information about teaching in mother tongue, related upcoming events, specialized texts about multilingualism and promotion of the mother tongue as well as worksheets for Albanian, Bosnian-Croatian-Serbian and Turkish. The homepage also enables teachers who instruct in various mother tongues exchange ideas and working documents. In the school year 2016/2017, 419 teachers instructed in mother tongue (compared to 400 teachers in the previous school year). In general schools of compulsory education, 27.8 percent of the pupils (218.152 in absolute numbers) spoke another first language than German. Vienna (91.578) has the highest share of such pupils, followed by Vorarlberg, Upper

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[32] Muttersprachlicher Unterricht.

Austria and Salzburg. In the same school year, most mother-tongue instructors taught in Turkish (159) and Bosnian-Croatian-Serbian (125).

Intervention

Instruction in mother tongue gives migrant children and young people the opportunity to acquire good language skills in their mother tongue. Scientific studies have shown that learning one's mother tongue helps children and young people with a migration background to learn the German language better and faster. For this reason, great importance is attached to improving and developing the mother tongue in schools. The recognition of the mother tongue at school can also counteract institutional discrimination and thus contribute to the successful integration of children and young people. The concept is based on the acknowledgement that having a good command of one's own mother tongue helps learn other languages, including German, sufficiently. Beyond linguistic considerations, this is an institutional acknowledgement of the linguistic and cultural heritage of migrant children. Thus, a polity's commitment to such a measure can be interpreted as a testament to its commitment, though by far not uncontested, to equality and inclusion.

Comparison

Compared to most integration projects with limited resources, the pedagogical concept of teaching in mother tongue represents a holistic approach to integration that centers on the linguistic and cultural needs of migrant children. While integration measures commonly concentrate on providing a better understanding of the host society, including the spoken language, which is treated as the default, teaching in mother tongue takes the migrant children's knowledge, skills and experiences as the starting point.

Evaluation

In the school year 2016/2017, 33.522 students made use of this offer to the extent of 7.222 hours in total. As numbers suggest, despite its pedagogical and political strength, the concept is poor subsidized which possibly undermines its potential for social impact. Given the overall fiscal pressure and the anti-migration agenda of the current right-wing populist government, it is unlikely that public spending on instruction in mother tongue will increase in the near future. As a matter of fact, the ongoing discursive shift to the political right show that knowledge of a first language other than German is increasingly considered a disruptive factor which calls into question the prospects for teaching in mother tongue.

4.4   Intercultural Mentoring for Schools (AT)

4.5   Facing the challenges of intercultural cohabiting[33] (SI)

See page 21.

4.6   Multilingual Manchester (UK)

See page 23.

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[33] Soočanje z izzivi medkulturnega sobivanja.

SECTION D

5. Social Interactions

5.1 From dream to fulfilment – the job and vocational counselling point for foreign students in Krakow (PL) [34]

Summary

This project had been conducted as one of small projects under the MURAL initiative as part of creative adjustment of the intensive intercultural training provided to teachers and other stakeholders in the education system. With the knowledge gained beneficiaries designed, prepared and implemented in their local environment actions aimed on children well-being or enhancement of their chances in the hosting country. This project was designed to help adolescents to assess their competences, rise the level of self-confidence and reasonably plan their future in reference of the profession choice.

Context/Setting

The project was designed by participant of the MURAL Project who is career counsellor and psychologist in the Psychological and Pedagogical Therapy Centre in Krakow. Those bodies are regional institutions that provides expertise for family courts, schools and other bodies, qualify children to special educational treatment or support, provide reports on delinquency and evaluate the family affairs for the purpose of juvenile justice system. The person who created the project is also headmaster in children and youth dormitory no. 2 in Krakow. This place was hosting 29 Ukrainian students in first semester of 2019 (12 boys and 17 girls). All those students after their first year of stay in Poland experienced several less or more severe difficulties in terms of adaptation caused predominantly by lack of or low language competences. It was however observed that some of difficulties had been related to shattered feeling of belonging, identity problems and lack of family support. Young people (who receive education in Krakow – often against their will) were not prepared to adapt to differences in school curriculum and tradition. The choice of school type and classroom profile is often accidental, but it determines the future profession and chances on the labour market. Finishing the high school students face the profound decision on further education at the university level, college or other forms of adult education. This decision need to combine personal interest with the labour market needs, but are dependent also to intellectual and language abilities. Students who entered the program, in the absence of their parents presented high need of informational and emotional support.

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[34] Od marzenia do spełnienia, czyli punkt doradztwa edukacyjno-zawodowego dla uczniów cudzoziemskich. Kraków, Polska

The project or programme/Intervention

As the project was small and preliminary only 11 persons between 15-17 years old were qualified to participate. All came from Ukraine. Participants were diagnosed with standardised psychological evaluation forms which showed problems around low self-confidence, lack of career plans or aims for the future living. The project had been directed to facilitate students with optimal career choices including further education plans and job planning within the possibilities existing in Krakow. The methods used were divided into personal development coaching and counselling directed on career planning and rise of skills and competences. The counselling process was individual in nature, which was feasible, provided the size of the participants group. It was however designed to compensate the deficits typical for the migration status, such as lack of knowledge about the Polish labour market, lack of emotional support, and family stability. It took into consideration also the level of cultural adjustment and language proficiency. The workshops and individual sessions with student enabled to stabilize their self-esteem, rose their belief in own abilities, provided opportunity to score individual potential, gave knowledge on the rules and job market opportunities. All those were very helpful in career planning, choice on education or vocational training.

Innovative

This is the first project in Poland that is focusing on individual approach in the career counselling within the framework of school curriculum, and strictly directed in foreign student, their special needs. It is also first time when career coaching is supported by psychological training and backup.

Child-centric

This practice is strictly directed on child well-being, assessment of student competences and urging them to follow their dreams or develop career plans with strict connection to their individual skills and abilities. It provides relevant knowledge, create a safe space that were inclusive and culturally adjusted.

How it fits in (comparison)

Polish educational system is not fully prepared to work with students with migration background. As it is stated in conclusions of the currently conducted Sirius 2.0 project, aimed on diagnosing public policy on education of migrants is: "lack of designed and implemented diagnosis offer for the foreign students, their psychological and pedagogical support, as well as lack of information on Polish education system"[1]. Presently, since 2018 the municipality of Krakow provides additional support of career counsellor in each school (10 hours in the each educational level term), but those classes are conducted usually in form of group lessons, does not include cultural differences or any other specifics in regards of difficulties suffered by foreign students.
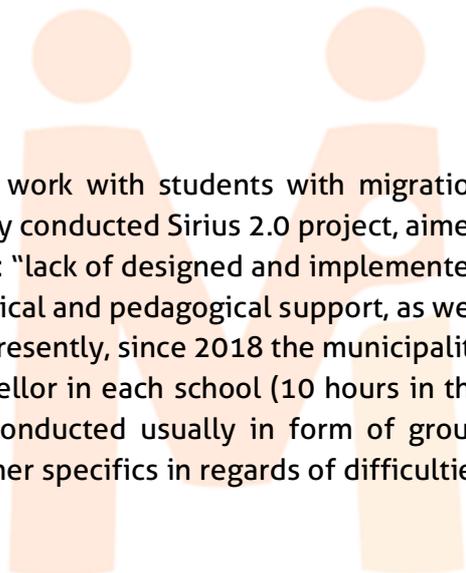
Evaluation

The assumption of the project was to organise professional job planning aid for the small group of interested foreigners. At first participants show distance to the idea as they were not familiar with the concept of career counselling. After the completion of the program evaluation questionnaires brought mostly high scores of the project. Most of student had been interested in continuation of the activities, especially personal job/education/vocational counselling sessions. They valued the possibility to learn on jobs previously unfamiliar to them, possibility to shift the direction of their career (eg. if I fail the exams for medicine studies I may go to adult post-graduate school and become paramedics), to rise their language proficiency, and being treated with interest and devotion. Most of them showed much higher level of self-esteem after the completion of the program. Some, who knew several languages did not treated this as asset before and currently learned how to use it as advantage.

5.2   Feel like doing math[35] (DK)

Summary

"Feel like doing math" is a research project within the framework of "Refugee Education". Researchers from University College Copenhagen cooperate with teachers teaching newly arrived migrant children. Teaching resources addressing this group of pupils are developed and the experiences from the home countries of the pupils, their pre-understanding, their first language, English as lingua franca, etc. are integrated to bridge the understanding of math acquired in the home country and the understanding of math they must acquire in Denmark. Thus, the project evidently has a child approach because learning math bridges the language and culture of the home countries of the pupils and the language and culture of the schools in Denmark and includes both cultures.

Context/Setting

The project "Feel like doing math" addresses the need for helping and stimulating the education and integration of migrant children. They face a great challenge having to learn a new language (Danish); the specialised language of a subject (math) and a new school culture while may be struggling with PTSD, sleeplessness and concentration difficulties. So, new teaching resources and research-based knowledge is needed in order to facilitate the education of these pupils in general and particularly when it comes to teaching math. The researchers are from University College Copenhagen and they cooperate with teachers teaching newly arrived migrant children in primary schools in Copenhagen.

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[35] Mod på Matematik

The project runs from April 2017 to November 2019 and is funded by the private Egmont Fund.[36]

The project is developed in continuation of another research project: Initiatives Addressing Teaching Math to Marginal Groups. Taking its starting point from this project new teaching resources in math are developed. This material will be evaluated via a pre- and a posttest with 200 pupils. The teaching resources will then be further developed and communicated to teachers and teacher students.

The project or programme/Intervention

The project is not completed yet. But here is an example of a practice in math education: In second grade the pupils are discussing taxes and they are discussing what taxes are used for (e.g. school, public hospitals). They have asked their parents – thus, they can tell what kind of taxes they have in their home countries, and what they are used for. They are even discussing how much their parents pay in rent and how they can save on the heating bill. In continuation of that they work inquiry based in math. Activities as doing calculations, playing games, discussion subject specific concepts are included. The teacher uses her knowledge about learning Danish as a foreign language. The pupils have many different mother tongues and helping each other they use their mother tongues, Danish and English (as lingua franca). Their pre-understanding of the themes is activated too. The researchers and the teachers expect that doing this, the understanding of math acquired in the home country and the understanding of math the pupils must acquire in Denmark are bridged.

How it fits in (comparison)

As already mentioned, this project is developed in continuation of the research project 'Initiatives

Addressing Teaching Math to Marginal Groups'. This project was led by researchers from University College Copenhagen too and was funded by the private A.P. Møller Fund. The project aimed at close "the math holes" of pupils in second grade using inquiry based pedagogical approaches.

Evaluation

The project still runs and has not been evaluated formally yet. The researchers are writing a peer-reviewed article to be published in 2020. The project has even been referred to in an article in "Folkeskolen" ("Primary School" – members' journal of the teachers' union).

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[36] https://www.egmontfonden.dk/Presse/Nyheder/Initiativ-malrettet-bedre-integration-af-flygtningeborn-iskolen-far-29-mio-/#.XMbkt3duI2w

5.3   MindSpring groups for children (DK)

Summary

MindSpring is a group programme with, for, and by refugees and immigrants. The MindSpring method was founded in the Netherlands by psychologist Paul Sterk and is now practiced in several countries. In Denmark it has been implemented and developed by The Danish Refugee Council (DRC) since 2010. According to the homepage "The MindSpring method empowers the participants via new knowledge, reflections and competences about issues related to living in exile. MindSpring can furthermore create the basis for a social network. The MindSpring program features themes such as stress, identity, trauma and general challenges related to living in exile."* There are groups for refugee parents, youth, and children aged 9-14. The groups for children were developed in 2017 and have been functioning since 2018.

Context/Setting

The MindSpring groups work in municipalities all over Denmark. In 2017 the first 14 children's trainers, speaking Arabic and Tigrinya, were educated. The groups are partly funded by a private fund (Den Obelske Familiefond) and partly municipalities and institutions.

The project or programme/Intervention

The intervention is organised as a short group program (8 x 2 hours). Each group has 8-10 participants and communicates in the mother tongue of the participants. The group is guided by a MindSpring-trainer who is a volunteer with refugee or immigrant background, and a co-trainer who is a professional employed where the MindSpring takes place, e.g. a school or municipality. A simultaneous interpreter assists the co-trainer if she does not understand the mother tongue of the participants. The co-trainer contributes with knowledge on local conditions and Danish culture. The mechanism is peer-to-peer support where the children share experiences with each other on being new to a foreign country. Thus, the project seems in accordance with a children's perspective. Though the activities are structured beforehand, there is also room for children's own ideas. The project took place in 10 municipalities in the first pilot phase.

How it fits I (comparison)

Not yet estimated.

Evaluation

The pilot project for children was evaluated after the first MindSpring programmes for children were implemented in 2018. The evaluation was not statistically significant but tended to be overall positive pointing to increased wellbeing of the children as outcome of the programmes. Furthermore, it indicated that the children who seemed to have the greatest

challenges and the least social resources benefited the most from the Mindspring course. The groups also resulted in networks and close relationships. All children would recommend others to participate and said that they wanted the groups to continue after the end.[37]

5.4　Plan for reception of foreign students[38] (ES)

Summary

The project was an initiative of the primary school Bergamín (Malaga). Starting on 2003-04, the school developed a project of Intercultural Education with the whole educational community, including local institutions and associations, with the main goal of achieving social and educational integration of foreign students, guaranteeing equal opportunities for all. The specific goals of the project were: (a) sensitizing all the members of the educational community about the multicultural reality of the school, (b) promoting the values of respect and coexistence, (c) making a linguistic adaptation for students who do not speak Spanish, (c) helping students build their identity, (e) establishing the principle of difference as enriching, (f) favor the promoting participation of students and their families in the school life, (g) attending the socioeconomic situation of immigrant students, (h) developing a competence to understand cultural differences with a positive attitude, (i) collaborating with local entities such as NGOs and associations, (j) creating didactic materials.

Context/Setting

The project was implemented in a primary school with presence of foreign students. According to the Observatory of Childhood in Andalucia, this kind of initiative grew up from 1995 to 2005, since Andalucia became a host community, receiving migrants especially from Africa. Part of the migrant population were minors and therefore, political and educational initiatives were needed to improve the attention and integration of immigrant minors in the community.

The project or programme/Intervention

The measures they implemented were oriented to students, -through teaching practices during the curricular and extracurricular time in the school-, teachers -creating working groups, talks, training, elaborating materials- and families -engaging them in school activities and promoting their socio-affective integration with other families. The main actions implemented in the school were: organizing workshops of intercultural education, changing didactic units so they become intercultural and organizing activities such as contests, solidarity storytelling, cultural visits... In order to do so, teachers designed projects and created materials, and families organised working groups and talks.

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[37] https://mindspring-grupper.dk/about-mindspring.
[38] Plan de acogida al alumnado extranjero, Malaga, SPAIN Source: Observatorio de la Infancia en Andalucía. 2006. *Buenas Prácticas en la atención a menores inmigrantes en Andalucía.* Granada: Observatorio de la Infancia en Andalucía.

How it fits in (comparison)

The description only mentions that the school actors worked with local entities to implement the project, but neither the entities nor their way of collaborating is not specified.

Evaluation

The project does not include indicators to assess the project. However, the case was identified by The Observatory of Childhood in Andalucia, who launched a call for projects and cases of good practices in the attention of migrant minors. The Observatory was ascribed to the General Direction of Childhood and Families of the Junta de Andalucía. Furthermore, the project won the second Prize at the Contest of Good Practices with Immigrant Minors in Andalucia.

5.5   Own Voice: Interculturality and Gender in Primary Schools of Extremadura and Andalusia (ES)[39]

Summary

This is a project of continuity in terms of interculturality and gender equity, which addresses both as an objective and in its methodology the increase of the intercultural and co-educational approach of an extracurricular nature in early childhood and primary schools in Spain.

The project integrates and strengthens the transforming processes of educational communities, intervening with teachers, students and families and motivating the relationship between them and the sum of synergies based on their interests (creation of networks). This involves different training, workshops, and games of teachers, students and family associations in interculturality and co-education.

It started in 2014 with primary schools and ended in 2016 working also with early childhood schools. It has been implemented in 11 schools from Andalucía and 7 from Extremadura. Each year the project was assessed in order to introduce new topics or educational strategies for greater effectiveness.

Context/Setting

This project launched by the NGOD Women in Conflict Zones works on interculturality and gender equity in the educational field of early childhood and primary education schools in

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[39] Voz Propia: Interculturalidad y Género en los Centros Educativos de Primaria, Extremadura y Andalucía, Spain], Andalucía and Extremadura, SPAIN. Source: Ortega, S., Cantillo, L. and Rinconada, P. 2015. 10 Experiencias y buenas prácticas en integración. Volumen III. Madrid: Gamar.

Andalusia and Extremadura (Spain). It is an intervention that responds to the needs detected together with the educational communities (students, teachers and families associations).

Participating agents have been: (a) Teacher interested in issues related to gender equity, cultural diversity and education as transforming tools. (b) Students in schools with high number of migrants. The students have received the project in a very positive way, getting involved in the proposed activities and contents. (c) Association of families interested in strengthening the link between the school and the private sphere (family). (d) Other key agents who have collaborated in the educational centres involved in the project: Pedagogical Guidance Teams, Responsible for coeducation plans, Responsible for the programme School, Space for Peace.

The project or programme/Intervention

The aims of the project were: (1) to improve the intercultural and co-educational approach of teachers in schools, (2) to improve the coexistence among migrant and local students in schools through intercultural and co-educational dynamics and games in the recreational space and (3) to increase the level of learning and awareness about interculturality and gender equity in those schools.

The methodology developed is a combination of the socio-affective approach with action research. It is an active and integrative methodology, which has allowed to adapt the contents to the real needs of the beneficiaries, achieving greater impact in the interventions.

The interventions with students in recreational spaces have been developed through an intercultural playground that combines songs and games from all continents based on cooperation, respect and mutual enrichment. These methodologies have fostered a critical attitude, promoting small and big changes towards fair relations in terms of equity.

How it fits in (comparison)

Although the project ended in 2016, the NGOD Women in Conflict Zones is still working in similar projects with schools, also with European and Spanish funds. Currently they are carrying out the project 'Education for Development: Improving Dialogue, Coexistence, Interculturality and Integration from a Gender Perspective', and the project 'Action Weeks: Strengthening the Network of Coeducational, Global and Diverse Communities on both Shores'.

Evaluation

The project was evaluated in three communities: teachers, students and families. Each community was tracked during the project and after the project they filled a questionnaire on: Adequacy Contents; Adequacy Materials; Adequacy Duration of training; Adequacy Methodology; Monitor Performance; Practical usefulness of training.

According to the results: (a) teachers have acquired the necessary knowledge and tools to include cultural diversity and the gender perspective in their daily action, (b) students got involved in the proposed activities and contents, and (c) families have fulfilled their commitment of participation, as well as of integrating what they have learnt in school in their family environment.

5.6 INTO project. Intercultural Mentoring tools to support migrant integration (ES)[40]

Summary

The main objective of this project is to introduce helping tools for social integration and academic performance improvement for those migrant students at risk. Secondary education schools from five European countries (Italy, Spain, United Kingdom, Cyprus and Poland) implemented and evaluated peer tutoring methodology. This project aims to assess peer tutoring and the programme's effectiveness in the decreasing of absenteeism and early leaving school rates of these students, as well as its positive effects in social integration both inside and outside the classroom and the access to better academic and job opportunities through the correct guidance. INTO is a European Comenius Multilateral project (Ref. 540440-LLP-1-2013-1-IT-COMENIUS-CMP). This project has been awarded by Directorate-General for Education and Culture of the European Union as Good Practice.

Context/Setting

INTO is a European Comenius Multilateral project leading by Oxfam Italy. The Spanish population of this project are at-risk immigrant students in the final years of Compulsory Education. In the specific case of Spain, it was implemented in the Community of Castilla y León, throughout the academic year 2014-2015. The University of Salamanca participated, through the University Institute of Education Sciences (IUCE) and the Research Group on InterAction and eLearning (GRIAL).

Mentors were mainly students (13–19 years old) with a migrant background, accompanying younger migrant students (mentees) in their path towards integration and school advancement. Teachers were participants too. The role of teachers was to design, implement the projects, supervise and support the mentors in the implementation of the supporting activities.

The project or programme/Intervention

Based on official documentation, the project use INTO's mentoring model to reduce early school leaving by improving integration and academic performance in migrant students,

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[40] Source: Carboni, E., Paoletti, M., García-Peñalvo, F. J., Zangrando, V., Rodríguez-Conde, M. J., García-Holgado, A., … and Casamenti, C. 2010. Intercultural mentoring tools to support migrant integration at school. Lessons learnt and future perspectives. https://gredos.usal.es/jspui/bitstream/10366/122592/1/TEEM_2013_11_INTO.pdf

especially the newly arrived. The project provided both teachers and mentors with specific tools and training on how to manage the mentoring process. The methodology of peer tutoring was applied to schools of secondary education in Italy, Spain, United Kingdom, Cyprus and Poland. The Intercultural Mentoring Programme at schools was focused on: a) support for the teaching–learning process, b) mentoring for students who expressed a need relating to academic and professional orientation, time scheduling or improving their second language c) language support for mentees; d) welcome activities for newly arrived students; e) individual activities with students at risk of exclusion; f) Social activities such as a cookery festival to present the culture and tradition of mentors and mentees, or an event against bullying.

Child-centric

The project does not explicitly mention the child centered approach or child centred methodological perspective. The project was designed and supervised mainly by professional educators and NGO Oxfam-Italy participants. Young student with background immigrant has participated in a protagonist role like tutors of their peers.

How it fits in (comparison)

INTO is a European Comenius Multilateral project (Ref. 540440-LLP-1-2013-1-IT-COMENIUS-CMP). The Comenius programme supported cooperation among all those active in pre to secondary school education. It's related to a wider policy of Erasmus Plus, a program of European Union that gives financial support to projects in the fields of education, training, youth and sport.

Evaluation

The project proposes an evaluation of two main phases: 1) at the beginning and at the end of the training of mentors and teachers/guardians, 2) and at the end of the mentoring process to all participants. This evaluation was carried out through the following evaluations instruments: satisfaction and opinion questionnaire, self-evaluation questionnaires, semi-structured interviews and focus groups. No peer reviewed or external evaluations published results were found.

5.7 Social mentoring to promote social inclusion and interculturality. The Nightingale project (ES)[41]

Summary

The nightingale project is a mentoring program that involves university students and migrant children. It started in 1997 (Mälmo) as a student-oriented action but it has been implemented in 20 different European universities, including the University of Girona (Prieto-Flores, Feu & Casademont, 2016). As it is well known, students from migrant backgrounds face educational challenges and this kind of actions can benefit them.

The project puts a college student in touch with students from primary or secondary schools with migrant background. The main aim is to develop a close bond between them. The mentor is a role model for the children and for one year they do leisure activities together (practicing the main language of the region (catalan), visiting cultural and leisure spaces of the city, etc.). At the end, they establish a relationship not only with the kids but with their family and friends too. Furthermore, students who participate in the Nightingale program have access to a training course at the beginning of the action (Prieto-Flores, Feu & Casademont, 2016)42.

Context/Setting

The project is being implemented in diverse organisations in Spain. In this case we are studying the program carried out in Girona, in particular in six regions (12 towns). During the action different institutions are working together: city council, schools, high schools and university.

According to the latest report of the project43, during all these years different agents have participated:

- 900 children and young people with migrant background.
- 450 children and young people.
- 450 university students.
- 25 schools.
- 25 high schools.

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[41] La mentoria social com a foment de la inclusió social i la interculturalitat. Projecte Rossinyol, Girona, Spain Source: Atlàntida. 2017. Bones pràctiques d'intervenció amb immigració i interculturalitat. Barcelona: Atlàntida.
[42] Prieto-Flores, O., Feu, J. and Casademont, X. 2016. Assessing Intercultural Competence as a Result of Internationalization at Home Efforts: A Case Study From the Nightingale Mentoring Program. In Journal of Studies in International Education 20(5), 437-453. doi: 10.1177/1028315316662977
[43] Projecte rossinyol. 2016. Memòria 2016. Mentoria per a una societat acollidora i inclusiva. Accessed on May 12, 2019. http://www.projecterossinyol.org/wp-content/uploads/2017/04/Memoria-2016.pdf

Almost all the project has been funded by the University of Girona (36.000 eu) per year. Although city councils, the Departament General per l'Immigració, etc. helped too. In total the project receives 50.000 euros.

The project or programme/Intervention

The main objectives of the action are addressed to both university students and migrant children. Following the report of the project, the most important goals are: (1) to promote the inclusion of migrant children from a social, cultural and linguistic perspective; (2) to foster an optimal state of learning focusing on their academic success; (3) to encourage them to be more likely to apply for university when the time arrives and (4) to train university students (mentors) about intercultural competences and cultural diversity (Herzog-Punzenberger, 2016).

Child-centric

The action does not specify if it has a child-centric approach. Even though mentors, children and young people play a very important role during all the phases of the process. Mentors encourage children to take responsibility of their own learning process, making progress both inside and outside school (Herzog-Punzenberger, 2016)44.

How it fits in (comparison)

The project does not specify any policies or similar projects. Notwithstanding, it is relevant to mention that they work together schools, high schools, city councils and an important agent of the project called "Enllaç Territorial" composed by social workers, educational assistants or agents of the Education Department of the region.

Evaluation

In Girona the program has been evaluated repeatedly. In 2009-2010 the project was funded with 15.000 in order to carry on a research which aim was to analyze all the phases of the project. In 2013 they evaluated the project again, using questionnaires, interviewing university students, tracking mentors and mentees, etc. According to Prieto-Flores, Feu & Casademont (2016) and the latest evaluation:

- University students are more aware of nowadays complexity world and tend to develop multicultural skills.

- Children have improved their self-confidence; the use of the language and they are more integrated.

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44 Herzog-Punzenberger, B. 2016. Successful integration of migrant children in eu member states: examples of good practice. NESET II ad hoc question 1 / 2016. http://nesetweb.eu/wp-content/uploads/2016/02/AHQ-1-2016-Successful-integration_2016.02.04.FINAL_.pdf

5.8 Culture and Inclusion: Building from the Youth and the European Institutions (ES)[45]

Summary

This project is an initiative from the civil society implemented by Youth of Cultural Action (Joves d'Acció Cultural) in 2018-2019. The project is based on the need to propose tangible and youth-lead solutions to change the design of migration policies and refugee reception. The association considered that in Europe there is a lack of participatory processes where the design of politics start from the youth. In a historical moment when it is important to fight xenophobic and racist movements and speeches, they claim that the political parties have failed to create effective measures, even when they have shown interest in changing the situation. Therefore, the project consists on creating spaces to listen to the civil society and especially young people to propose innovative measures to achieve inclusion of migrants and refugees.

Context/Setting

Joves d'Acció Cultural[46] is one of the many initiatives of Acció Cultural, a civic association from Valencia created in 1971 to promote language, culture and progressive values. One of its main goals is to create a meeting and dialoguing point between civil society, trade unions, political parties and associations. The main objective of Joves d'Acció Cultural is to promote youth participation and build proposals from their perspectives.

The project aims to generate a process of active debate, through a participatory methodology based on non-formal education, backed by important policy makers, activities and materials. In order to fulfil this goal, they used the network of "Ciudades Refugio" (Refugee cities). This network is composed by the municipalities that have offered to host refugees, since the central government was not answering to this need.

The project or programme/Intervention

The project was implemented for 14 months, carrying out three main activities in the Centro de Cultura Contemporánea from Valencia. The three activities were:

- Culture and inclusion: the situation. The first day involved 80 young people and political leaders such as deputies, autonomic deputies and councillors, in order to debate and analyse the value of culture in the Europe of the future. It served to analyse the situation of migration and its difficulties for inclusion. A debate on multiculturalism was promoted.

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45 Source: European Comission. 2019. Erasmus Plus Projects. Project details. Culture and inclusion: building from the youth and the European institutions. Accessed May 17, 2019. https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-3-ES02-KA347-010484
46 Joves d'Acció website: http://jovesdaccio.cat/

- Culture and inclusion: the proposals. The participants of the second meeting were members from youth social movements, political representatives (from national and European institutions) and migrant entities. The main objective of this session was to design and promote proposals for social, cultural and political initiatives to improve inclusion of refugees in Spain.

- Culture and inclusion: the evaluation. The third meeting was held in order to analyze the impact of the proposals.

Child-centric

This project is particularly child-centric, since it builds from the voices and proposals from young people to promote policies and initiatives that take their perspectives into account.

How it fits in (comparison)

The main contribution of this project is to create dialogue between youth and politicians to listen to their voices and consider the other perspective. It is achieving other goals, but mainly it is related with the child-centric approach of the project and with the possibility of building policies by listening to the children' voices.

Evaluation

This project is funded under the Erasmus+ programme. It was selected by a committee of the European Commission.

5.9 Evaluation environment for fostering intercultural mentoring tools and practices at school (ES)[47]

Summary

The project E-VALINTO (2016-1-ES01-KA201-025145) tacks the early school leaving in order to improve the opportunities of young people and to support smart, sustainable and inclusive growth. The project departs from the existing gap between natives and young people born abroad. E-EVALINTO has two objectives: 1) to promote peer mentoring actions. The focus of this is to reduce early school leaving in migrant student population and to acknowledge the value of interculturality. This action is aimed to create an active and responsible European citizenship education. 2) To develop and ICT framework to execute activities for intercultural contexts. The project started on the 1st of October of 2016 and finished at 30th of September of 2018.

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[47] Source: Universidad de Salamanca (Coord.). (2016). Evaluation environment for fostering intercultural mentoring tools and practices at school. Retrieved June 7, 2019, from https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-ES01-KA201-025145

Context/Setting

The projects is led by a consortium made up of institutions experienced in the intercultural area and well-balanced in terms of competences and experiences regarding research, methodology, ICT and innovation and teacher and practitioners training. The partnership are six organisations including four Higher Education Institutions, an NGO and a Research, Development and Education Centre: University of Salamanca (ES); University of Cádiz (ES); Społeczna Akademia Nauk (PL); Dublin City University (IE); Oxfam Italia (IT) y Cardet (CY).

The E-EVALINTO team has been supported by 16 pilot high schools, located in the partner countries. All the participant schools have different percentage of migrant students and different gap between natives and migrants.

The project or programme/Intervention

The project made the following activities: a) E-EVALINTO Framework: design of the theoretical and methodological framework for implementing peer mentoring actions and for evaluating the situation of a school with regard to interculturality, identifying migrant students potentially at risk, peers to act as mentors and teachers' intercultural skills. b) E-EVALINTO Environment: development of an educational portal, which offers to schools and teachers a complete set of tools and activities to manage and evaluate the implementation of the intercultural mentoring programme with their students. c) E-EVALINTO Training Programme Design: to equip teachers with tools to deal with diversity and to apply them at school in order to work effectively with pupils at risk, a training programme for teachers has been designed and implemented both in face to face and online modality.

Innovative

The project has among its objectives to develop an ICT methodology. It has an innovative approach when developing a training course for secondary school teachers to be able to interact with E-EVALINTO portal and its tools and to apply them at their school practices. This virtual campus offers a complete set of materials, activities, evaluation tools to use in the classroom, accompanied by a self-learning training course that will guide you in their application.

Child-centric

The project does not say explicitly that it has a child-centred approach. However, it complies with this type of approach, especially in the implementation of peer mentoring. Peer mentoring allows the students to have agency and have their own voice in the project, as well as put their interests at the centre.
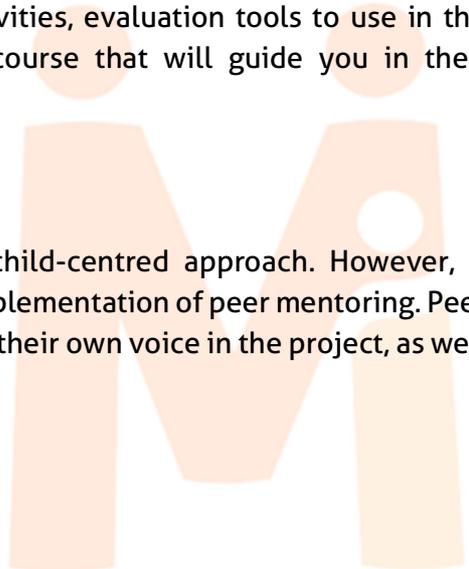
How it fits in (comparison)

The project is within the Erasmus+ programme. It is committed for the cooperation for innovation and the exchange of good practices. The comparison with our project is relevant because the focus is the inclusion of immigrant students or students with a migrant background in high school education and within and European frame.

Evaluation

The project states that the proposed objectives have been achieved. They affirm that the E-EVALINTO project strengthened the profile of teaching professions by introducing in classroom innovative intercultural strategies, that allowed teachers to access or create by themselves tools and materials for their daily teaching practices and the climate of inclusion and confidence among students at school, by enhancing the development of inter-relational competences and reducing also the stereotypes concerning languages and cultural diversity. But the way in which it has been evaluated has not been specified. On the other hand, the project is considered as a Good Practice Example for the Directorate General for Education, Culture of the European Union[48].

5.10 School partnership[49] (AT)

Summary

In Austria, school partnership describes the cooperation between teachers, parents/legal guardians and students. The partnership builds on a triangular model where parents/legal guardians, pupils and teachers interact and at the centre of which the child is located. According to federal School Instruction Act (*Schulunterrichtsgesetz*), every pre-vocational school and every lower and upper middle school must form a school partnership body (*Schulgemeinschaftsausschuss*, SGA). SAG is composed of three representatives selected from among the teachers, three representatives selected from among students from the 9th grade and upwards and three representatives appointed by the parents' association. SAG decides on issues similar to the school forum (see below). Since the Education Reform Act (*Bildungsreformgesetz*) of 2017, two to eight neighboring schools can form a school cluster (*Schulcluster*) and each cluster can form a school cluster council (*Schulclusterbeirat*). The school cluster council is composed of the school principal, school speaker, teacher and legal guardians from the SAG of each school in the cluster and of representatives (between 3 and 8) from extra-curricular cooperation partner organisations. The council plays mainly a consultative role.

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[48] The project offers its results and other publications on this website: https://evalinto.eu/
[49] Schulpartnerschaft

Context

These representative bodies are a federal law requirement and thus available at schools across the country. The School Instruction Act of 1974 required, for the first time, parents to actively contribute to determining and executing issues related to the school through parents' associations. According to the federal School Instruction Act, primary and secondary schools must form school forums (*Schulforum*) and class forums (*Klassenforum*) to promote the school community. The school forum is composed of the class teacher (primary school) or the form teacher (*Klassenvorstand* at secondary school) and parents/legal guardians of the students in a class. The class forum can decide on and advise the school about a range of issues such as multi-day events at school, school time (Schulzeitregelung), parents' day, teaching material equipment and construction projects. The school forum is composed of the school principal, form teacher (secondary school), class teacher (primary school) and a representative of parents/legal guardians per class. The school forum decides on house rules, school-autonomous curriculum, opening hours and cooperation with other schools and extracurricular institutions. The notion of 'school autonomy' that refers to the decentralization of the decision-making power has been discussed and implemented since the 1980s. The education reform of 2018 extends the autonomy of school management but undermines the power of the partnership bodies (see evaluation). The extension of school managements' autonomy is in line with the overall government strategy to reducing bureaucratic procedures.

Intervention

All partners are eligible to vote regardless of their nationality. The partnership bodies are democratic platforms where different stakeholders represent the interest of the school community in a bottom-up fashion. Although it is not directly or explicitly linked to the needs of migrant children, school partnership offers, at least theoretically, an institutional channel to shape school practices in favour of pupils, including those with migration background.

How it fits in (comparison)

School partnership is a legally anchored and secured governance tool in the Austrian education system that resonates with all groups across the political spectrum (from right to left and from political parties to unions. The partnership ensures that all stakeholders (students, teachers, parents) participate in the configuration of the school system, thus making Austrian education system more participatory than countries that lack comparable partnership structures. Through representative bodies, school partnership enables decision-making and advisory based on the daily experiences of teachers, students and parents possibly. At the same time, in the context of new public management, the federal state may overstretch (with necessary legal amendments) the concept of partnership to outsource the bureaucratic workload from the federal to the local level. While increased school autonomy can be progressive, it can also be counterproductive in the lack of additional financial and human resources, and unified guidelines and result in the downloading of tasks from public authorities to schools.

Evaluation

Although school partnership is a well-institutionalised means of school governance, the recent reform package which promised more school autonomy (negotiated by former coalition partners Social Democrats and Christian Democrats in 2016, adopted in 2017 and partially implemented in 2018) has been heavily criticised by teachers and parents for undermining their decision-making power. According to this, school principals can decide on the selection of the school teachers, the size of classes and the duration of lessons. Critics consider the name 'school *autonomy*' somehow ironic and warn that some of the new measures (e.g., forming clusters where numerous schools are managed by one administration) may be a saving measure through the back door.

5.11   Intercultural Mentoring for Schools (AT)

See page 15.

5.12   Integration Programmes Adapted to Suit Young Migrants[50] (SI)

See page 39.

5.13   CULPEER – Cultural and peer-learning approaches for successful integration of disadvantaged youth and refugees at school level[51] (SI)

Summary

The project implemented and transferred cultural peer learning approaches for successful integration of disadvantaged youth and refugees at school level. The potential of cultural peer learning has been recognised as support key in competences acquisition – social behaviour and interaction, intercultural skills, mother tongue, foreign languages, non-verbal communication, learning through joint cultural and peer activities, social and civic competence, initiative taking and cultural awareness and expression. There was a special aspect to the project namely; joint activities with cultural youth groups from Africa, Asia and Latin America, showing the potential of cultural activities for developing and improving the perspectives for social integration.

Context/Setting

The project was funded by the European Commission (Erasmus+, KA2 project). It was coordinated by the Institut equalita from Cologne, Germany, and supported by the following

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[50] Mladim migrantom prilagojeni programi integracije
[51] CULPEER za integracijo – medkulturni medvrstniški učni pristopi za uspešno integracijo deprivilegiranih mladostnikov in beguncev v šolah.

official partners: Büro für Kultur- und Medienprojekte GmbH, Germany; Willy-Brandt-Gesamtschule Köln-Höhenhaus, Germany; Fritz - Schumacher - Schule Hamburg, Germany; EDUMOTIVA, Greece; DIDE A Athinas, Greece; Music'Arte, Italy; Humanitas, Slovenia; FDCBPCS, Bulgaria; Vocational high school „Prof. dr. Asen Zlatarov", Bulgaria.

The project or programme/Intervention

The project introduced the comprehensive CULPEER learning with different tools for applying and implementing culture and peer learning approaches – guidelines, an e-learning course, modules on practical implementation aspects implementation, and an online portal with numerous and varied educational resources. Young people from Europe participated in workshops and together developed artistic and cultural events. The peer guests were hosted by pupils' families, which enabled an intensive cultural exchange at an informal level.

Innovative

The project involved interactive elements like audio tracks, video and internet films, chats, web-links, assessments, working groups, wikis and applications with special learning tools.

Child-centric

A special focus of the project was on integration of refugee children and young people. Cultural peer learning approaches have high potential for teachers and pedagogues to facilitate the integration of refugee children. Besides peer learning allows refugee children to develop the skills needed to work well with others.

How it fits in (comparison)

The project is related to the wider policy of Erasmus+, the European Union program that supports actions in the fields of education, training, youth and sport.

Evaluation

Not available.

5.14   Promoting the inclusion of Roma in and through education (UK)

Summary

In recent decades, estimations of Roma population and their integration across the EU countries have encountered a series of difficulties. There is a general failure of local authorities to recognise the existence of thousands of Roma in specific localities, with suggestions that there are as many undetected Roma as there are those that are 'counted'. Also, the registrations of Roma children in school, which is one of the few instances where

ethnic data pertaining to Roma populations can be recorded, is problematic. Attempts made to address education issues in relation to Roma involved establishing separate educational facilities or referring them to special education programmes. While there had been a move away from focusing on segregated education, research suggests that there would be fewer referrals to special education if there was a better understanding of the cultural norms and characteristics of Roma communities.

Two separate projects focusing on the integration of Roma community are showcased in this case study. The first one is called "'What's working?': Promoting the inclusion of Roma in and through education", and the second is titled "Roma pupils at Bright Futures Education Trust". They are different in approaches they use, and the stakeholders involved. The first uses interviews to highlight perceptions of Roma integration from the point of view of stakeholders working with the community, while the second engages in participant observation with Roma pupils and their teachers in two Manchester schools to support better school integration.

Context/Setting

The first project, funded by the European Commission and conducted in 2013, aimed to support the development of Roma communities and their educational inclusion through raising awareness amongst professionals. The broad aims of the research were to explore and assess existing data on newly arriving Roma communities in the Netherlands, Spain and the UK, with a specific focus on demographic data and education indicators; and the perceptions of the barriers to Roma educational inclusion by key stakeholders in these countries. The project was led by the charity BHA for Equality (BHA) in the UK in collaboration with Manchester City Council International New Arrivals, Travellers and Supplementary Schools Team in the UK, Fundación Secretariado Gitano in Spain and Pharos in the Netherlands. The final report was authored by Lisa Scullion (Research Fellow), and Philip Brown (Senior Research Fellow) in the Salford Housing & Urban Studies Unit at the University of Salford, UK.

The second initiative, undertaken in 2014, was part of the bigger project MigRom, an EU-funded ethnographic effort to investigate the experiences, motivations, and ambitions of Roma migrants from Romania who have recently moved to Italy, France, Spain, and the UK. Two primary schools in Manchester, Gorton Mount Primary Academy and Cedar Mount Academy, have been chosen for the purpose of a 'shadowing' exercise designed to observe interactions between pupils and between teachers and pupils and to gain more in-depth insights into their views and experiences. The project aimed to contribute to staff training and awareness raising, to help raise aspirations among Roma pupils and strengthen links with parents, and to suggest activities that would help support the transition from primary to secondary school.

The project or programme/Intervention

The first project comprised of three distinctive phases: phase one consisted of a review of selected data relating to Roma communities in the Netherlands, Spain and the UK, phase two provides a review of policy in the partner countries, while phase involved consultation with

key informants. The report shows that there are widely acknowledged issues around Roma and education, with low levels of attendance – particularly at secondary school level – and poor educational attainment. With the help of key stakeholders, the authors of the report have explored the main reasons underpinning the aforementioned issues. They highlight the lack of engagement from parents in relation to education, the underlying issue of poverty impacting on this engagement, as well as the issue of the socio-legal status (i.e. rights to residence, work and social welfare) of Roma.

In the second project, the shadowing exercise had the purpose of engaging pupils and teachers in casual but guided conversations through which the researchers tried to address a series of questions without relying on formal interviews. Noting that Roma identity is often difficult to conceptualise due to territorial dispersion, variation in language and customs, and conflation with traditional and often romantic images, the authors of the report propose a series of alternative approaches to consider for a better Roma integration in schools. The best way to promote greater awareness of Roma, they argue, is not only through staff training, but also through face-to-face encounters of parents and teachers, with the participation of pupils.

Innovative

Following the shadowing exercise, MigRom has produced a series of recommendations for a better integration or Roma pupils. Firstly, they advocate for a parent-teacher forum which offers parents the opportunity to be more involved in their children's education and be more aware of school routines. Secondly, they propose Language Mosaic sessions, dedicated to celebrating language diversity. The sessions involve students volunteering in drafting and implementing classroom activities around the topic of the spoken and written word. Thirdly, the project proposes the compilation of school biographies of Roma who have recently left secondary school in Manchester. The compilation can offer further insights into Roma pupils' perspective on the process of school integration and identify success stories. Fourthly, they suggest the promotion of child care in respect of both the availability of facilities that can cater to the needs of the Roma community, and awareness of such facilities in the community. Finally, the authors propose setting up a connecting classrooms activity, which is a closed and monitored online forum that allows Roma pupils to connect with other Roma pupils in schools in other parts of the country and abroad.

Child-centric

Both initiatives focus on the integration of Roma children in schools across Western Europe, but the project "Roma pupils at Bright Futures Education Trust" also takes some steps forward by actively focusing on the children's perspective and experiences.

How it fits in (comparison)

The two projects focus on an ethnic minority with distinctive characteristics from the general migrant population (difficult to conceptualise identity, higher barriers to education,
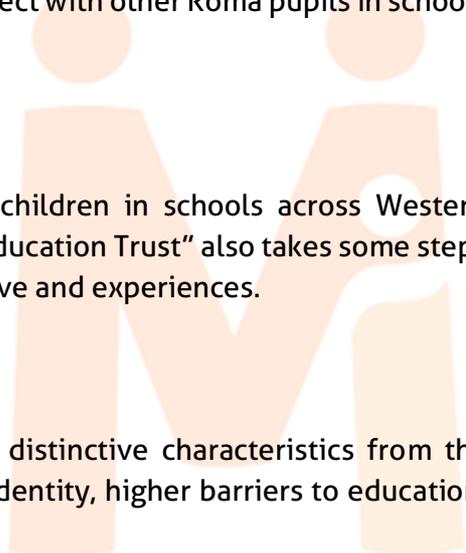
high levels of poverty, socio-legal status etc). Their approach is complementary, focusing on various stakeholders (from education and health services), but also on children themselves.

Evaluation

Both projects are evaluative in their nature.[52]

[52] The reports can be accessed at the following links:
http://usir.salford.ac.uk/id/eprint/35793/
http://migrom.humanities.manchester.ac.uk/wp-content/uploads/2017/11/MigRom_Bright-Futures_report_Dec-2014.pdf

SECTION E

6. Other educational streams (music, maths)

6.1 The education-boost project[53] (DK)

Summary

The umbrella-project 'Education-boost' with several sub-projects affiliated to it, is a developmental project aiming at both raising teachers' competences in language teaching and raising the level of education for pupils with a migrant background. The project started in 2009 and ended in 2014 and involved many 'Folkeskoler' (primary and lower secondary school is integrated as one continuous educational program from grade 0-9 in Denmark), upper secondary schools and vocational training schools (a total of 21) in Aalborg Municipality, Denmark. Concurrently with the main project, the establishing of smaller and local projects were founded as knowledge and new methods, gained through the project, was meant to enhance inclusive learning environments for the benefit of educational institutions in general.

Researchers and ministerial advisers were sounding board for the 260 teachers involved and facilitated the interventions, developed in the project. All teachers involved participated in 60 hours of competency development the first year (before implementing interventions) and 30 hours of study-group work the following year.

Context/Setting

In Aalborg municipality, eight 'Folkeskoler' and several selected upper secondary and vocational training schools where chosen to participate. The interventions where directed mainly at year group 8-9 (age 13-15) in year 2010-2012 and 2013-2014, but sub- and local projects comprise all year groups from grade 0 to 9. The schools and educational institutions where chosen with regard to a high percentage of children and youngsters with migration background (termed 'bilingual' in the Danish context). The project was funded from various organisations and institutions: The participating schools, Aalborg Municipality and mainly private foundation grants.

The project or programme/Intervention

The sub-project 'Focus on language' is mainly a research-based developmental project, aiming at raising migrant pupils' subject knowledge and wellbeing in 4th and 5th grade. The intervention is comprised of sixteen weeks of 4 additional L2 lessons as supplementary (but mandatory) beside the regular timetable. The first intervention in grade 4 is instruction based

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[53] Projekt Uddannelsesløft

on more creative work like writing fairy tales, working on projects, drama and reading aloud. The second round of interventions in grade 5 is based on general literacy, based on ministerial instructions. The knowledge gained in and through the project is compared to a parallel project where bilingual students received four L1 lessons (in their native language) for 16 weeks (not evaluated yet).

How it fits in (comparison)

The comprehensive project 'Education-boost' is true to wider policies on raising the standards of education for pupils with a migration background and prepare for further education. On the other hand, has the project an apparent child-centred approach to instruction and learning, which is not an evident part of the policies. The different sub-projects under the main 'Education-boost' project do share the same goals for outcomes but differ in interventions and the stressing of measurable outcomes.

Evaluation

The evaluation carried out on the broad project 'Education-boost' was formalised, research-based and both quantitative and qualitative. The specific quantitative aim was to raise the grade point average with 0,2 % for the final exam after 9th grade for pupils with immigrant background. The outcome in 2014 was a raise for the grade point average with 1.05%. The qualitative evaluations show a significant impact on teachers' knowledge about language teaching and a U-turn from understanding bilingual pupils' and adolescents' L1 competencies in deficit terms to a resource-perspective. For the specific sub-project, 'Focus on language' all children were tested before and after the 16-week intervention regarding wellbeing, self-esteem, motivation and literacy. The evaluation showed that all the children advanced significantly[54].

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[54] https://www.aalborg.dk/media/1876202/saadan-goer-vi-august-2014.pdf

7. TAKEAWAYS FOR GOOD PRACTICE CASE STUDIES

- Many of these projects work on language in some way, either through instruction in the new language, or as promotion of bilingualism or multilingualism by supporting the languages migrants arrive with. Much of this is school-based teaching, and goes alongside a variety of 'catching up' type activities that are designed to help recent migrants get to a point where their school work can be done in the mainstream context without falling behind.

- A second set of issues are raised in these case studies with regards to who leads, who participates and how such activities are done. As many projects are in school contexts, there is a default position of activities being led by teachers or other qualified adults and delivered to young people, and this being in an educative mode. However, there are other projects using peer-to-peer methods (*MindSpring groups for children*), peer mentoring (*E-VALINTO*) or mentoring from local adults, including students (*Nightingale*).

- Finally, a smaller number of projects have an 'intercultural' focus that takes it away from merely teaching migrants to fit in or catch up but also treats integration as something that everyone is doing. While this is the case for *Facing the challenges of intercultural cohabiting*, other projects may use the term *intercultural* but use this to mean migrant adaptation.