



PEER LEARNING ACTIVITY

LISBON

Reinforcing all key competences for migrant pupils through non-formal education: the Escolhas programme and its impact on migrant pupils

Prepared by Leeds Beckett University with input from all stakeholders involved in the activity

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INTRODUCTION

SIRIUS 2.0. PEER LEARNING ACTIVITY

The proposed action SIRIUS 2.0 – Policy Network on Migrant Education (EAC/S28/2016) aims to promote co-operation between different stakeholders, support inclusive policy development and implementation at different governance levels and facilitate the integration of children and young people with migration background in school education.

One of their activities entails Study Visits to promote transnational learning between various types of stakeholders, such as policymakers, practitioners, migrant-led education initiatives and organisations, etc. In the process of identifying good practices and receiving multi-stakeholder international feedback, the study visits will consolidate good practice and stimulate further innovation both in the host and learning countries. The follow-up reports will include policy recommendations and descriptions of educational practices that will contribute to the content development of the EC's Toolkit for Schools and School Education Gateway. The results of the follow-up reports will also feed into the development of the annual SIRIUS Watch. Finally, the study visits will facilitate exchange and learning between partners and their policymakers and stakeholders. This process further consolidates the national partnerships within SIRIUS and its functioning as a sustainable and inclusive European network.

The Study Visits will be implemented based on the established SIRIUS Peer Review methodology. This methodology was applied in SIRIUS reviews during the EC funded period 2012-2014, and in one of the follow-up Erasmus + projects 'Professional capacity in dealing with diversity (2014 – 2017)'. In annex 2 the applied questionnaire of the methodology can be found. Partners' national reform priorities were identified through a partners' survey in January 2017 and then the good practices were selected based on SIRIUS' evidence base of studies since 2012.

In this year 2018, we have organised two study visits, in May and July, in two countries:

1. Portugal: Reinforcing all key competences for migrant pupils through non-formal education: the Escolhas programme and its impact on migrant pupils. Lisbon was visited by a four-person country delegation of Ireland and United Kingdom and five most relevant policymakers and stakeholders involved in the reform process as well as the peer review methodology specialist from SIRIUS. This report forms the outcome of this visit.
2. Germany: Evaluation of teaching all key competences for newcomer pupils: from assessment of prior learning and welcome classes to the different transitional arrangements into mainstream classroom and support. Düsseldorf was visited by a four-person country delegation of Lithuania and the Netherlands and five most relevant policymakers and stakeholders involved in the reform process as well as the peer review methodology specialist from SIRIUS. There is a report on this visit as well.

The study visit is organised in such a way as to present the good practice from diverse perspectives of practitioners, policymakers and researchers. The visit will also ensure that the visiting team(s) will have access to the implementing practitioners and to the beneficiaries of the practice (on-site visit to schools, interviews with teachers, students, school leaders). The visiting team (peer reviewers) will be composed of mixed teams (practitioners, policy makers and researchers) from 2 partner countries and from the international networks partnering in the project (14 peers). Together, these visiting teams conducted a series of in-depth interviews with implementers and beneficiaries of the practice.

EXPECTED RESULTS OF STUDY VISITS

The learning and knowledge acquired through the study visits will feed into the Policy Briefs that will be produced by the Network throughout the duration of the project. These Policy Briefs will specifically address the adaptability and possibility for transfer across the EU. The results of the peer review reports will also complement the national contributions to the SIRIUS Reports. The findings of the study visits will be disseminated through the SIRIUS 2.0 annual policy conference as well as in National and Regional workshops. The



description of good practices will be available to schools and practitioners across the EU through the SIRIUS and EC dissemination channels. National partners will use elements of the good practices for their national activities. Furthermore, the study visits will ensure the increased knowledge in the Network on what works and why in the many areas related to the education of children and youth with migrant background. The Study visits will strengthen the networking and exchange of knowledge between its members.

INTRODUCTION TO THE LISBON STUDY VISIT

OVERVIEW OF THE PORTUGUESE EDUCATION SYSTEM

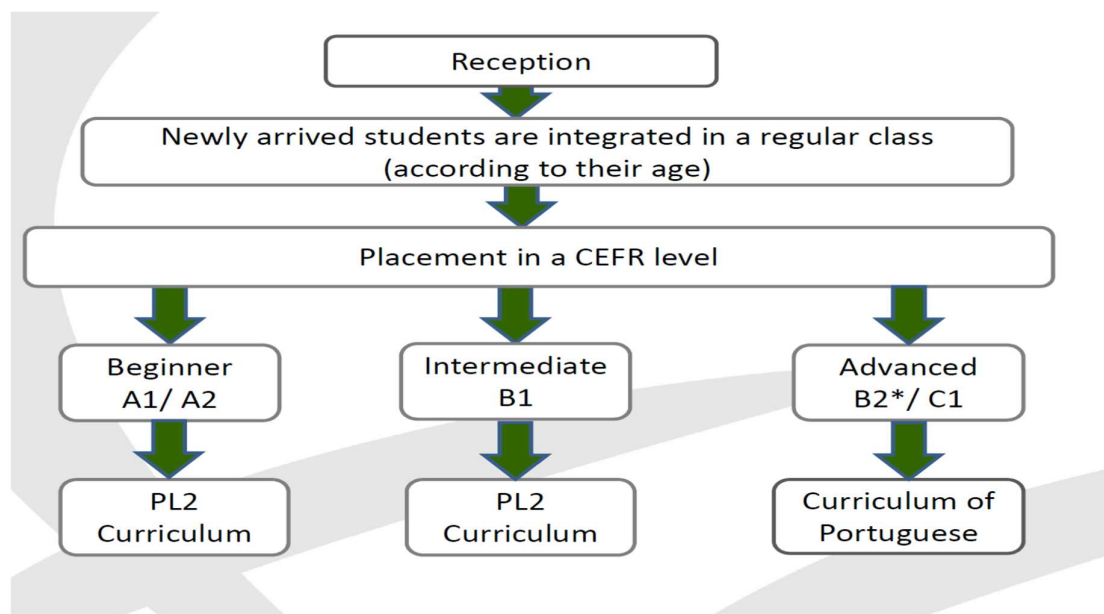
Compulsory education lasts for 12 years in Portugal. It starts at age of 6 and ends at age 18, or with the conclusion of secondary education. The Ministry of Education is responsible for general education. Public education is free. From mid-2000's the school network is organized in school clusters which are made up of schools that offer all education levels from pre-school education to secondary education. Agrupamento de escolas or School Cluster is an organizational unit, constituted by schools of the several education levels (from Pre-school Education until Upper Secondary Education) that share a common pedagogical project and that have autonomous management and administration bodies.

The Portuguese education system is very centralized in terms of organization and funding. Pre-schools, basic and secondary schools have some autonomy, namely at pedagogical level, as well as with regard to timetables and non-teaching staff management. Teachers in general education are required to have a Master's degree.

The school system in Portugal is divided in pre-school education (until the start of basic education), basic education (6 to 15 years old) and secondary education (15 to 18 years old). Pre-school education is not compulsory. The basic education system is divided into three cycles, organised as follows: — 1st cycle, with a duration of four school years, providing a rounded education, with students taught by a single teacher (who may however be assisted by others in specialist areas). — 2nd cycle, with a duration of two school years, in which the learning process is organised into interdisciplinary areas (basic level), mostly with one teacher for each area. — 3rd cycle, lasting three school years, organised around a unified curriculum, including a variety of vocational areas, with one teacher for each subject or group of subjects. Secondary education courses have a duration of three years (corresponding to the 10th, 11th and 12th grades), and is open to students who have obtained the basic education diploma 6.

EDUCATIONAL INCLUSION OF NEWLY ARRIVED MIGRANT STUDENTS

Newly Arrived Migrant Students (NAMS) in Portugal are placed directly in mainstream classes. Key priority of the education that they receive is language learning and their reception is quickly followed by the assessment of their proficiency in Portuguese language. This is also the factor which determines their access to the curriculum. The diagram below outlines this process. Students with advanced language skills access the Curriculum in Portuguese. Those at beginners or at intermediate level access the specifically designed curriculum for Português Língua Não Materna (PLNM) in primary and secondary education (PL2 curriculum).



1

Key role in the delivery of this curriculum but also in the coordination of support of NAMS is played by trained PLNM teachers. Those are responsible not only for supporting students' language learning but facilitate also their educational integration and for this reason they often coordinate multidisciplinary teams, including teachers, tutors, and students involved in peer mentoring schemes.

The Portuguese Government currently operates several projects and actions which aim to support NAMS integration in various ways. Some of these aim to facilitate intercultural communication among NAMS and native students such as Not Just Numbers (Não São Apenas Números)². Other projects support the development of educational resources and guides on policy and practice (e.g. Guia de Acolhimento - Educação Pré-Escolar, Ensino Básico, Ensino Secundário); there are also programs which aim to tackle social exclusion of various vulnerable groups which include NAMS. One such program is the Programa Escolhas.

INTRODUCTION TO THE PROGRAMA ESCOLHAS AND TO THE FIELD VISITS

Programa Escolhas

The *Programa Escolhas* Program, a Portuguese State programme which was launched in 2001. The program is based on non-formal education projects and its objective is the inclusion of disadvantaged children by supporting the development of skills that allow them to participate successfully in school and in life. It is highly focused on migrant communities or communities descended from migrants, especially from the Portuguese ex-colonies.

Programa Escolhas currently supports one hundred and twelve projects, two of which were visited during this PLA and are described below.

¹ Varela, L. (2017) Inclusion of Migrant Students In Portuguese Schools, Presentation at SIRIUS conference, Brussels, December 2017 <http://www.sirius-migrationeducation.org/wp-content/uploads/2017/11/Annex-2-Lina-Varelas-presentation.pdf>

² A pedagogical resource pack for teachers with a DVD, games and activities to do with students.



Visit to +XL Project (Laranjeiro, Almada)

The Laranjeiro Centre in Almada is a community-based centre. In 2010 a kindergarten was introduced which means that the Centre now caters for youngsters from 3 months old to 30 years. The +XL project which is hosted in the centre concerns mainly young people from high risk, migrant backgrounds. The migrants come from a range of national backgrounds, including Angola, Cape Verde and Romania; and almost all of the service users live locally to the centre, which has been described as a 'safe space'. Enrolment to the project is based on a referral basis with young people being directed to the centre from a range of organisational bodies including social services, schools, the child protection commission and also the court commission.

As aforementioned, priority is given to young people from high-risk, deprived backgrounds, which often include single-parent households. Social issues to do with learned aggressive communication, substance abuse and cultural stigma are just some of the challenges that the +XL Project work to combat. The project is divided into four groups consisting of a junior programme targeted at 3-10 year olds; 10-18 year olds, whose programme is focused on mainly educational and social development; and 18+, whose programme is focused mainly on employability. The structure of the project appears to be quite flexible with each young person being afforded a personalised development plan consisting of Educational, Employment and Social goals.

With regards to **education**, the goal of the project is 'academic success' which is measured by the grades. The content of the education programme consists of weekly activities and structured hours focusing on exam preparation, language learning and literacy skills. Unique qualities of the project are added by the Digital Inclusion Monitor who incorporates online learning and Digital interfaces to help engage the students. The **employment** program consists mainly of workshops supporting young people in the preparation of their CV and training for development of their interview skills. The success of is measured by employment rates against engagement with the program. Finally, the **social program** consists mainly of soft skill development such as group dynamics, conflict management, positive communication, toleration to frustration and team work. This aspect is measured by regular observation by mentors who meet up to discuss the progress of each individual student, with children who need more support being identified by a flagging system.

Study Visit to Inovar 3 "E" Project (Casal de Cambra, Sintra)

The "INOVAR 3 "E" project is based in Casal de Cambra, Sintra, an area with high rates of social deprivation and unemployment. It has, as main partners, 7 different entities: Casal de Cambra' Parish Council, the leading entity, the Aerospace Centre Association (CIAPA, manager entity), the Professor Agostinho da Silva School, the City Council of Sintra, the Commission for the Protection of Children and Young People of Sintra, Sintra' Business Association and the Gustave Eiffel Professional School. The major goal of the project is the promotion of social inclusion, school success, the promotion of links between enterprises/the labour market and the participants of the project (children and young people), and the promotion of citizenship competences. "Innovation" and "technology" are important key-words in the activities developed in this context. The activities involve several new technologies as drones, compute programming, Electronics and Robotics for instance. Therefore, it enables participants to develop their ICT skills and in Digital Literacy, which is highly motivating for them.

The context in which the project operates is particularly challenging. Many of the participants are migrants who do not possess the necessary documents to apply for permanent residence and some of the families have no income.



REPORT ON THE VISIT TO +XL PROJECT, LARANJEIRO, ALMADA

DESCRIPTION OF THE PROJECT

Laranjeiro is a civil parish in the municipality of Almada. The +XL Project is located between two schools in this area. It is a government initiative and its brief was to provide support for migrant and vulnerable young people (YP) between the ages of 10 and 30 years old.

The daily management of the project is run by a small knit team consisting of a Co-ordinator, who manages the day to day running of the project, including partner liaison; a Community Engager, a locally based Youth Worker, who mediates between the youth and the team and also runs various sports activities; a Sociocultural animator, who has the role of the pastoral leader and therefore works to develop the students soft skills; and finally a Digital Inclusion Monitor, who works to develop student ICT skills, as well as working out how to incorporate it in the teaching sessions; as well as input from a small consortium made up of promoters, school teachers and other partners.

The 10 to 18 cohort is in formal education and the objective of the Project is to support migrant students in achieving personally, socially and academically. The Centre has partners in the areas of child protection, the local council and education and works with families as well as with children.

The clientele is referred to the Centre by teachers, social workers, child protection personnel and the courts system. It is usually not mandatory for most to attend but there are some young people (YP) who are given no option.

GOALS AND ACTIVITIES

They have three main goals:

1. **Education.** YP are supported in their effort to access education; they are helped with homework and emphasis is put on digital competency. They are given what is called a “tool box” in order to reach academic success. In other words, the non-formal sector is complementing the formal sector.
2. **Employability.** YP are helped to write CVs, given interview/presentation techniques and on occasions, staff accompany YP to interviews
3. **Social Skills.** Methodology is non-formal and specific themes are focused on like conflict management, toleration of frustration, teamwork.

RESULTS AND CRITICAL FACTORS

Accountability comes by way of the examination results in the education sphere and by successful application and securing of jobs. In our discussions with the project’s team we were told that this is not always offer a reliable way of evaluating the project’s effectiveness as there is a plethora of factors which affect participants’ employability and which cannot be addressed by the project.

Even more challenging is the measurement of success of the project in the area of Social Skills as it is very difficult to measure the soft skills or the personal attributes which facilitate the YP to engage harmoniously and effectively in their worlds. The system that is used is observation: trainers and tutors place a green dot beside the name of the YP who is doing well, a yellow dot for those who are slipping into vulnerability and a red dot for those in the danger zone. When the red dot is used, other services are called in to work with the YP.

The project team recognised the possibility of participants’ dropping out of school and slipping into communities which will lead them into risk situations as the main risk of the project.



CRITICAL FACTORS

Many of the YP come from Portuguese ex-colonial backgrounds like Cape Verde and Angola. Consequently, their lives are too often typical of what one might expect in vulnerable migrant communities - lone parents (usually mothers) who often work from 5.00 am until perhaps 10.00 pm in three or four different jobs. When the mothers are at work, often the youngsters are on the streets.

Often the homes engage in aggressive communication as they are under much pressure. Many of the YP consume soft drugs and the problems start when some of them become dealers. The clientele comes from poor but not ghettoised areas. Currently there are nine YP from the area in jail.

The Project provides communal support for the people. In the coordinator's words: *"We are in their street; this is a safe space for them"*.

The Project is open every day and closes on Saturday nights and Sundays.

A very critical question to which currently there is no answer is what happens to the YP if they reach 30 years of age and they have not adjusted to mainstream society.

LEARNING ELEMENTS

At the meeting was a young man who was a graduate of the Centre. It was interesting and disheartening to note that he placed himself outside the circle of people at the meeting and nobody asked him to move into the group. He was not addressed by the team until the visiting group spoke to him. He made some of the most useful contributions, yet he did not really participate until late in the meeting. During reflecting on the incident, we were wondering whether this is indicative of the position that young participants have in the project and whether more needs to be done to prevent self-isolation.

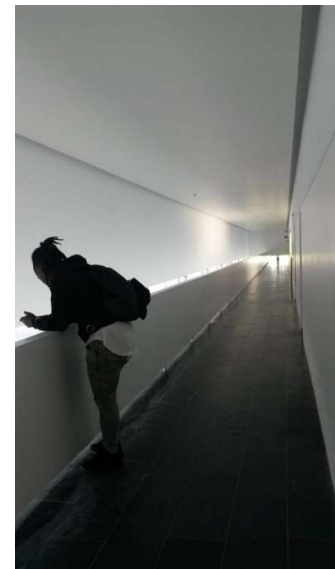
The project team and our group were engaged in conversations about the local community. In these the community was portrayed in manner which did not present it in a positive light. Some participants seem to have mixed feelings about this. We think that this should be taken into account by the project team when they discuss internally or with guests about the community. We think that this is a lesson also for visitors of such projects in future PLAs.

A suggestion from the visiting group was that people from the community who are retired and perhaps expert in areas which would benefit the YP could be invited to become part of a mentoring team for the Centre.

The final piece of learning here comes from the young man who has passed through the project. The message he said he would give his peers is never give up; keep setting goals and to the trainers he said: *work for teenagers and not for other aspects. Focus on teenagers. Be aware there are kids with problems who are smiling - don't be fooled. Not every kid is ready to get into something. You should wait and be there when the time comes. Be aware when that moment arrives. Sometimes teenagers just want to have fun ... they just want to be kids. Be present with them; believe in them. If you believe in your work, kids know.*

The conversation continues: the main ingredient is empathy; trainers need to know the culture and music of the kids or else they cannot work effectively with them. From empathy comes trust. The door must always be open.

Under a critical view, and despite the contribution this project has in the lives of the participants of the project, we believe that the project responds to the immediate issues and work to take the children and young people off the street, and to have them in the institution' physical space, in order to avoid problems. Notwithstanding, we wonder if a critical and continuous work is made, in order to be more than charitable work.





INTERVIEW WITH CONSORTIUM – GENERAL FEEDBACK

The general feedback about the implementation of the project was very positive because, according to the interviewees, it enables a **networking process** that conquers more positive results. The interviewees said that the project has been helping several children and young people in very different issues, from **school attainment** to the **identification of social and economic needs** of these young people and their families. In their words, the members of the consortium work collectively and unity strengths to accomplish better goals to the inclusion of the participants of the +XL project.

The work that has been done on **school year transitions** was highlighted as one of the major positive outcomes. This has resulted to lower levels of school failure.

The interviewees mentioned the importance to give information and a **sense of direction** to these young people in very different fronts. Some of the areas they work are **sexual health; maternity competences** (some young girls already had children); coping with State **bureaucracy, school attainment**; and, for older participants, development of **employment competences**.

Notwithstanding, according to the project report from 2017, in terms of efficacy, a larger part of the improvement outcomes expected from the participants of the project are below to what was established.

Despite the very different activities that the host institution has, the participation varies depending on the activity. The project team seem to believe that the levels of participation could be better, despite the ambitious target number for participation that was established prior to the execution of the plan of activities (information from the Central Evaluation Report for the +XL – E6G project; with no concrete numbers). The activities less participated have to do with the «sports club» and the «internships academy».

Therefore, the recommendations have to do with **improvements in the promotion of internships and vocational experiences**, as a way to contribute to the vocational pathway of these children/young people, as well as an enlargement of the participation rates in all activities and in the wider community.



OUTLINE OF FEEDBACK FROM CONVERSATION WITH PROJECT PARTICIPANTS:	
Questions	Responses
<p>Introduction. Can you say your name, age and tell us something you like</p>	<p>7 grade student 12 grade student playing and reading 14 y.o. play sport and like to study 13 yo Like to read and to study 13 yo strategy game 13 yo play video game 16 yo. I like play football 14 yo. I like play football 11 yo, he like to have us here 17 yo he also performs jujitsu</p>
<p>Experience of the centre What kind of activities you are involved?</p>	<p>Playing cards, football, running, Babington, basket, handball. It is just for fun or is a competition? Some day is competition, some day is training for the competition. Sometimes they have PlayStation tournament Jiu-jitsu: some of them is practicing the martial art, once a week they practice jiu-jitsu.</p>
<p>How often do you come here?</p>	<p>Some everyday (50%). On average 1 to 3 hours per day.</p>
<p>How does it feel coming to the centre? Why is important place for you?</p>	<ul style="list-style-type: none"> • "Fun" • "addiction" (to computer games), • We mingle and play together, its different from school; here they can hang out with peers. • Speak with social worker and discuss about some sensitive issues and get some help. • They speak a lot with the engager. • I get along with the peers and I speak to them every day. • She has a girl group and they talk about concerns about adolescence (a psychologist is with the group) • The friends, • Friends, • Friends • Playing, • Have someone to talk to, • Get some help if they need • Interaction with the others • The music and amusement.
<p>What is the toughest thing about school?</p>	<p>Teachers, difficulty to adapt to the environment; sometimes they skip schools.</p>
<p>Do you ever leave here not happy?</p>	<p>It depends. Sometimes for example when they put a limitation to computer and play station to let other play. There are not enough computers for everybody. They have to do some activity in order to be more on the internet or pc (example, participation in teacher or school support activity then can use the computer afterwards).</p>



<p>How long have you been coming here, and what has been the result?</p>	<p>About half of them since 2014, the others since 2015 and summer of 2016.</p> <p>Results:</p> <ul style="list-style-type: none"> • School attainment • Language competencies • Improvement of relationships with peers in school.
<p>What is your first language?</p>	<p>Mostly Portuguese but at home some speak Saotomen, Creole from Cape Verde, and some participants are from Angola, but mainly speak Portuguese.</p>
<p>What are they missing in the centre?</p>	<p>Nothing.</p>
<p>IF you could change anything, what you would change?</p>	<p>More activities for example, fencing, swimming, to have a book club, a chess club</p>
<p>Do you feel any different to when you first started at the centre?</p>	<p>1 feels more mature, 2 he feels happier</p>
<p>What advice could you give us?</p>	<ul style="list-style-type: none"> • Never give up/never quit on a young person.
<p>What are your dreams and aspirations?</p>	<ul style="list-style-type: none"> • Travel (London, France going to London; • Become professional photographer; a lawyer; engineer; Athlete or teacher of Physical Education; information technician; Professional dancer; Youtuber; • Be happier • Make a difference; • Help other people, because when you help other people you are happier; • Be awarded the Nobel prize for peace
<p>We invited the young people to ask us questions. Their questions were focused on our experiences in choosing careers.</p>	



REPORT ON THE VISIT TO “INOVAR 3 E” PROJECT, CASAL DE CAMBRA, SINTRA

DESCRIPTION OF THE PROJECT

Established in 2016, the Inovar “3E” project is located in the town of Casal de Cambra, Sintra, outside Lisbon. An area of a growing population, in 1997 Casal de Cambra ceased to be a village and became a part of in the parish of Belas.

It is part of the Escolhas Program, a Portuguese State programme where the objective is the social inclusion of children and young people through **non-formal education**. It is highly focused on migrant communities or communities descended from migrants, especially from the Portuguese ex-colonies.

The Project was established to **promote inclusion, school achievement** and a **connection between schools and companies** for the full and effective integration of children and young people as citizens active and enterprising in school and society.

It has an **open door policy** and caters for:

- Children and young people who are living in a “vulnerable social context” and may be at risk
- students who have “high socio-economic needs”.

It focuses on **knowing** and **knowing how to do** rather than memorising; what is accessed or measured is students’ ability to do things. Students are being prepared for current and future needs in the context of the Fourth Industrial Revolution³.

There is a total of 424 participants; 347 are children and youth; there are sixty-four families with 13 “others”. 64% are migrants and descendants. Since the project started there is a 50% participation of male and female. However, if we look into the direct participants (the ones refereed as in higher risk) there are 75% male and 25% female participants.

GOALS AND ACTIVITIES

The general goal is “to promote **inclusion, success at school and the development of innovative educational and training activities and practices, in a close connection between school and business, fostering the full and effective integration of children and young people as active citizens and entrepreneurs in school and society**” – taken from handout provided by Centre.

The Project promotes the idea of interdisciplinary ludic-pedagogical⁴ activities with the school curriculum.

RESULTS AND CRITICAL FACTORS

As referred to above, results come by way of measuring a student’s ability to know “how to do” rather than memorising data. The overall objective is to **complete the formal school curriculum by working in a ludic way on an alternative curriculum** – the formal school

³ “The First Industrial Revolution used water and steam power to mechanize production. The Second used electric power to create for mass production. The Third used electronics and information technology to automate production. Now a Fourth Industrial Revolution is building on the Third, the digital revolution that has been occurring since the middle of the last century. It is characterized by a fusion of technologies that is blurring the lines between the physical, digital, and biological spheres” - <https://www.weforum.org/agenda/2016/01/the-fourth-industrial-revolution-what-it-means-and-how-to-respond/>

⁴ Ludic is defined as of, relating to or characterized by play according to the Oxford Dictionary, ludic shows “a tendency to play and have fun” and is “spontaneous”. Dearden (1967, p. 59) defines play as “a non-serious and self-contained activity which we engage in just for the satisfaction involved in it.” Bernardo (2009, p. 60) stated “ludic is everything that allows the construction of knowledge in a more free and spontaneous way”. The ludic element adds feelings of joy, satisfaction and enthusiasm, enabling at the same time knowledge and understanding of the world. Therefore, ludicity is of great value to the learning process since it is rich in meaning (Bernardo, 2009). Bernardo, V.B.C. (2009). O lúdico na sala de aula: a importância das histórias infantis na aprendizagem do Inglês no 1ºCiclo (unpublished master’s thesis). Universidade da Covilhã: Covilhã.
Dearden, R.F. (1967). The Concept of Play. In Peters, R.S. (Ed), The Concept of Education. (pp.51-63). London: Routledge & Kegan Paul.

gives students the theoretical part of learning and this Centre gives them the practical part. They are complementary ways of learning in order to develop a synergy.

Critical factors are that there is need for more funding and the Centre is considering a PPP (Public Private Partnership) where companies could include the "Inovar 3 E" Project as part of their philanthropic requirements. The Coordinator also spoke about the need to develop links with politicians.

LEARNING ELEMENTS

Some of the visitors commented on the fact that the heavy male participation (80%) accompanied by the fact that the list of subjects shown in the handout might be seen as very male-orientated; the video - which was a welcome part of the presentation - showed males doing "male things" like aeromodelling and robotics. The one female who appeared in the video was working on a sewing machine. This rather **stereotypical portrayal of gender roles** may be seen as an (hopefully unintentional on the part of the Centre) female-unfriendly environment. Any initiative which has state funding might consider equality of opportunity and broadening the horizon of females by using ludic-pedagogical methods of involving them in what might seem like a male environment. The experience would transfer to their families in time and may play a part in creating more equality of conditions and opportunity between females and males.

Other suggestions from the visiting group included:

- Perhaps the Centre would link with companies which would provide **paid apprenticeships** for the participants
- People from the community who are retired and perhaps expert in areas which would benefit the young people, could be invited to become part of a mentoring team for the Centre. This mentorship has the potential to go far beyond this part of participants' lives.

The final word of advice comes from the young person who is a graduate of the Centre:

- To young people he would say *believe in yourselves and follow your dreams.*
- To trainers: *work as a team - develop a team spirit.*

The visiting group was presented with gifts made by the students with their 3D printers. Below is a photograph of it. This was much appreciated.





INTERVIEW WITH CONSORTIUM – GENERAL FEEDBACK

Participants: 3 members, 1 social worker that was representing the Parish Council of Casal de Cambra and 2 technicians from the City Council of Sintra, one who makes the links with families, and the other one who works more directly in the implementation of the project. Every month, these technicians and the other members of the consortium meet to discuss the cases (particularly the ones which request immediate responses).

The interviewees started to mention that there are three important things that are fundamental to the success of the project:

- 1) the network methodology through the **partnerships** established;
- 2) the continuous and direct **communication with schools** attended by the participants of the project; and
- 3) the consideration of the **specific characteristics of the local context**, in order to better respond to its needs.

Other positive things that were mentioned were:

- i. the strategy to **follow and to monitor each individual** participating in the project;
- ii. the existence of **non-formal partnerships** with other entities that support and help the members of the project and make possible a greater success;
- iii. the existence of **protocols** with several organisations that allow the realisation of activities due to the **sharing of resources** and the **free access** to some places and experiences that, with no links, it would be very difficult to the project' participants to access.

The interviewees mentioned that the project goes to and connects with the school, but sometimes is difficult for teachers to follow all the activities of the project and to undertake all the other many tasks they have to do as teachers.

The activities are planned and the families are aware about the time and actions where their relatives participate. According to the technicians, it was highly important to define schedules, in order to families do not be irresponsible regarding their own tasks.

One of the main **challenges** shared was that it is difficult but simultaneously very important to **involve the families** of the participants of the project in the activities promoted, normally at the space of the centre. The interviewees mentioned that families are very responsive when the activities are moments of leisure or festivity. However, their interest is much lower in what concerns actions which aim to raise their awareness and development of competencies, (e.g. development of parenting competences). The project team attribute this to the fact families feel that they are being targeted by such actions and that these actions imply that they lack such skills.

A pointed difficulty is the **limitations of the space** of the centre; sometimes it is possible to have, at the same time, several different activities, which ends up to be “confusing” because the space of the centre is small. A bigger space could help to keep all the activities more organised.

The general feedback is very positive; the technicians who attended (3) seemed to be quite optimistic about the project, particularly because it **acts in several fronts**: from school support, to innovation activities involving technology and ICT skills, citizenship competences developed through organised meetings to learn and debate, as well as an effective attempt and positive outcomes from the links established between the project and several enterprises.



FEEDBACK FROM CONVERSATION WITH (9) PROJECT PARTICIPANTS:

Questions	Responses
Introduce yourself and say where you are from	15- 16 ys old, most from the area
What are you doing in the project?	<ul style="list-style-type: none"> • Dance • Sewing • Homework study • Music studio • Building and flying drones • Football • Basketball • Tennis • Table tennis
How often do you come to the centre?	6 days a week, after school for one hour and a half. One participant twice a week.
How does being part of the project help you with your daily lives/ How do you feel?	<ul style="list-style-type: none"> • Coming here helps because there is counselling and mentoring with daily problems in life. A psychologist advises them on strategies to cope with daily problems • Others come here because they like the activities (e.g. movie editing). • Academic support / help with school subjects. • Job counselling. <p>More specific examples:</p> <ul style="list-style-type: none"> • Participant 1: Boy, 15yrs old: <i>"In the beginning, I just wanted to play football, but eventually through interaction with the project, I became interested in other activities". He likes the family feeling.</i> • (2 girls, 15 years old): <i>They can get help with homework and help with filling out forms e.g. they were struggling with filling out an application for her next school year.</i> • One participant had some eating issues due to stress but at the center he found a mentor to deal with his problem. • They had a conference call with a famous athlete and talk to other students from other countries. • They modelled some planes at schools and they delivered to other schools. • They went to the pool in the summertime, and hiking. • One participant, before the engagement in the project, cared only about playing football and not about the school (In his words: <i>"things were not good"</i>). After he came the center, he got interest in school and other activities. • <i>It is good to have help for the homework they couldn't do it at home.</i> • Another participant was not sure how and to which school to apply for. At the center, she received orientation and she got a positive reply from the school she chose
Is there anything you would change?	<ul style="list-style-type: none"> • Nothing • A bigger space (there are two, but they are separate spaces in the neighbourhood) • More training with companies and (site?) visits • That said however, when they do ask about introducing something new, the project team do work on the idea, to try and bring it to the project.



<p>How do you feel now? i.e. Before/After comparison</p>	<ul style="list-style-type: none"> • Shy at first but now feel he can talk with everybody; • Feel listened to; • (girl) Very shy before. She didn't dare speak to anybody. When she was younger, she was afraid what people would think, but now thanks to the project she can interact with people; • In the beginning, he was a bit crazy, not responsible – but now he feels that he is a responsible person; • One participant (girl) When she joined the project, she was very shy and afraid of what people thought of her. But in the center, she made friends and she improved interactions with other people; • she was not performing well in school and talking a lot in class. Now she is focused and studying; • One said that he did not take responsibilities before the engagement in the project and that at the center he found a way to be responsible for his life; • Another participant was not performing well at school. Thanks to the program, now she likes studying and going to school.
<p>How does the project help you?</p>	<ul style="list-style-type: none"> • If they don't understand something, the educators can help. • The project gives him a place to be. He didn't have anywhere to go before, so he stayed in school • The project can help with problems • Coming here helped him to behave in school. School said he was always fighting with students and teachers but thanks to the psychologist, he improved. • The psychologist gives them strategies e.g. if they feel provoked, they have strategies to ignore these provocations.
<p>How did you get involved in the project?</p>	<ul style="list-style-type: none"> • Came through a friend • Classmates told them about it • Noticed building when walking through the neighbourhood and came in to ask about it • Dance group was approached about using the project space and then as a result got involved in the project.
<p>What are your hopes and dreams?</p>	<ul style="list-style-type: none"> • Complete professional training courses (Pastry; cooking; catering; programming; IT;) • Would like to finish school, work (with the option to save money as well), have a girlfriend and have money to help with mother and family, go back to England and see my friends. In his words: <i>"This is called 'Project Life'!"</i> • Work in a big company e.g. Cisco • Would like to do a course in cocktail making and catering and work as a female chef and own her own bar or hotel
<p>What other languages do you speak?</p>	<ul style="list-style-type: none"> • Sao Toméan Portuguese • Cape Verdean Portuguese and Creole • Guinean • Portuguese/Creole (Guinea-Bissau) • English



Can you give us any advice?	<ul style="list-style-type: none">• Have patience!• Say to young people that it is important to be with and get along with young people, and to interact more with each other• Don't be bossy• Even if it isn't your best day, still try to be there for the young people• Have a lot of patience, give the best in order to support them, don't let youngster do anything they want
Their questions to us were about SIRIUS and the PLA project and its participants	



CONCLUSIONS: KEY MESSAGES AND LEARNING POINTS

OVERALL STRENGTHS (LESSONS FOR EUROPE / OTHER COUNTRIES)

- The central coordination of the projects by the Programa Escolhas facilitates the coordination of the projects and the allocation of resources to priority issues and areas.
- Due to their rich experience the Programa Escolhas team is in position to offer expert support and guidance to project teams. Moreover, the team offers advice at the bid-preparation stage which improves the quality of the proposals.
- The projects target migrant populations but not exclusively, as they are also open to native students. This does not only allow native students to benefit from the projects but it prevents the development of feelings of isolation / being targeted among migrant students;
- Both projects are coordinated by teams who know well the local area. For this reason, they have a good understanding of the background and needs of their students and the trust of the local communities.
- The personal commitment of the project teams in the success of the initiatives it was evident in both visits. The interviews with the students verified this and gave us ample evidence of their students' appreciation of the project team's efforts.
- Training in new technology and innovation is a priority area for Programa Escolhas and it is consequently embedded into the actions of both projects, especially of Inovar 3 E. Staff and students recognise that this is a significant factor for the popularity of the projects but also for their effectiveness in improving students' employability.
- An objective which is common for both projects is the development of students' professionalism and in some cases the improvement of their interpersonal skills. There is a conscious and continuous effort from both teams to model the attitudes and behaviours that they wish their students to develop. This may be particularly significant for migrant and refugee students because embedded in this is the learning of country-specific norms surrounding relationships and attitudes in professional settings.
- Both projects aim to influence students' aspirations and ambitions, and to expand their range of career choices. Receiving information about career routes is particularly significant for NAMS, especially for those in deprived areas in which the range of careers followed by residents can be very limited.
- The involvement of private enterprises and organisations and the support that these offer to both projects (especially to Inovar 3E) is a particular strength of the project.



ISSUES FOR CONSIDERATION

- Despite the teams' good knowledge of the local community it was reported that local residents seem to consider that the projects represent a 'top-down' rather than a 'bottom-up' approach. This may be due to the projects receiving (and being dependent upon) the support by the State (through the Programa Escolhas). Informing the communities about the objectives of Programa Escolhas and involving them actively in the development of the proposals to the Program could help the teams of future projects in gaining the communities' engagement and trust.
- We think that in some cases the teams should consider more carefully students' active participation and involvement in the design and development of the projects. During the development stage the project team could organise a consultation stage with online or face to face discussions with students from local schools. A committee of students' representatives could be integrated in the project team at the implementation stage.
- A consideration about the (always limited) resources may be needed when the project teams choose the services that their initiative will provided. In some cases, it was felt that the team's knowledge of the (urgent) needs of the local community has led to overstretching of resources.
- A concern expressed by all peers is about the sustainability of the projects. Dependent upon the time-restricted funding from Programa Escolhas these projects need to address issues that usually outlive them. This seems to be the downside in the way that the support by Programa Escolhas is being distributed which is generally characterised by flexibility, responsiveness and allows the development of a diverse range of projects. The teams could explore the possibility for private organisations to exercise their corporate responsibility duties by supporting the project after the completion of the first stage.



ANNEX 1

Peer Learning Activity in Portugal

Agenda

3rd of May 2018

- 09:30 - Arrival & registration of participants
- 10.00 - Welcome at CNAIM
- 10:15 - Round of introductions: national experts briefly introduce themselves, including the institution they represent and their function in that institution
- 11:00 - Presentation and approval of the working agenda
- 11:30 - Final remarks to the study visits' questionnaire
- 12:30 - Presentation of the Programa Escolhas
- 13:00 - Lunch
- 15:00 - Study Visit to +XL Project (Laranjeiro, Almada)
- 15:05 - Brief presentation of the Project
- 15:30 - Interviews to the technical team elements (coordinator, technician, community engager, digital inclusion monitor) – 5 pax
- 15:30 - Interviews to the representatives of the Consortium (promoter, school, teacher, and other) – 5 pax
- 15:30 - Interviews to the participants of the project (children and young people) – 4 pax
- 18:00 - Feedback session at CNAIM
- 20:00 - Dinner



4th of May 2018

- 10:00 - Study Visit to Inovar 3 “E” Project (Casal de Cambra, Sintra)
- 10:05 - Brief presentation of the Project
- Running activity “Class Assembly” – Promoting Participation through free discussions about class, local regional, national and European social and economic issues and solutions
- 10:45 - Interviews to the technical team elements (coordinator, technician, community engager, digital inclusion monitor) – 5 pax
- 10:45 - Interviews to the representatives of the Consortium (promoter, school, teacher, and other) – 5 pax
- 10:45 - Interviews to the participants of the project (children and young people) – 4 pax
- 13:00 - Lunch
- 14:30 - Round Table with other Escolhas Project coordinators and community engagers
 - TASSE (Ana Nogueira)
 - Espaço desafios e oportunidades (Patricia Retrê)
 - Skillz (Eduardo Rodrigues)
 - Passaporte pa Música (Inês Pereira)
- 16:00 - Feedback session
- 17:00 – Planning and preparation of the Report
- 17:15 - Conclusions by the Chair(s)

ANNEX 2

Questionnaire

Basic Questionnaire for the PLA Lisbon

TOPIC: Evaluation of teaching all key competences for newcomer pupils: from assessment of prior learning and welcome classes to the different transitional arrangements into mainstream classroom and support

	TECHNICAL TEAM (coordinator, technician, community engager, digital inclusion monitor)	CONSORTIUM (promoter, school, teacher, and other)	PARTICIPANTS OF THE PROJECT (children and young people)
DESCRIPTION OF THE PRACTICE & CONTEXT	<ul style="list-style-type: none"> - What is the context concerning migrants youth, neighbourhood, educational level. - How does the program looks like - How does the program work? - What are your roles? 	<ul style="list-style-type: none"> - How is the program implemented? - Context of the school - Who is involved? - How does it fit with other programs? - Role of consortium 	<ul style="list-style-type: none"> - Who participates? - What are their background characteristics? - Duration and obligations of participation.
GOALS & ACTIVITIES	<ul style="list-style-type: none"> - What are the goals with the program - Overall activities - Values and necessary steps to take 	<ul style="list-style-type: none"> - Short and long-term goals - Kind of activities - Design of the activities. 	<ul style="list-style-type: none"> - What are the participants aiming for? - Does it stroke with the goals of the program - Kind of activities.
RESULTS & CRITICAL FACTORS	<ul style="list-style-type: none"> - What results are aimed for? - Results reached? - Critical success factors? 	<ul style="list-style-type: none"> - What results are aimed for? - Results reached? - Critical success factors? 	<ul style="list-style-type: none"> - What results did you get? - Critical success factors.
LEARNING ELEMENTS	<ul style="list-style-type: none"> - What can be learned from the implementation? - What can we take home? - Other lessons learned 	<ul style="list-style-type: none"> - What can be learned from the implementation? - What can we take home? - Other lessons learned 	<ul style="list-style-type: none"> - What did you learn? - What are good elements of the program? - What elements should be changed / are missed?

ANNEX 3

Participants' overview

Country	Participant	Organisation/Role
Ireland	Sevak Khachatryan	NCP Youth Project Coordinator
Ireland	Eadaoin Kelly	Principal of St. Mary's Primary School Dublin
Ireland	Mary Ryan	Chairperson at Immigrant Parents and Guardians Support Association - IPGSA
Ireland	Niamh Martin	EAL teacher
UK	Michalis Kakos	School of Education - Leeds Beckett University
UK	Nola Ellen	Youth Practitioner, Trainer and Consultant o refugee education
UK	Leslie Hamilton	African & Caribbean Diversity
UK	Elsie Cullen	African & Caribbean Diversity
Hungary/EU platform	Luca Lazlo	European Parents Association - EPA
Croatia/EU platform	Pietro Santili	Project Coordinator at Network of Education Policy Centers - NEPC
Netherlands/EU platform	Milos Stankovic	OBESSU
Belgium/EU platform	Angel Gudina	Secretary General, DBI
UK/expert identified by MPG	Leslie Bash	Secretary General, International Association for Intercultural Education
Netherlands/expert identified by MPG	Tom Tadjman	Coordinator of the PLA
Portugal	Sofia Marques da Silva	Assistant Professor at the Faculty of Psychology and Educational Sciences, University of Porto
Portugal	Francisca Costa	Scholarship student, University of Porto
Portugal	Cristina Rodrigues	Coordinator at ACM, I.P.
Portugal	Luisa Malhó	Programa Escolhas Director
Portugal	Rui Dinis	Programa Escolhas Lisbon and South Coordinator
Portugal	Sara Caetano	Senior worker at ACM, I.P.
Portugal	Tatiana Gomes	Programa Escolhas Senior worker

ANNEX 4

+XL Project - E6G (LX-015)

Beginning: 01/03/2016 Final: 31/12/2018

Geographic area of intervention: Laranjeiro (Almada)

Participants:

Years	Direct Participants (children and youth)	Indirect participants			TOTAL
		Children and youth	Families	Others	
2016	160	230	75	5	470
2017	120	250	50	5	425
2018	130	265	60	5	460

Partnership Entities

- Laranjeiro' Solidarity and development Association (promoter/manager entity)
- CIAPA – Aerospace Centre Association (manager entity)
- Francisco Simões School
- Ruy Luís Gomes School
- Romeu Correia School
- António Gedeão School
- Almada's Commission for the Protection of Children and Youth
- Almada-Seixal' Public Health Center
- Sulforma, Management and Consultant Enterprise



Main goal:

Increase the socio-emotional, cognitive and moral skills of the children, young people and families with parental roles that live in ADSL intervention area, in order to promote equal opportunities.

Specific goals:

- 1.1. Involve, annually, children and young people between the ages of 9 up to 25 years old who lives in ADSL intervention area and that are at risk of training and educational exclusion, in activities that promotes scholar inclusion and success, supports school year transitions until the end of mandatory schooling, as well as promotes their integration in training courses;
 - Promotion of scholar success
 - Integration in alternative educational options
 - Integration in professional training

- 1.2. Involve, annually, young people between the ages of 13 up to 30 years old who lives in ADSL intervention area that are integrated in training courses with internship or that are at risk of professional exclusion, in activities that promotes their continuous professional qualification as well as their vocational and employability skills;
 - Integration in employment
 - Integration in internships
 - Integration in vocational experiences

- 1.3. Involve, annually, children, young people among the ages of 9 up to 30 years old and families who lives in ADSL intervention area, in activities that promotes the development of a healthy occupation of their free time, using non formal education methodologies, in the areas of ludic and pedagogical activities, sportive, cultural and digital inclusion.
 - Development of personal, social, cognitive and moral skills;
 - Development of artistic and/or cultural and/or Sportive skills;
 - Development of parental skills;

Areas of intervention / the main activities

Measure I - Scholar and training

In this area, which goal is to promote scholar inclusion and non-formal education, the project develop several activities such as: "study visits", "supports a vocational course and professional training classes", "toolbox for scholar success: coaching, study support individually or in group", "school and parents' mediation", among others.



Measure II – Employability and Employment

In this particular area the project focuses its intervention in activities such as: Professional Guidance, Professional Integration Support; Coaching and mentoring youngsters for the development of activities in the project, Ted talks, Internships Academy, and digital ICT supports towards employability.

Measure IV – Digital Inclusion

At the level of digital inclusion the project develops the following activities: non formal training courses related with ICT, certificate digital training and promotes learning activities to develop scholar skills.

Impact Results 6th generation (Mars 2016 – December 2017)

1. Since Mars 2016 until December 2017 the project already involves 838 participants, which 721 was children and young people and 117 familiars. From the 721 children and young people, 227 are immigrant descendants.
2. The project developed 5039 work sessions.
3. At educational inclusion area, the project has a school success rate of 73%;
4. In what concerns to the professional training, the project referrals 28 participants and integrates 27;
5. Relating with employability, the project referrals 54 participants and integrates 38;
6. During this phase the project establish and involve 33 non formal partners in the development of several activities;
7. The project certificate 50 participants in digital literacy through its training activities in this area;
8. The project already involves 135 children and young people in activities concerning civic participation and citizenship.

Contacts:

Project Schedule:

Monday to Friday: 11:00 – 20:00

Saturday: 11:00 – 19:00

City: Almada, Setubal

Venue: Laranjeiro, Almada

Address:

Centro Sociocultural de Santo António

Rua António Gonçalves 2810-000 Almada

Project coordinator: Gonçalo Costa

Web site address: <https://www.facebook.com/maisxl/>

Contact by e-mail: maisxl.e6g@gmail.com