



NATIONAL AND REGIONAL ROUND TABLES 2018

Comparative Report

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INTRODUCTION

SIRIUS builds up on the national (and regional) activities and knowledge creation that took place between 2012 to 2014 with the European Commission's support. It is expected that the national (and regional) activities within the 2017-2021 strategy have a direct impact on national policy implementation across the European Union (EU) with the goal of enabling inclusive and equitable education environments for children and young people with a migrant background.

Such activities create a follow-up to the national-level cooperation and networking, recommendations and knowledge that were created and applied by SIRIUS since 2012. They will enable the transfer of research findings into policies and practice so that practitioners can better use the available evidence and advise to build policy consensus and effective implementation at school and community level.

Some SIRIUS partners and policymakers have identified common regional challenges within similar contexts. For example, the **Baltic States (Estonia, Latvia and Lithuania)** started the cooperation as a pilot regional activity through SIRIUS. Regional cooperation has proven to be a successful and inspiring experience bringing together various ministry representatives and stakeholders. The Baltic regional cooperation will be consolidated into a partnership to tackle a wider variety of migrant education issues, particularly refugee education. This process will develop a best practice methodology that will then be transferred to other regions, particularly other new migrant and refugee destination countries, such as the Balkans.

National Activities 2012-2014

In 2012, the SIRIUS Network conducted Focus Group (FG) discussions in its member countries in order to assess the issues at stake for migrant education. As a follow-up, targeted National Round Tables (NRT) and a Regional Round Table (RRT) were conducted in 2013. These meetings convened multiple stakeholders and policy makers who discussed the issues defined as relevant in the prior FG debates. Building upon the NRTs and RRT, SIRIUS partners organised specific national follow-up activities in 2014 such as seminars and workshops in order to move towards the implementation of recommendations of the prior national debates. Thematic workshops elaborated on particular themes of interest to several countries and enabled knowledge exchange in a transnational setting. The knowledge and recommendations created through the FGs and Round Tables were documented and then analysed in national and comparative reports. After 2014, national debates continued on a limited scale depending on the capacity and ongoing activities of the national partners.

National Activities 2017-2021

It is the goal of SIRIUS to further develop previous national activities and to focus on ongoing national reforms that also match the EU's major priorities on migrant and refugee education. This is achieved through a four-stage event logic of National and Regional Round Tables:

Setting-the-stage workshops – Change workshops – Practice workshops – Consolidation workshops.

Each of the four Round Tables has the following elements:

- The national activities are multi-stakeholder processes.
- They are attended by policymakers, practitioners, researchers, student- and parent initiatives, and migrant-led education organisations.
- Every year, partners are able to discuss new topics as national reform priorities and changes, and new EU priorities.
- Recommendations and tools are developed.
- Within the developed framework, national partners are flexible to place a focus on specific issues and formats that they consider as most relevant and suitable for the national context.

It is expected that the SIRIUS activities at the national level will lead to:



- The fostering of networking and cooperation among national policy makers, researchers, practitioners and migrant organisations dealing with migrant education issues.
- The acceleration of processes of mutual learning and exchange of experience on the national and multinational level.
- The creation of strategic and policy documents that provide the basis for future activities, policies and practices.

Through these achievements, SIRIUS is expected to reach substantial progress towards the goal of inclusive education policies that enable equity in education.

Setting-the-stage Workshops

The setting-the-stage workshops – or Round Tables (RTs), including National Round Tables (NRTs) and the **Baltic Regional Round Table (RRT)** - took place in 2018. Between April and July, fourteen NRTs (**Bulgaria, Croatia, Finland, France, Germany, Greece, Ireland, the Netherlands, Norway, Poland, Portugal, Slovenia, Spain and Sweden**) and one RRT in the Baltic States were held as part of SIRIUS' action at national/regional level. The setting-the-stage workshops constituted the first targeted follow-up event to SIRIUS' national activities held between 2012 and 2014 in the Baltic Countries, Croatia, Germany, the Netherlands, Norway, Portugal and Spain while, in those countries that recently joined SIRIUS' action at national/regional level, they represented the first initiative of this kind. They brought together policy makers, migrant-led organisations, teachers, school representatives, researchers, parents' and students' representatives as well as other relevant stakeholders. In order to ensure continuity, those participating in SIRIUS' previous activities were also invited and widely included.

The countries addressed by the action identified and debated needs and gaps particularly relevant for current migrant (and refugee) education policies and practice in their respective national/regional contexts. On each RT a summary report was composed outlining the policy priorities and/or reform possibilities in the country, the design and structure of the RT, the debates and conclusions as well as potential ways forward. Hence, the national reports illustrate the debates of the RTs and individual opinions of RT participants; they do not constitute a comprehensive representation of national opinions on the discussed issues. A summarising table in the annex provides an overview of the above points for each RT.

The NRT/RRT reports are attached to this report as annexes, including their list of participants, categorised by types of stakeholders the RTs tried to involve: policy makers, migrant-led organisations; teacher, teacher-trainer, school-leader or other school representatives; parents- and students' representatives; and other relevant stakeholder.

This synthesis report outlines the policy priorities and reform possibilities that the RTs addressed and the debates and conclusions that took place during the events. In line with the limitations of the comprehensiveness of the RT reports, the synthesis report outlines only the debates that took place during the events but does not attempt to confirm the arguments of the debates with academic findings or policy documents. Since the debates were shaped by the individual opinions and background of the RT participants, some of the presented arguments may not be in line with popular national opinions and common academic knowledge.

The following policy priorities and possibilities were addressed and represent the structure of the report:

- Multi-stakeholder dialog and cooperation;
- General challenges regarding migrant education, this includes 'inclusion of migrant children in school', and 'lack and inadequacy of data on migrant education';
- School system, this includes 'challenges in the education of unaccompanied minors', and 'decentralisation of education systems';
- School organisation, this includes 'respecting and taking advantage of multiculturalism at school', and 'importance of a democratic culture at schools';
- Teacher competences and barriers to address needs of migrant students, this includes 'improvement of teachers' intercultural qualifications', and 'overload, stress and lack of resources, time and space for teachers to adequately address challenges';



- Connectivity of education for migrant students, this includes ‘assessment and recognition of students’ initial knowledge’, ‘tackling uneven school preparedness and knowledge gaps between students’, and ‘dealing with students who are on a temporary stay’;
- Non-formal education;
- Parental involvement and participation.

The report further identifies good practices that were discussed at the NRTs/RRT for most of the above topics. These good practices are portrayed in text boxes in the respective section. The report closes with recommendations that were discussed at the Round Tables.



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1. MULTI-STAKEHOLDER DIALOG AND COOPERATION

Eight NRTs, including the RRT (Baltic States, Bulgaria, Croatia, Germany, Greece, Poland, Slovenia and Sweden) mentioned a lack of exchange, cooperation and coordination between various stakeholders and different levels of policy and practice. Especially schools in vulnerable areas¹ are dependent on cooperation, for example in relation to social services, as Sweden's NRT highlighted. These schools are highly segregated from other schools in Sweden and enroll mostly students from a low socioeconomic status, resulting in a great amount of challenges for the schools, such as behavioral problems or huge gaps in knowledge.

Different emphasis was placed on the types and levels of stakeholders with whom dialogue and cooperation are essential. While the Baltic States focused on the increase of strategic vertical and horizontal cooperation, Slovenia prioritised inter-ministerial coordination and support for schools. Furthermore, Poland pointed out that in regard to inter-institutional cooperation, regional education authorities' representatives as well as representatives of the Central Examination Board should be included in future policy-making activities as well as in the next NRT events organised under SIRIUS.

The cooperation and need for coordinated action in specific regard to NGOs and civil society was noted by the NRTs in Bulgaria, Croatia, Germany, Greece and Sweden. In Bulgaria, it was suggested that NGOs and other actors who can provide complementary educational services and support have to fill in the current gaps in the educational system. They also recommended that NGOs provide native language courses as electives in school as well as tolerance classes for Bulgarian parents at parents-teacher-meetings.

Building on this, participants in Croatia and Poland underlined that the lack of coordination and exchange results in a scattering of information on good practices and other initiatives regarding migrant education. Both NRTs came to the conclusion that it would be beneficial to have such an information centralised by a central info point or resource center that gathers already available resources and subsequently spreads them among a wide variety of stakeholders.

It is worth noting that many countries that only recently experienced a greater influx of refugees, e.g. the Baltic States, Bulgaria, Croatia, Poland and Slovenia, reported about a lack of exchange and coordination in the field of migrant education at the NRTs/RRT. These new immigration countries still need to establish a comprehensive and well-coordinated system to make sure that good practices are shared, information is disseminated and cooperation with other actors is facilitated.

The identified need of multi-stakeholder dialogue and cooperation is much in line with the mission of SIRIUS as a platform for dialogue and exchange of experience, knowledge and good practice among multiple stakeholders, and for fostering the cooperation on the national, regional and European level. The importance of activities such as the SIRIUS NRTs was confirmed by many participants and organisers who pointed out that the events provide the opportunity for a much needed stakeholder exchange in the field of migrant education.

2. GENERAL CHALLENGES REGARDING MIGRANT EDUCATION

2.1 *Inclusion of migrant children in school*

Nine NRTs, including Croatia, Finland, France, Germany, Norway, Poland, Portugal, Slovenia and Sweden, acknowledged the importance of inclusion and integration of migrant children in school. Four of these countries (Croatia, France, Portugal and Sweden) stated that the inclusion of children with a migrant background in the educational system is or should be a policy priority for their countries. While the NRTs in France, Portugal and Sweden identified migrant education among the policy priorities of their countries, the NRT in Croatia recognised the lack of policies for migrant students as a shortcoming.

The acceptance, inclusion and integration of newly arrived migrant students (NAMS) into schools, classes and society is fundamental to a range of other challenges and topics discussed in this report, such as multiculturalism, intercultural teacher qualifications and non-

¹ According to the NRT in **Sweden**, a vulnerable area is defined as an area characterized by a low socioeconomic status where crime has an impact on the local community. In these areas a number of risk factors, such as unemployment, illness and school drop-outs, lead to low future prospects.



formal education. Promoting measures aimed at facilitating the integration of migrant students and the removal of all barriers that hinder inclusion and integration is key to ensure a safe and welcoming learning environment. In Poland, there are guides and brochures to assist teachers and schools in structuring the integration and adaptation process of migrant students, however their extent and methodological breadth still leaves much to be desired. Similarly, participants in Slovenia noted that the involvement of immigrant children in school is not systematic and comprehensive enough. Some strategies are accepted by the schools and implemented in a partial manner, not as a whole school approach. In Sweden, the systematic efforts to improve conditions for equality and inclusion in schools had positive effects on some schools, but have also increased segregation in many others.

In France, Germany, Greece and Norway special attention was given to the inclusion of NAMS in classes together with students speaking the majority language. The French Ministry of Education holds the view that the inclusion in ordinary classes with an additional part-time education in the local language should be the norm. Most participants at the German NRT also favour an early transition into regular classes, keeping separate education to a minimum. However, German teachers and principals seem to tend to prefer longer periods in separate classes. Nonetheless, it was also pointed out that this decision is probably less decisive than the intention and logic behind the specific policies and institutional responses. In Greece, for the school year 2017-2018, the inclusion of NAMS, i.e. specifically with a refugee background, in mainstream classes, was a first priority target for the Ministry of Education. It was the transition year for the education of all refugee children living in apartments to attend kindergarten/pre-school classes or reception classes at the public schools of their neighbourhood. At the same time, refugee children from the Refugee Accommodation Centres started to enroll in morning school's classes and at high schools of secondary education.

The NRT in France proposed to implement inclusive actions, for example in the form of tutorials that prepare students for jobs and traineeships. A Norwegian school emphasised the importance of school leaders who engage in inclusive practices as well as language ambassadors who speak the majority language and arrange inclusive activities together with NAMS. Another way to foster inclusion was promoted by the Portuguese NRT that focused on the importance of digital competences as a complimentary strategy to integrate populations such as migrants and refugees, therefore fighting the isolation these groups tend to suffer. In conclusion, participants in Sweden noted that the goal should be to build a broad consensus on the importance of inclusion and on the practices required for better equality and inclusion of migrant children and youth.

Good practice example: The Choices Programme in Portugal

The Choices Programme is a governmental initiative in Portugal that aims to achieve academic success and social inclusion of children and young people from vulnerable social and economic contexts, including from migrant families. This is achieved by designing local projects that are to match the specific needs of the local target group. Furthermore, continuous collaboration between different sectors of the state, public schools, civil society and private institutions are emphasized to create opportunities of learning and training as well as general social support for those who do not have structural conditions to thrive independently. Currently the programme is in its 6th generation with 112 approved projects. For more information see: <http://www.programaescolhas.pt/>

2.2 Lack and inadequacy of data on migrant education

The NRT in Poland and the RRT in the Baltic States addressed the lack of data and the inadequacy of the existing data on migrant education. Both RTs noted that many numbers, including the overall number of migrant students who are subject to compulsory school attendance in the respective country, are not known to the authorities. Furthermore, in Poland, the public data does not allow to monitor how money for migrant education is spent and how migrant students perform on high stake final exams. As a consequence, a more systematic monitoring of data on the provision, up-take and outcomes of educational and psycho-social support is urgently needed in order to understand the scope of the problem, plan targeted support in the future and enable evidence-based policy making.



The relevance of this topic in these two countries might be due to the fact that migration has only gained more relevance in the past years in Poland and the Baltic States and that there was no need for this data until then. Even now the percentage of migrants in both countries/regions is relatively low and therefore it might not be justified to use costly monitoring and evaluation systems, as participants in Poland pointed out. Instead, well-designed research projects could mitigate the problem and provide insight to chosen aspects of migrant education provisions. Thus, it should be discussed what information is considered crucial for educational policies and at which level this data should be gathered, aggregated and analysed.

3. SCHOOL SYSTEM

3.1 *Challenges in the education of unaccompanied minors*

Three countries, namely Bulgaria, France and Germany, placed emphasis on the challenges unaccompanied minors (UM)² face, in particular their access to education. Between the ages 16 and 18, these young migrants are at special risk to drop out of school, due to the fact that school attendance is not compulsory after 16 in many countries. In Bulgaria, participants described that UM are under guardianship of social workers. However, because of the high number of children they are responsible for, they cannot provide adequate support and supervision for all of them. Therefore, due to the lack of financial support for UM in Bulgaria, many UM drop out of school in order to work and support themselves and their families who live abroad.

The French NRT adds that even after the age of 18 many young migrants would still want to go to school but are held back because the government cuts financial assistance when they come of age. Participants at the German NRT consider institutional age limits for specific transitions and accesses as problematic, because UM and refugee students between the ages 16 and 18 are almost automatically directed into vocational education and training. This hinders some to pursue an academic education in Germany as well.

The NRTs concluded with a variety of recommendations for these challenges. At the German NRT, reforms of the education system towards a more individualised approach to teaching and providing educational pathways were emphasised, not only for UM but for all NAMS. In Bulgaria, it was suggested to improve measures that prevent early school leaving among UM. Furthermore, a comprehensive financial assistance also after the age of 18 would likely increase the attendance rate and decrease the chance of early school leaving.

3.2 *Decentralisation of education systems*

At the NRTs in Germany and the Netherlands, it was pointed out that federalised or decentralised educational systems can have a very different approach towards migrant education in each region and this can cause stark differences in the quality of education for immigrant students.

The NRT in Germany brought attention to the fact that systemic approaches to improve education policies for immigrant students only have regional outreach, thus causing stark differences between the regions (or federal states) in the quality of education. In the Netherlands, there is also no nationwide educational system for migrant and refugee students or national guidelines concerning specific teaching competences for NAMS; this makes it difficult to discuss and evaluate the multiple regional policies in place.

At the same time, participants of the Dutch NRT noted that a decentralised organisation also provides flexibility and the capacity to adapt to changes and fluctuations. It was nonetheless pointed out that a lack of laws or guidelines at national level can also cause difficulties with the integration of NAMS into society. Hence, a balance between flexibility and overall guidelines has to be found.

² 'Unaccompanied minor' is the term for underage children and youth who came to the host country without a legal guardian.



4. SCHOOL ORGANISATION

4.1 *Respecting and taking advantage of multiculturalism at school*

Many countries, namely Bulgaria, France, Ireland, the Netherlands and Slovenia, highlighted the importance of respecting and taking advantage of multiculturalism at school. Ireland and the Netherlands specifically emphasised that often multilingualism is still considered as something negative, because many people – including speech and language therapists, psychologists and teachers – believe it promotes language deficiencies. An expert from the NRT in the Netherlands explained that this misconception is widely spread, because many people think that the child will be overwhelmed and unable to cope with learning multiple languages.

However, according to experts of the NRTs, research shows that multilingualism does not hinder learning. In fact, it was even found to have huge cognitive benefits and is seen as very important for acquiring other critical skills. At the age of four, multilingual children are not lagging behind in their language development compared to monolingual children. On top of this, speaking the home language is very important for the development of the child's identity and the connection to his or her family. This was demonstrated by the example of a former student who shared her experiences at the Dutch NRT. Her parents originate from Turkey but she was not exposed to the Turkish language, as her father assumed that she would do better in school with only one language. She deeply regrets this, because she has a difficult time to connect with her Turkish family and reflect on her own identity. Furthermore, it was pointed out by the participants in Ireland and the Netherlands that many people with an immigration background who did not grow up with more than one first language miss out on language-oriented employment opportunities, for example as an interpreter or a social worker. Moreover, some might also have difficulties if they want to return to their country of origin due to their lack of language competences.

The NRT in Ireland concluded that instead of ignoring multilingualism, it should be encouraged and celebrated as a very important skill. Participants in Ireland and the Netherlands agreed that more should be done to address the misconception of multilingualism as being harmful for language development. In the Netherlands for example a booklet on multilingualism was distributed nationwide to all primary schools in 2017 in order to raise the awareness of teachers and other school professionals to the potentials of the students' mother tongues.

All NRTs that addressed this topic came to the conclusion that more multilingual practices should be implemented in schools. This includes the offer of native languages as electives in schools, e.g. provided as an additional service by NGOs, as proposed by Bulgaria and Ireland, as well as the training of teachers on mother tongues and multilingualism in order to raise their awareness of the presence of different languages and to inspire them to create opportunities for the use of multiple languages, as recommended by Ireland, the Netherlands and Slovenia. The Netherlands suggested that the curriculum and books should be adjusted to include a more worldly view so that children can see themselves in their school books and surroundings.

As a result of the NRT in France, plans are being made to initiate a shared calendar that highlights multiple intercultural and multilingual activities such as a language week and a day for Francophonie, organized by different actors.

Good practice example: Language Friendly Schools in the Netherlands

The Rutu Foundation in the Netherlands promotes mother tongue education through the 'Language Friendly School' initiative. Schools are supported in having inclusive language policies and making sure that schools allow home languages being spoken on school grounds. The idea is based on evidence that the best way to achieve better learning is by educating children in and through their mother tongues, alongside a second and/or third language. The multicultural 'St. Jan School' in Amsterdam became one of the first Language Friendly Schools by incorporating more and more mother tongue languages into their school practice. The initiative was started only recently, however, many schools have already shown interest or are in the process of becoming language friendly. For more information see: www.rutufoundation.org/what-is-mother-tongue-education/



4.2 *Importance of a democratic culture at schools*

Two Round Tables, the Baltic Regional Round Table and the NRT in Sweden, addressed the importance of a democratic culture at schools and the inclusion of migrant children in this democratic process. The participants in Sweden expressed that young people are often excluded from decision making processes and that their voices count less. A youth worker highlighted the fact that especially students with immigration backgrounds have a strong desire to be included in decision making processes in order to create better conditions for equality and inclusion in schools. Contrary to that, the expert from the Swedish National Agency on Education at the NRT in the Baltics stated that in Sweden there is great democracy in schools, however, there are problems with migrants who are not used to having a voice. Another participant pointed out that in Estonian schools the democratic system is not sufficiently implemented and therefore students have less opportunity to voice their claims.

However, this topic and discussion was initiated at the Baltic Regional Round Table by a Swedish expert from the Swedish National Agency on Education. This indicates that the participation of students, specifically with an immigrant background, in decision making in schools plays a huge role in Sweden, but not necessarily in other European countries, yet.

Both Round Tables decided that all young people and teachers need to get involved in decision processes that concern them and their surroundings, for example through the development of assessment concepts. This will also create a deeper understanding and the feeling of ownership of these concepts and decisions.

5. TEACHER COMPETENCES AND BARRIERS TO ADDRESS NEEDS OF MIGRANT STUDENTS

5.1 *Improvement of teachers' intercultural qualifications*

One of the main aspects of migrant education mentioned at the Round Tables in the Baltic States, Bulgaria, Croatia, Germany, Poland, Slovenia, Spain and Sweden is the general lack of training, mentoring and preparation for teachers and school staff working with migrant children. The Baltic Regional Round Table added that teachers also lack skills of dealing with uncertainty and need to train their ability to find creative solutions in a multicultural environment. Furthermore, it is not only necessary to provide intercultural training for current teachers, but it is also necessary to include the acquisition of intercultural competences in the training of future teachers, according to participants in Slovenia.

The majority of countries who included this topic into their programme for the NRT – Bulgaria, Croatia, the Baltics, Poland and Slovenia – have only recently, since around 2015, experienced a pronounced influx of migrants, especially refugees. This topic is therefore considered as one of the currently most pressing issues in regard to migrant education in these countries. That might be due to the fact that there was no real need for the improvement of intercultural qualifications of teachers until a few years ago when migration was barely relevant in these countries.

In Bulgaria the budget for in-service training of teachers does not provide for any training programmes tailored to the needs of teachers working with migrant and refugee children. There is no requirement for teachers working with migrant children to hold any kind of additional qualification in Poland. But even if respective programmes are offered, they are often unsatisfactory in many ways, as Poland, Germany and Slovenia point out. Firstly, the professional development opportunities vary greatly from region to region and often these trainings are only performed once and not on a continuous basis. Moreover, the programmes often do not train teachers how to transfer the acquired competences into practice, which leads to the theoretical knowledge not being implemented in the classroom after the training. Other addressed issues included: seminars might interfere with the teachers' working hours; dealing with cultural diversity should be covered during initial teacher training; and there are not enough teacher self-help groups or other peer-support systems in place.

The inefficiency of the training programmes requires most staff to be self-taught or trained during the smaller-scale initiatives and projects organised mainly by the NGO sector. These trainings do not lead to formal certification but can still be very beneficial.



The NRT in Bulgaria and in Spain recommended setting up a more comprehensive system for teacher education (also at universities for future teachers), providing continuous professional development on a regular basis and ongoing support, which would ensure that teachers feel prepared to address the challenges of multicultural classrooms. The Swedish NRT concluded that schools should also employ more staff who is trained in various professional roles other than teaching. Beyond this, participants in Croatia found that more information regarding interculturality in class should be disseminated among civil society representatives, teachers, educators and representatives of public institutions. In order to increase the relevance of teacher training programmes, the NRT in Spain highlighted that the training should be shaped in a participatory process, e.g. by including teachers in the process of developing the programmes, and by basing the training on theoretical frameworks that are developed in scientific research. Additionally, the discussion in Germany focused on implementing more individualised approaches into teaching and educational guidance that prepare teachers for the heterogeneity of migrant students in class. An example for such approaches is the scholarship programme of the Hertie Foundation.

Good practice example: Network for Teachers with an Immigration History in Germany

The Network for Teachers with an Immigration History in North-Rhine Westphalia, Germany, was initiated in 2007 and is now embedded within the Ministry for School and Education of the region and financially supported by the Ministry for Children, Family, Refugees and Integration. The network aims to support teachers with an immigration background and strives to increase the number of teachers with an immigration background in Germany. Therefore, the network organises teacher trainings dealing with integration and education, for example the creation of an integration concept in school or dealing with the challenges of NAMS. Since 2016, the network has been empowering and supporting students with an immigration background aiming to become teachers within its mentoring programme called 'Ment4you' in the universities of North-Rhine Westphalia. For more information see: www.lmz-nrw.de/

5.2 Overload, stress and lack of resources, time and space for teachers to adequately address challenges

Round Tables in the Baltic States, France and Sweden raised the issue that the overwork and stress of teachers and other school staff is a major barrier to address the needs of migrant students. The participants mentioned that this is due to the overload of curriculums, lack of time for integrative practices or teambuilding and lack of dedicated space for these practices. These conditions can discourage teachers from working in schools in vulnerable areas and can prompt illnesses, participants from the Round Table in Sweden point out.

Furthermore, teachers of NAMS pointed out that they lack support and feel isolated due to missing links with other teachers in their field. It was concluded by the NRT in France that this issue could be addressed by linking teachers more closely to teachers' associations. Moreover, a change in funding or public policies can also lead to an improvement of the conditions.

6. CONNECTIVITY OF EDUCATION FOR MIGRANT STUDENTS

A major challenge in migrant education is the securing of a continuity of learning for NAMS. There are several issues associated with this, namely the assessment and recognition of the student's initial knowledge, the uneven knowledge gaps and school preparedness between students as well as the high mobility, especially of refugee students.

6.1 Assessment and recognition of students' initial knowledge

The assessment of the initial level of knowledge was discussed at Round Tables in the Baltic States, Croatia, Finland, the Netherlands and Poland. Specific problems addressed by the participants included the fact that age – not knowledge – is the criteria in school



placement procedures in Lithuania, that there are no formalised assessment tools or regulations on the criteria of assessment in Estonia and Poland, that the language level of the students' mother tongue is not assessed during tests or interviews in the Netherlands and that refugee children are sometimes enrolled in school with significant delays in Croatia. The NRT in Poland pointed out that the lack of a formalised and standardised assessment approach can result in negative consequences for the school placement of migrant children, such as placing the student in a much lower grade than the grade responding to the student's age. This might also be due to a fear of lowering the overall test results of the school, instead of prioritising what is best for the student. As the Baltic Regional Round Table highlighted, one of the current issues in the assessment therefore is whether and if so, then to what extent, should the assessment and recognition of prior learning experience be mandatory in schools. In most countries that addressed this problem at the NRT the assessment of prior learning experience is not an obligatory procedure for schools and neither are there sufficient guidelines or comprehensive knowledge about it among school professionals.

Good practice example: The obligatory assessment system in Sweden

In Sweden the assessment of the student's initial knowledge is compulsory and this has appeared to raise the quality of the recognition of prior learning experiences. An expert from the Swedish National Agency on Education at the Baltic Regional Round Table pointed out that the high quality mandatory assessment materials were developed in collaboration with education researchers and in cooperation with teachers and students, who tried out materials and gave valuable feedback. She also argued that extensive preparation trainings for educators are the cornerstones to assure high quality assessment. Furthermore, apart from the recognition of the student's language and prior knowledge, the student's interests, experience and expectations are a central part of the Swedish assessment model. A comfortable environment is also important to consider. For more information see: <https://bp.skolverket.se/>

Inspired by the success of the Swedish obligatory assessment system presented at the Baltic Regional Round Table, participants called for a compulsory assessment system and for ensuring a participatory policy process of the assessment system, which would help create a better sense of understanding of the approach among the implementers. The NRT in Poland concluded that better and common standards should be implemented in the needs and skills assessment of NAMS. Croatia's NRT recommended implementing the existing public policies more consistently to ensure that refugee students will be enrolled in school on time.

In the Baltics, the discussion during the RRT will feed into a project by the Lithuanian Education Development Centre, which aims at designing and piloting an assessment tool to help Lithuanian schools better understand the background, needs and talents of children with an immigrant background. For Estonia the conclusions of the RRT will be implemented within the current construction of an electronic school readiness card that was described by a preschool teacher.

6.2 Tackling uneven school preparedness and knowledge gaps between students

The Netherlands, the Baltic States and Norway face considerable challenges because of uneven school preparedness and increasing knowledge gaps between students. As all students are entitled to the same quality of education it is especially worrying to see that the socio-economic background of students makes a huge difference in their academic success, the NRT in the Netherlands concluded. Strongly connected to this issue is the need for the proper assessment and recognition of students' prior knowledge as discussed in chapter 3.1. The NRT in the Baltic States therefore concluded that improving the conceptual framework and data collection about students' knowledge gaps is essential. Furthermore, they recommended to set up comprehensive operational strategies for schools, like the creation of school development plans, and to ensure the flexibility and adaptability of measures for specific target groups as well as informing schools about available measures to tackle the knowledge gaps.



6.3 *Dealing with students who are on a temporary stay*

Some countries in Eastern Europe, namely Slovenia, Bulgaria, Estonia and Lithuania, mentioned that often immigrants, especially refugees, are only 'passing through' the country on their way to other European destinations. In Lithuania and Estonia, it was reported that out of all the asylum seekers who arrived, many have already left the country. Participants in Slovenia noted that by perceiving and labeling children as 'temporary' it often implies lower expectations, denial of rights, exclusion and discriminatory treatment. In Bulgaria, it was highlighted that due to the temporary nature of their stay, many refugee students do not value studying Bulgarian. Integration into the society will therefore be very challenging. Oftentimes, children are taken out of school suddenly and without any prior notice, which makes the continuity of learning even more difficult to achieve.

7. NON-FORMAL EDUCATION

Non-formal education³, sometimes also called informal education, takes place outside the formal educational system and can be provided by different agents, such as municipalities, preparatory schools and NGOs. However, participants in Spain emphasised that the limits between formal and non-formal education are diffuse and with new educational models that provide more flexibility in curricula the lines become even more blurry.

Non-formal education was discussed at NRTs in Finland, France, Greece, Portugal and Spain. The countries highlighted the importance of non-formal education and noted that it is essential to effectively link and find synergies between formal and non-formal education. In Greece for example, practitioners from non-formal settings urged for a collaboration between formal and non-formal education providers.

Many of the countries in Southern Europe, like Greece, Portugal and Spain, see non-formal education as a policy priority in their countries and discussed this topic at their respective NRTs. The Spanish NRT explained this partially through the fact that democracy in Spain developed more recently in comparison to other European states. This could explain the lack of a comprehensive civil society and non-formal education practices nowadays. Moreover, Spain mentioned that this lack could also partially be caused by the absence of an organisational framework that recognises and values the skills acquired through volunteering and youth participation.

Finland, France, Portugal and Spain acknowledged that non-formal education is specifically relevant for migrant students, because it includes more participatory methodologies and follows a 'project approach', which can promote inclusion, foster social cohesion, improve competency learning and motivate the self-determination of migrant youth. Therefore, non-formal education initiatives are fundamental for tackling the isolation and segregation some migrant students are affected by.

However, to ensure the participation of migrant students it is essential to take interculturality into account. According to participants of the Spanish NRT, studies in Spain show that the participation rate of young people with an immigrant background in social and voluntary organisations is much lower than the participation rate of those without an immigrant background. The Finnish NRT therefore suggested to allocate certain school hours for attending non-formal education initiatives. In Portugal, one participant explained that the first step to effectively bridge formal and non-formal education processes is to create a framework of more autonomy and curricula flexibility for schools. The Spanish NRT supported the idea that formal education should boost informal education through policies, programmes, projects, spaces and materials, with which the student is guided to new areas, can explore the topics of its interest and experiment with them beyond the walls of the classroom. Therefore, it was also proposed to identify spaces where especially young people of immigrant origin gather and participate in public life in order to reach all children and youth. The French NRT concluded that the creation of a resource platform for formal, informal and non-formal education can bridge the two areas by sharing a variety of resources for teachers and associations.

³ Non-formal education is also the topic of the SIRIUS Watch in 2018; it includes national and comparative findings.



8. PARENTAL INVOLVEMENT AND PARTICIPATION

Parental involvement in the education of their children was mentioned and discussed at several NRTs across Europe: in Bulgaria, Croatia, the Netherlands, Norway, Slovenia and Spain. Parental involvement and participation in school activities can be very beneficial to children and can motivate them to strive for better performance in school. Besides, parental participation is also considered as essential for the creation of a more democratic school society. Participants in Slovenia pointed out that connecting the school with families in the local community should thus be a priority of the education system.

However, even though parental involvement is widely acknowledged and promoted as an important practice in schools, in recent years parental participation and family involvement in school matters has been restricted more and more in some countries. This is for example caused by educational legislations and dynamics of privatisation that created greater individualisation of participation and reduced the importance of families in school bodies in Spain. Furthermore, families with an immigration background appear to have a lower parental participation than families from the majority culture. The main challenges in this regard are cultural and linguistic barriers that hinder parents from proactively participating in school life. On top of this, the Slovenian NRT explained that often prejudice and opposition against migrant parents and families does not create a welcoming environment for participation, therefore lowering participation rates. The NRT in Bulgaria further highlighted that currently no formal mechanisms are in place to ensure parental involvement in educational matters, especially for families living in refugee reception centres. These centres often indirectly lead to an isolation of parents from schools, because the organised transport system for the children reduces the opportunities of contact between school staff and parents.

Therefore, according to NRT participants in Spain, especially participation of parents with an immigration background should be encouraged and promoted more intensely in order to contribute to the educational success of their children and to enhance the social integration of families. Several ideas were presented in the various NRTs to achieve this. In Bulgaria, it was suggested to systematically include representatives of migrant parents in school boards to involve them in decision-making. In Slovenia, participants urged to include both children and parents with and without an immigration background in joint planning, organisation and the implementation of activities. This helps empower them, ensure equal participation and overcome stereotypes. They also pointed out that schools should take on the central role of an initiator and facilitate the process.

Another point raised at the NRTs in the Netherlands and in Croatia is that migrant parents need more information and knowledge about the school and the school system in order to make informed choices for their children. This can for example be achieved through parent meetings in an informal setting that offer presentations and discussions about the school and the school system, as done in the Malakoff Upper Secondary School in Norway.

Furthermore, the previously mentioned language and cultural barriers need to be removed. The Spanish NRT argued that this must be facilitated by providing opportunities for participation at feasible times that are compatible with the working day and offer communication through various channels. Language barriers should be addressed by investing resources in translators, mediators or through teacher training. Participants in Spain concluded that creating an atmosphere of respect, welcome and trust should be the main goal to initiate parental participation.



Good practice example: The Malakoff Upper Secondary School in Norway

The Malakoff Upper Secondary School in Moss, Norway, offers an 'Open School' programme for the parents of immigrant students that aims to let them visit the school and speak to the teachers without being afraid of language barriers. Thus, about six weeks after the start of the new school year the students' parents, assistants, guardians and friends were invited to the 'classroom café' that offered a friendly and warm atmosphere in an informal setting. While the students presented the school building, the subjects, the books they use and the field trips they will take part in, the teachers sat down with the guests and made small-talks. When the official part of the programme was over, the teachers stayed behind and made time for those who wanted to talk more privately. This concept proved to be successful, as the students can encourage their parents to take part in the activity and inform them about the concept and process of the meetings.



RECOMMENDATIONS

As a result of the fruitful discussions and debates on policy priorities and reform possibilities during the NRTs and the RRT, the participants gathered various ideas and recommendations to tackle challenges in migrant education. Some of these recommendations are formulated very specifically to meet the needs of one country or region. Others are formulated more broadly and are suitable to adapt the suggestions to different national settings.

In the following section the conclusions formulated in the RT synthesis reports are summarised and listed, separated into broad and country-specific recommendations.

Broad recommendations:

- **Communication, Coordination, Cooperation:**
 - Continue and increase the coordination and collaboration between various stakeholders (Croatia), such as the municipality, civil society and the business community as suggested by Sweden as well as strategic horizontal and vertical cooperation as stated by the Baltic States
 - Develop and implement a well-structured multi-level coordination mechanism, which takes into account current support structures as well as collaboration and coordination platforms (Bulgaria)
 - Support and connect schools, by greater (inter-)ministerial support and guidance as recommended by Slovenia and Finland and by fostering connections with local communities/organisations to enable a more successful integration of migrant students as suggested by Croatia
 - Increase communication between school directors, curriculum designers, consultants and practitioners in order to develop inclusive language policies at the school (Netherlands)
 - Assure cohesion among the many processes migrant children are involved in, rather than introducing new regulations (Poland)
 - Improve coordination, gathering and dissemination of (existing) educational materials, services and information, in order to make these materials accessible to teachers as mentioned by Croatia, and to avoid duplication and ensure adequate service reach in Bulgaria
 - NGOs: Provide complementary services to formal education (Bulgaria)

- **Inclusion, Acceptance, Support:**
 - Reform education systems to be open, more accepting and prepared for heterogeneity as the norm and thus be more inclusive, and enable more individualised approaches to teaching and providing educational pathways for UM and all NAMS (Germany)
 - Promote spaces of intercultural education in which both adults and students or young people participate to overcome stereotypes and prejudices (Spain)
 - Schools: Build their own diverse community, taking into account the specifics of their students, teachers, parents and the local environment and create an inclusive environment e.g. by ensuring equal participation for all (Slovenia)
 - Schools: Take on the central role of an initiator and facilitator of various forms of solidarity, mutual assistance, mutual care and empathy and community participation; also through the development of volunteering (Slovenia)



- **Other system-related recommendations:**

- Improve the conceptual framework and data collection, create comprehensive operational strategies for schools and ensure the flexibility of measures to tackle uneven school preparedness (Baltic States)
- Implement public policies consistently, e.g. the enrol migrant students on time and provide adequate language support (Croatia)
- Consider the diversity of migrant student groups in every step of the process (definitions, data collection, teacher training, assessment framework and policy) (Baltic States)
- Provide a positive and safe learning environment as suggested by the Baltic States and Slovenia; that should be ensured inside and outside of school (at home with the family and in accommodations with other migrants or refugees as well as at leisure facilities) as pointed out by Slovenia
- Recognize schools as autonomous and enable them to develop their own models of integration of immigrant children, which will be coordinated between all actors in the local community (Slovenia)

- **Teaching:**

- Provide and improve teacher training e.g. in the field of intercultural competences, multilingualism and mental health support to tackle inconsistent teachers' preparedness (Baltic States, Bulgaria, Croatia, Slovenia, Ireland and Sweden), by providing different forms of training modules according to the Baltic States, by realising ongoing and continuous professional development and support to teachers so that they feel prepared to teach students from diverse cultural and linguistic backgrounds as stated by Bulgaria; do this without interfering with the teachers' working hours as recommended by Slovenia
- Employ more staff in school trained in various professional roles if needed (Sweden)
- Regulate the work of teachers as mentors to immigrant pupils as a systematic job through system solutions and support instead of as hours of additional professional assistance (Slovenia)

- **Multilingualism:**

- Encourage and promote bilingualism or proficiency in another language than the national language, e.g. in society and schools (Ireland and the Netherlands)
- Schools: Develop the students' multilingual competence by following a plurilingual and translanguaging approach (Slovenia)

- **Involvement and Participation:**

- Involve young people in change and decision processes and decisions that affect them; they should gain a more active role in society (Sweden)
- Involve parents actively and thoroughly in the school system (Bulgaria and Croatia), e.g. by removing any barriers to their participation as suggested by Bulgaria and by explicitly including the expectations, dreams and goals that each family has for the educational model and the associative life of families as pointed out by Spain

Specific and/or country-focused recommendations:

- **Communication, Coordination, Cooperation:**



- Build and strengthen a coalition/network of institutions and organisations proactively fostering the improvement of high quality education provision for students with an immigration background; this coalition could create joint standards in a priority topic it would agree upon, e.g. in the areas of 1) need and skills assessment of NAMS, 2) psycho-pedagogical support provision and 3) information measures and welcoming procedures on the Polish education system for NAMS and their parents (Poland)
- Share and discuss the further development of combination classes (Norway)
- Create a resource platform for formal, informal and non-formal education; the idea concerns the creation of a resource platform to share resources for teachers and associations to propose assessments and diagnoses for learners, activity projects, training ideas for teachers (national education and associations) and more generally to share information on the topic adding NAMS's parents as recipients (France)
- Form a partnership of a chosen local government (preferably one of Polish bigger cities with relatively higher numbers of migrant students), a research institution as well as other social partners to develop a set of standards and procedures; these standards would be implemented locally and evaluated in cooperation with a local or central research institution (Poland)
- Reform the WILMA (a web interface for the student administration programme) system and add the listing of students' non-formal activities in WILMA, so that parents, students and teachers can see the extra-curriculum activities of pupils (Finland)
- Local government or municipal school services: Support schools in engaging with the non-formal education sector by giving clearer instructions (Finland)
- **Inclusion, Acceptance, Support:**
 - Implement tolerance classes at parent-teacher-meetings; these would be very useful for the host community and, in particular, parents of Bulgarian students (Bulgaria)
 - Extend the intensive course of the Slovene language for newly arrived immigrant children (in heterogeneous groups of pupils at school or from several different schools together) and simultaneously include them in regular classes in order to improve peer socialisation (Slovenia)
- **Assessment:**
 - Change the assessment system to an obligatory one; this can result in the comprehensive recognition of student's prior learning experiences (Baltic States)
 - Change the traditional exam process in the school by opening it up for more sensible ways of evaluation and more flexible criteria for the recognition of competences in school (Finland)
 - The discussions and the exchange on the Swedish obligatory assessment system will feed into a recently initiated national project by the Lithuanian Education Development Centre, which aims among other things at designing and piloting an assessment tool to help Lithuanian schools better understand the background, needs and talents of migrant, refugee and returning Lithuanian children (Lithuania)
- **Teaching:**
 - Promote teachers' training on digital inclusion and competence as a continuous practice (hands-on experience) with the capacity to teach digital and technology topics, but also to understand the full condition of the person and support her/his full emotional and social development (Portugal)



- Systematically regulate and evaluate the work done by teachers in integrating immigrant pupils (Slovenia)
- Professionalise actors through projects with contributions of regional, national and international experts, including French as a Second Language academic seminars. The idea relates to joint personal teachers' training between practitioners in ordinary or NAMS preparation classes and actors working in associations/NGOs. This would be an opportunity for the different practitioners to meet. The training would not be bottom-up theoretical sessions but would involve everyone through co-constructing altogether a project to reflect and share their own practices and theoretical background (France)
- Foster research on teacher training in order to improve the training (Spain)
- Clearly guide school teachers on how to recognise non-formal education and clearly instruct teachers in order to ease the process of recognition of competences (Finland)

- **Multilingualism:**
 - Offer native languages as electives in schools (provided by NGOs) and make them available to both Bulgarian and migrant students; this may be an effective way to bridge the cultural and language divide between the two groups (Bulgaria)
 - Create a shared calendar presenting the actions (intercultural, plurilingual and others), possible courses for children and parents. The idea would be to create a common calendar to promote languages (without hierarchy and by involving the parents), for example three times a year (autumn, winter, spring) by bringing together children and parents, a language week, a day for Francophonie and other languages, multilingual parties/exhibitions, organised in different symbolic areas would be promoted (Universities, schools, NGO, cities etc) (France)

- **Involvement and Participation:**
 - Systematically include representatives of migrant parents on the school boards where they can be involved in decision-making (Bulgaria)
 - Ensure barriers for participation such as language and cultural differences are addressed appropriately (Bulgaria)
 - Ensure a participatory policy process and create a feeling of 'ownership' by involving students and teachers in the design of the governmental programmes and the development of assessment concepts (Baltic States)
 - Facilitate participation by providing accessible hours compatible with the working day and by offering valid communication resources, either with translators, mediators, or seeking creative solutions among the community (other families of the same language/country, former students, entities of the region, etc.) (Spain)
 - Engage mothers in school activities, e.g. provide information for mothers about the important factors related to school curriculum, mothers can also discuss with the class teacher about their children's informal activities (Finland)
 - Schools: hold an election for students' council every year. Encourage and facilitate the representation of students with migrant background (Baltic States)

- **Unaccompanied Minors:**
 - Provide unaccompanied minors with financial support; this would assist them in meeting their daily needs, hence it would limit the need for them to seek employment opportunities during school hours, which is likely to increase their attendance rate significantly (Bulgaria)



- Put in place mechanisms to ensure unaccompanied minors remain in the educational system (Bulgaria)
- Treat unaccompanied minors individually, e.g. ensure meeting their individual needs, in order to enable their educational achievements (Slovenia)

- **Others:**
 - Include programming and robotics in primary education (Portugal)
 - Facilitate pedagogues choosing the right questions/activities in developing children's art/creativity activities in galleries to support the children and young people to express their perspective and to avoid clichés (Ireland)



OVERVIEW OF THE COUNTRY COMPARISON

Chapter		1.	2.		3.		4.		5.		6.			7.	8.	
Country	Part of the report	Multi-stakeholder dialog and cooperation	Inclusion of migrant children in school	Lack and inadequacy of data on migrant education	Challenges in the education of unaccompanied minors	Decentralization of education systems	Respecting and taking advantage of multi-culturalism at school	Importance of a democratic culture at schools	Improvement of teacher's inter-cultural qualifications	Overload, stress and lack of resources, time and space for teachers	Assessment and recognition of the students' initial knowledge	Tackling uneven school prepared-ness and knowledge gaps	Dealing with students who are on a temporary stay	Non-formal education	Parental involvement & participation	Other topics discussed
Baltic States	Policy Priorities/ Reform Possibilities	X		X				X	X	X	X	X	X			
	Topics & Debates							X	X		X					
Bulgaria	Policy Priorities/ Reform Possibilities	X			X		X		X				X		X	
	Topics & Debates	X			X		X		X						X	
Croatia	Policy Priorities/ Reform Possibilities		X						X							Support through additional classes
	Topics & Debates	X							X		X				X	
Finland	Policy Priorities/ Reform Possibilities		X											X		
	Topics & Debates										X			X		



Country	Part of the report	Multi-stakeholder dialog and cooperation	Inclusion of migrant children in school	Lack and inadequacy of data on migrant education	Challenges in the education of unaccompanied minors	Decentralization of education systems	Respecting and taking advantage of multi-culturalism at school	Importance of a democratic culture at schools	Improvement of teacher's inter-cultural qualifications	Overload, stress and lack of resources, time and space for teachers	Assessment and recognition of the students' initial knowledge	Tackling uneven school prepared-ness and knowledge gaps	Dealing with students who are on a temporary stay	Non-formal education	Parental involvement and participation	Other topics discussed
France	Policy Priorities/ Reform Possibilities		X		X		X							X		
	Topics & Debates		X		X					X						
Germany	Policy Priorities/ Reform Possibilities	X				X										Focus on refugees
	Topics & Debates				X	X			X							
Greece	Policy Priorities/ Reform Possibilities	X												X		
	Topics & Debates	X												X		
Ireland	Policy Priorities/ Reform Possibilities															Early school leaving
	Topics & Debates						X									Diversity of school staff; art/culture



Country	Part of the report	Multi-stakeholder dialog and cooperation	Inclusion of migrant children in school	Lack and inadequacy of data on migrant education	Challenges in the education of unaccompanied minors	Decentralization of education systems	Respecting and taking advantage of multi-culturalism at school	Importance of a democratic culture at schools	Improvement of teacher's inter-cultural qualifications	Overload, stress and lack of resources, time and space for teachers	Assessment and recognition of the students' initial knowledge	Tackling uneven school prepared-ness and knowledge gaps	Dealing with students who are on a temporary stay	Non-formal education	Parental involvement and participation	Other topics discussed
The Netherlands	Policy Priorities/ Reform Possibilities					X					X					
	Topics & Debates						X					X			X	
Norway	Policy Priorities/ Reform Possibilities											X				Introduction of combination classes in Norwegian schools
	Topics & Debates		X												X	
Poland	Policy Priorities/ Reform Possibilities		X	X					X		X					Psycho-social support
	Topics & Debates	X		X					X							Low uptake of support measures
Portugal	Policy Priorities/ Reform Possibilities		X											X		Digital competences foster integration of vulnerable groups, e.g. migrants
	Topics & Debates		X											X		



Country	Part of the report	Multi-stakeholder dialog and cooperation	Inclusion of migrant children in school	Lack and inadequacy of data on migrant education	Challenges in the education of unaccompanied minors	Decentralization of education systems	Respecting and taking advantage of multi-culturalism at school	Importance of a democratic culture at schools	Improvement of teacher's inter-cultural qualifications	Overload, stress and lack of resources, time and space for teachers	Assessment and recognition of the students' initial knowledge	Tackling uneven school preparedness and knowledge gaps	Dealing with students who are on a temporary stay	Non-formal education	Parental involvement and participation	Other topics discussed
Slovenia	Policy Priorities/ Reform Possibilities		X	X			X	X	X		X	X			X	Autonomy of schools and staff + access to education
	Topics & Debates	X	X		X		X	X	X	X		X	X	X	X	Multilingual competence development by plurilinguistic and translanguaging approach
Spain	Policy Priorities/ Reform Possibilities								X					X	X	
	Topics & Debates								X					X	X	
Sweden	Policy Priorities/ Reform Possibilities		X													Inequality and separation between migrant and native students
	Topics & Debates	X	X					X	X	X						Time-limited projects cannot address structural problems



Times mentioned by country	8	8	3	3	2	5	3	8	4	6	4	3	6	6
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ANNEX

RRT Synthesis Paper Baltic States

Author: Public Policy and Management Institute

1. Policy priorities and/or reform possibilities in the Baltic States

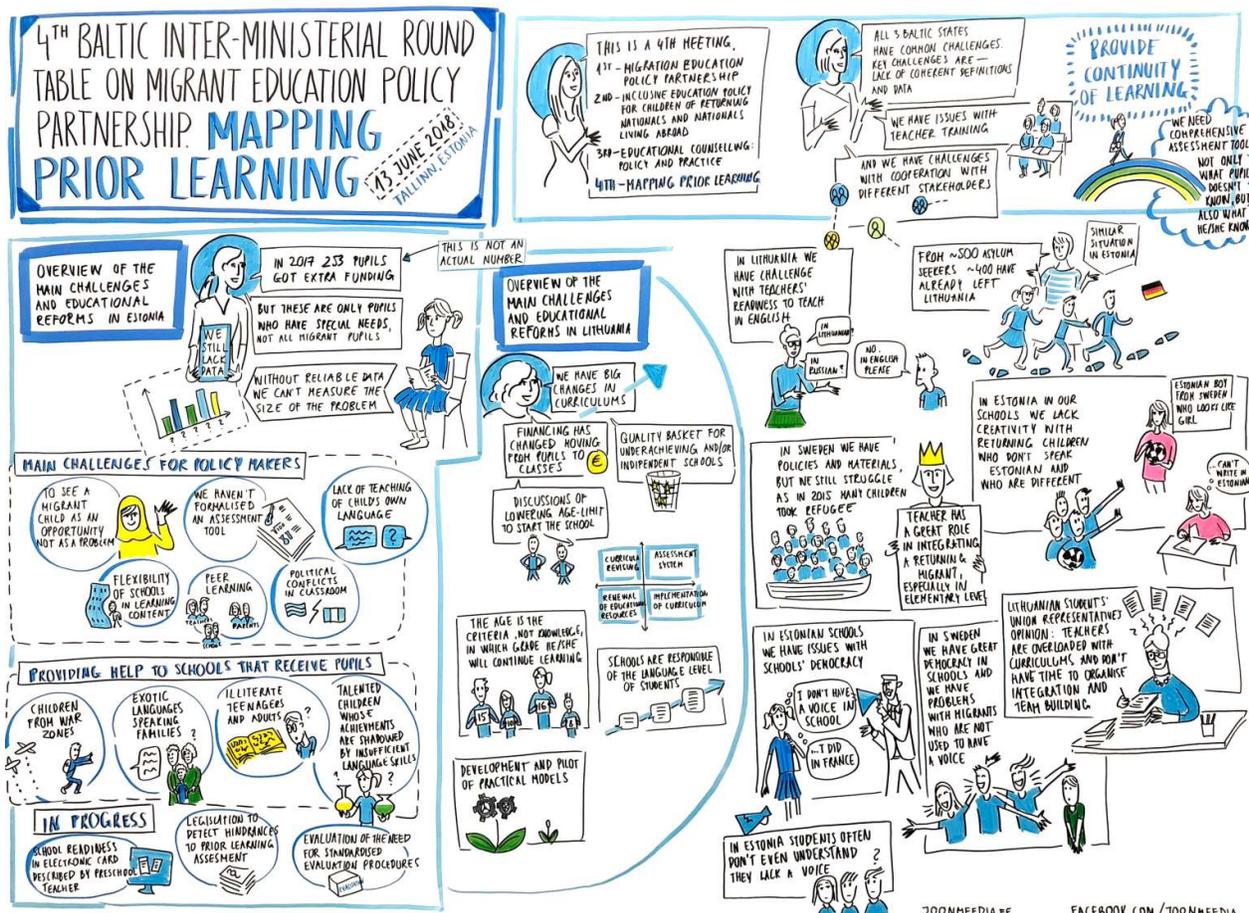
Migrant education is not an explicit priority in the Ministerial agendas in the Baltic States. However, there are ongoing discussions on how the countries can make education more inclusive and responsive to the individual students' needs and up bring the potential of all children. The ongoing and planned reforms are therefore broadly focused: e.g., revision of curricula frameworks in Lithuania and Estonia, moving towards a class basket funding scheme (instead of the pupils' basket) in Lithuania, revision of teachers' working conditions (introducing full-time equivalent working contracts for teachers in Lithuania). As part of such broader discourse, the rights and needs of certain groups of children, such as returning nationals, refugees and newly arrived migrant pupils are also discussed and taken into account. The discussion at the workshop demonstrated that a number of challenges that Baltic States struggled with in 2014 in the area of migrant education (based on policy paper Migrant Education Opportunities in the Baltic States: Strong Dependence on the Level of School Preparedness) are still the same (see the table below).

Challenges	Recommendations
Tackling uneven school preparedness	Improving the conceptual framework and data collection
	Comprehensive operational strategies for schools
	Ensuring flexibility of measures
Tackling inconsistent teachers' preparedness	Improving the quality of teaching
	Providing different forms of training modules
Promoting strategic horizontal and vertical cooperation	Ensuring a positive learning environment
	Facilitating strategic cooperation at all levels

Some of the other current challenges added by the participants during the discussion include:

- Lack of democratic culture at schools;
- Teacher lack skills of dealing with uncertainty and ability to find creative solutions;
- Overload of teachers and school staff;
- Negative attitudes towards difference – focus on children's gaps, rather than talents and potential.

In the light of this, the ongoing policy discussions and potential reform circle around the ways to build the capacity of schools and teachers to understand the needs and expectations of newly arrived children better, as well as create a tool (among others), which will guide teachers in this process. The visual summary of these discussion is provided below.



2. The Baltic NRT

Date: 13th June 2018

Venue: Ministry of Education and Research in Estonia, Tallinn

The workshop gathered policy-makers, researchers, teachers' and school students' representatives from Lithuania and Estonia. The participants explored the ways to create the system recognizing the diverse talents and previous educational experiences of newly arrived children. One of the highlights of the workshop was the master class delivered by Pille Pensa Hedström from the Swedish National Agency on Education (Skolverket) depicting Sweden's journey towards the creation of comprehensive assessment system, mapping the skills, interests, talents and expectations of newly arrived students to ensure a continuity of their learning and pathways to success. Pille Pensa Hedström from the Swedish National Agency for Education introduced the assessment package that is used in Sweden in order to ensure the comprehensive assessment of the students' language and other competences. She introduced the process how it came to the agenda of policy makers, how they designed the materials and implemented it in schools.

As one of the main current policy questions in recognising prior learning experience among students with migrant background in Estonia and Lithuania is whether and if so, then to what extent, should the assessment and recognition of prior learning experience be mandatory in schools. Currently, the conditions in legislation have been created but it is not an obligatory step for schools, neither does there appear to be enough competence and guidance materials among school professionals. Sweden's extensive experience demonstrates that the compulsory assessment of students' knowledge appears to raise the quality of recognition of prior education. As the 4th Round Table was targeting policy makers and the **dilemma of may and must**, a large part of the discussion focused on these topics. The policy makers from Estonia and Lithuania were interested to learn about the Swedish policy process which started in 2012 on why and how



the decision from may to must had been reached and how the research groups were engaged to support the process with a theoretical background.

In the light of the new Swedish legislation in 2016 on the obligatory assessment, it emerged that one of the corner stones in the implementation process is to have **high quality mandatory assessment materials** (usually developed in collaboration with education researchers) **and extensive preparation trainings for educators** throughout the entire country. In the Swedish case these are mostly for literacy and numeracy. It is a resource-consuming process to design them. The assessment materials have been translated into 35 languages and shared with numerous countries to support the design of a comprehensive assessment system. Estonian and Lithuanian participants asked a lot of questions about the materials, received some copies of the materials and were provided with online access to the Swedish materials. It stood out that in addition to the student's language and the previous experience, the central ideas of this assessment model were the **student's interests**, living conditions and **expectations**. Pille Pensa Hedström emphasized that Sweden faces various challenges in this process including organizational conditions, attitudes and approaches, competences and resources. The following proposals have been approved at the state level policy in Sweden which served as a good example for consideration at the round table for the Baltic policy makers:

- Every student at upper secondary level will have a mentor, who monitors the student's knowledge acquisition and study situation. The mentor will draw attention to any kind of support a student may need.
- Head teachers will have the clear responsibility to investigate long-term or repeated absence.
- The knowledge needs of newly arrived immigrant students needs to be assessed upon acceptance to the language introduction programme. The assessment of learning takes place in the course of several months (usually three) through observations and conversations, to ensure a comprehensive picture of the pupil's initial profile.
- Students in introduction programmes are entitled to a guaranteed number of minimum hours.
- Support offered at school in the form of extra adjustments as well as special support.

3. Debates about policy priorities and/or reform opportunities

Policy makers and other participants had lots of questions and input inspired by the master class, which created an interactive debate on the topic. Both policy makers and student representatives stated that the student's voice should be heard and taken into consideration more systematically. School level policy can more effectively support students with migrant background. For instance, schools could have an election for student council every year. It would be great if students with a migrant background would be represented. Mapping students' expectations is one of the key motivators to succeed.

According to the Swedish experience, one of the key success factors of policy reform is a participatory and inclusive policy development process. Students and teachers need to take part in the design of governmental programmes and the development of assessment concepts.

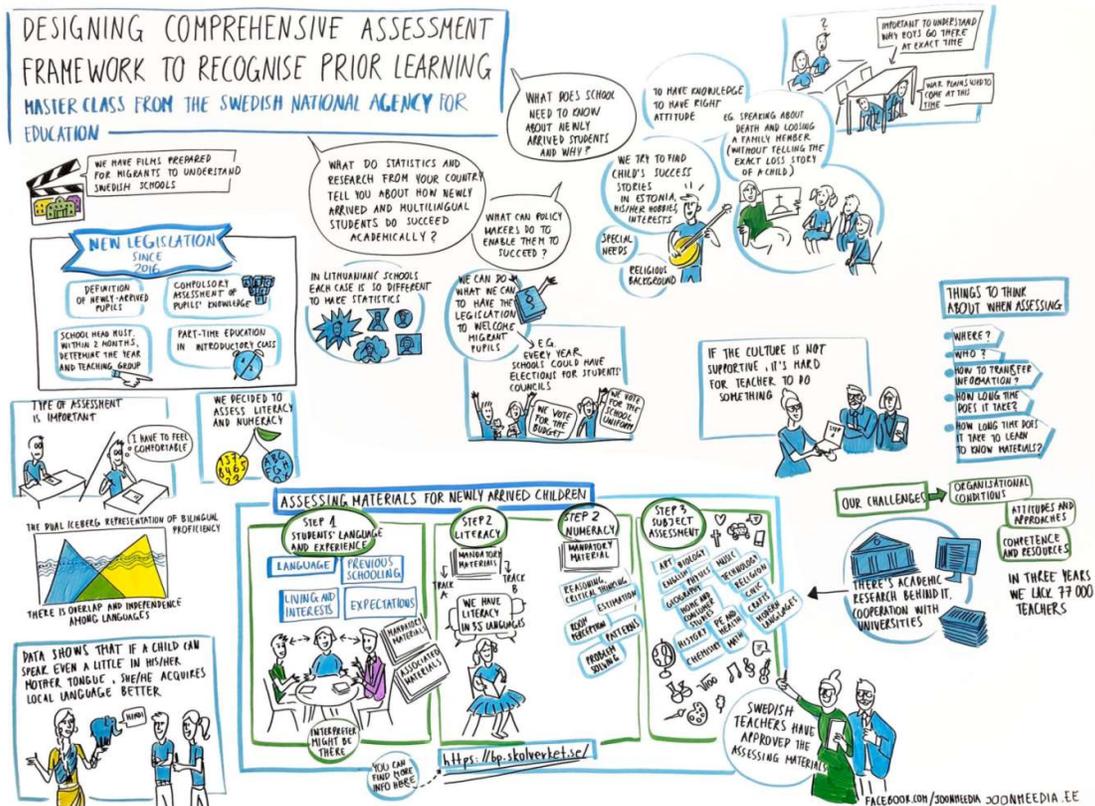
Both teacher representatives present at the Round Table emphasized that awareness is important, but not sufficient. Even though teachers may be aware of some aspects related to newly arrived migrant students, it is challenging for a teacher to do something if school culture is not supportive and lacks encouragement. Policy makers from the ministries agreed with this and clarified that currently the legislation enables schools to be supportive and legal framework and curriculum encourage this both in Estonia and Lithuania. However, the implementation has not caught up: school independence, extensive professional autonomy among teachers have not resulted in a comprehensive recognition of student's prior learning. Therefore, this is an argument to consider changing the 'may' approach to 'must' approach. Furthermore, ensuring participatory policy processes (involving teachers and students into discussion on how such an assessment system could look like and what aspects it should measure) will help to create the feeling of 'ownership' and the understanding of the approach among key implementors (schools).

Participants expressed that they are happy and impressed to see so many stakeholders around the table. All parties stated that they will take several ideas from this workshop to implement in their work, including teacher trainers, student representatives, teachers, policy makers. It was pointed out in various discussions and by various participants that the diversity of migrant student groups has to be



considered in every step of the process, starting from definitions, data collection to teacher training, the assessment framework and policy. Policy makers concluded that even though it is a long and slow process, with the great example and good practice of Sweden, there is hope that they can implement an assessment tool in Estonia and Lithuania with the cooperation of all parties represented around the table: "It is wise to learn from those who have been longer on the way."

The main inputs are summarized here:



4. Conclusions and way forward

There were several steps that were identified as a way forward. Policy makers had a lot of questions to the Swedish representative in terms of the process and the implementation of the assessment of prior learning. In the Lithuanian case, this discussion and exchange will feed into a national project that is just being initiated by the Lithuanian Education Development Centre (Ugdymo plėtotės centras), which aims among other things at designing and piloting an assessment tool to help Lithuanian schools better understand the background, needs and talents of migrant, refugee and returning Lithuanian children (going beyond the mere language assessment). In fact, the first follow-up discussion already took place at the Ministry at the end of June, where Baltic workshop participants presented the ideas learnt in Tallinn and discussed how they can feed the Lithuanian policy process.

On the Estonian side, there are various steps in progress as introduced by the Estonian Ministry of Education and Research:

- School readiness will be described by the preschool teacher in an electronic school readiness card that will be communicated to the primary school. This concerns all children including children with a migrant background.
- The legislation has been examined to detect any possible hindrances to the assessment of prior learning and to a smooth integration to Estonian schools of migrant children.
- An evaluation of the need for standardized evaluation procedures and/or services. Estonian schools and teachers enjoy great professional liberty, thus the dilemma of MAY and MUST.
- Practical guidelines for teachers.



Several follow-up activities and discussions on the recognition of prior learning are planned for autumn 2018 by the Ministry of Education and Research in Estonia and Ministry of Education in Lithuania. During the follow-up discussions the participants will share the progress and update on the steps they took as a result of the workshop.

List of participants for the National Setting the Stage Workshop 2018

Name	Organisation/ institution	Position in organisation/ institution
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Mihkel Rebane	Ministry of Education and Research	Head in General Education Department
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Kaia Laansoo	Tallinn School of Service	Teacher
<i>Parents- and students representative</i>		
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<i>Other relevant stakeholder</i>		
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Hanna Siarova	PPMI	Researcher
Eve Mägi	Praxis, Sirius	Education Policy Analyst



NRT Synthesis Paper Bulgaria

Author: Multi Kulti Collective

NRT Synthesis Paper Bulgaria

1. Policy priorities and/or reform possibilities in Bulgaria

During the NRT, four thematic areas for reform possibilities and a fifth broader theme related to the **inclusion of all children in school age in education** were discussed. The themes were selected based on the experiences of the participants and the recurring challenges they face in their daily work in migrant education.

Working with unaccompanied minors

In Bulgaria, unaccompanied minors are appointed a social worker who acts as their guardian. These guardians, however, are often responsible for a very high number of children, resulting in them often providing inadequate support and supervision to children in their care. This creates a significant challenge in preventing unaccompanied minors from leaving school early, as there are limited mechanisms to ensure that they remain in the educational system. One of the key reasons for the low number of graduating unaccompanied minors is that most are only transiting through the country, hence studying Bulgarian is not considered of value by most. The lack of financial support for unaccompanied minors also represents a challenge, as many are forced to look for cash-in-hand jobs in order to cover their unmet needs, support themselves and their family who live abroad.

Cooperating with NGOs

The Bulgarian educational system presents gaps in migrant education, hence solid cooperation with and coordination of NGOs and other actors is vital for meeting the educational needs of migrant children. NGOs are uniquely positioned to provide complementary educational services and support. Some NGOs for example have a large volunteer pool they can rely on to provide more tailored, individualised support to students in need. Most NGOs also employ native speakers as social mediators. As such, they often bridge the gap between parents, the government and the school administration, and can assist families in registering their children for kindergarten and school.

Improving teachers' qualifications and developing their capacities to work with migrant and refugee students

Educators in Bulgaria are not always well-prepared to teach students from a migrant background. A comprehensive system for teacher education and continuous professional development would ensure that teachers are better prepared to address the challenges of a multicultural classroom. There is a general lack of understanding of the administrative requirements associated with enrolling migrant children, especially outside of the country capital.

Motivating children and their parents

The importance of parents' involvement in the education of children is well documented. Parents can provide not only emotional support, but also motivate their children to strive for better results. Lack of parental involvement, in particular in the formative years, can be detrimental to the educational outcomes of children. There are currently no formal mechanisms that ensure parental involvement in educational matters, especially for those living in refugee reception centres. While families living on outside addresses have to take their children to school, those living in reception centres receive organised transport. While this eases the financial and time burden on parents, it also reduces the opportunities for them to meet with school staff. Difficulties in communicating with teachers due to cultural and linguistic barriers are also present, preventing parents from proactively participating in school activities.

2. The Bulgarian NRT

The Bulgarian NRT took place on the 4th of July 2018 in Sofia, Bulgaria. The event was held at the Goethe Institute Bulgaria which has previously hosted other Round Tables and refugee-related events and is well known as an organisation providing a neutral, safe space where organisations can meet and exchange ideas.



In order to hear diverse perspectives and ensure inclusiveness, various stakeholders were invited to share views such as the Ministry of Education, 3 regional educational inspectorates, 3 State Agency for Refugees' reception centres education experts, principals and teachers from 3 schools, UNHCR, refugee-led NGOs, other grassroots and policy NGOs, research institutes and volunteers. Care was taken to ensure a wide geographical coverage as prior research suggests that stakeholder experiences outside of the capital largely differ. A total of 21 participants attended the event.

The programme was structured in a way to 'set the stage' for the 4-year coalition building process under the project, i.e. to provide all participants with a common starting point where all ideas are welcome and the discussion can benefit from the multi-stakeholder approach. SIRIUS' action was extensively presented, including its specific activities and dimensions, and the opportunities for participation and contributions were showcased to all participants. A list of policy topics was suggested in the programme, which were then fine-tuned based on the participants' understanding on the most urgent needs that should be addressed.

3. Debates about policy priorities and/or reform opportunities

During the NRT, discussions were initially held in small groups and the results presented in the conclusive section of the meeting. Groups were formed based on interests and included members of various stakeholder groups.

One of the underlying discussions throughout the event was related to the coordination of various actors, not only for the provision of education-related services, but also in terms of knowledge and information sharing. The discussion highlighted the clear need for a well-structured multi-level coordination mechanism, which takes into account current support structures as well as collaboration and coordination platforms.

Working with unaccompanied minors

Unaccompanied minors continue to be at great risk of leaving the educational system early despite the efforts of government workers to keep them engaged. Tightening the control over unaccompanied minors by regulating their movement was recommended as the best solution to prevent early school dropout. Participants also suggested that providing unaccompanied minors with some financial support would ease the need for them to seek employment opportunities during school hours, which is likely to increase their attendance rate significantly.

Cooperating with NGOs

NRT participants debated that there is considerable scope for collaboration. One of the suggestions brought forward included offering native languages as electives in schools and making them available to both Bulgarian and migrant students as an effective way to bridge the cultural and language divide between the two groups. As NGOs already work with native speakers, it was suggested that they are best placed to provide this additional service. The NRT highlighted that tolerance classes would be very useful for the host community and, in particular, parents of Bulgarian students. With the approval of school principals, such classes could be conducted during parent-teacher meetings, which take place several times a year.

Improving teachers' qualifications and developing their capacities to work with migrant and refugee students

Although an established national fund for improving the qualification of teachers is in place, it does not offer any programme tailored to the needs of teachers working with migrant and refugee children. There is a strong need for the implementation of teacher education programmes that address diversity and inclusion systematically.

Motivating children and their parents

In order for parents to support their children in education, they need to be actively involved in the school system. One way of doing so is by systematically including representatives of migrant parents on school boards, so that they can be involved in decision-making. Care needs to be taken to ensure barriers for participation, such as language and cultural differences, are tackled appropriately.

4. Conclusions and way forward

The NRT provided a safe space for stakeholders to discuss the challenges they face in migrant education and the possible solutions to those challenges. In summary, the following conclusions can be made:

- Better coordination of services and information sharing is required in order to avoid duplication and ensure adequate service reach;
- NGOs are well placed to provide complementary services to formal education;
- The provision of financial support to unaccompanied minors would assist them in meeting their daily needs, reducing the necessity for them to work during school hours. Mechanisms should be put in place to ensure minors remain in the educational system;
- Providing ongoing and continuous professional development and support to teachers is required in order for them to develop the necessary skills and competences so that they feel prepared to teach students from diverse cultural and linguistic backgrounds;
- Actively involving parents in the school system and removing any barriers to their participation is vital to boosting student morale and motivation.

Finally, the NRT was closed with the agreement that a report will be produced with the key discussion points from the meeting. A follow-up meeting will take place in late autumn 2018/ early spring 2019.

List of participants for the National Setting the Stage Workshop 2018

Name	Organisation/ institution	Position in organisation/ institution
Policy maker		
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Teacher, teacher-trainer, school-leader or other school representative		
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Other relevant stakeholder		
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Vesela Deyanova	Multi Kulti Collective	Project coordinator



NRT Synthesis Paper Croatia

Author: Filip Gospodnetić, Forum for Freedom in Education

1. Policy priorities and/or reform possibilities in Croatia

The policy priorities and reform possibilities addressed in the Croatian National Round Table, organised in Zagreb on 5th June 2018 are the inclusion of refugees/asylum seekers/children with a migrant background in the educational system, the organisation of preparatory and additional classes and support to refugees/asylum seekers/migrant children, the development of textbooks, continuous professional development of teachers in general, with an emphasis on schools that include refugees/asylum seekers/migrant children.

These policy priorities were detected in the meeting of the national consortium held on 21st March 2018. On that occasion, various civil society organisations work with migrant background students/refugees/asylum seekers analysed and exchanged views on the most salient issues in the Croatian educational context. Additionally, several policy level issues and gaps led to the emergence of the aforementioned policy priorities and reform possibilities.

For example, the Act on Education and upbringing in elementary and secondary school (Official Gazette, 87/08, 07/17) states that all students who need additional help in education can attend additional and supplementary classes to improve their educational attainment. According to the Rulebook on the preparatory and additional lessons for students who do not know or insufficiently know Croatian language (Official Gazette, 15/2013), students must complete 70-hour Croatian language lessons. Despite this, students cannot yet adequately participate in mainstream classes, even after they have completed their 70 hours of language lessons, as nothing besides language lessons is regulated by policy documents.

Some teacher training is offered by the Teacher Training Agency (Teacher Training Agency, 2014) on how to use methods of non-formal teaching in the area of civic education. Trainings aim at equipping teachers with knowledge and tools on how to apply non-formal educational methods, although this does not include the refugees/asylum seekers/migrant background students dimension.

The Agency runs teacher trainings on a regular basis for Croatian language teachers. Particularly strong interest has been expressed on providing training offers on teaching Croatian as foreign language (Teacher Training Agency, 2016) since teachers operate in a context in which they are not trained enough to teach the language to migrant students. Such trainings are currently scarce and mostly provided by civil society.

2. The Croatian NRT

The National Round Table was held in the European House, in the centre of Zagreb. Participants were invited via an on-line application form and were asked to provide basic information beforehand on their work/interest in migrant education.

The participants included civil society representatives, school representatives, teachers, principals, students and representatives of public educational bodies, especially from the Teacher Training Agency. Some participants came from outside Zagreb, a sign of the high level of interest in the topic.

3. Debates about policy priorities and/or reform opportunities

The National Round Table initially analysed and discussed the existing policy framework, its implementation, research findings on public policies and the identified needs and gaps. The subsequent sessions of the event focused more deeply on specific areas such as professional development and support to teachers.

Examples of good practice with regard to enrolment of pupils into schools, tracking of success rates, assessing prior knowledge, provision of support and communication with parents as well as collaboration with local community were showcased. Many of these examples were put in the context of existing, rudimentary public policies which do not provide a comprehensive framework for educational stakeholders.



The presentations provided the input for discussions initiated by representatives of the Teacher Training Agency, teachers and representatives of civil society. The debate further analysed the process of enrolling pupils into schools despite the policy shortcomings and teachers' preparedness to work with refugee/asylum seeking/migrant background students. Additionally, particular emphasis was put on the cooperation between various stakeholders such as civil society, local communities and public bodies. This was a particularly valuable input as it highlighted how beneficial collaboration between various stakeholders can be for refugee/asylum seeking/migrant background students.

The teacher training section raised strong interest in participants, as it provided them with information on platforms offering resources on working with refugee/asylum seeking/migrant background students. In this sense, civil society representatives, teachers and educators, representatives of public institutions came to the mutual conclusion that more knowledge sharing should be promoted and the resources already available be better disseminated.

The National Round Table was also a key opportunity for different stakeholders to network. The networking component of the event was particularly effective, since several formal and informal exchanges took place aside of the programme sections and follow up meetings were agreed, particularly between representatives of schools and public institutions.

Some quotes from the NRT worth mentioning are:

- Children (asylum seekers) are often included in schools with significant delays. Sometimes it is three months, sometimes seven.
- Asylum seeking children are in a unfavourable position in schools. They can feel when someone is talking about them or turn their back on them.
- Civil society organisations fill in the gaps of the system. Volunteers work with asylum seeking children, help them learn and achieve better results. Volunteers are a link between school, students and their parents.
- The collaboration between schools and other educational stakeholders was initiated because of the need to deal with asylum seeking and refugee students. The stakeholders schools collaborate with are the Ministry of Interior, social workers, civil society and faculties.
- A more structured collaboration between schools and the local community is needed in order to facilitate the integration of refugee/asylum seeking/migrant background students.

4. Conclusions and way forward

The discussions have emphasised significant differences in the implementation of the existing legislative framework and one of the recommendations brought forward stressed the need to implement existing public policies more consistently. This includes enrolling migrant background/asylum seeking/refugee students in the education system on time and without delay and providing adequate language support. Additionally, existing materials and resources used in migrant education should be better disseminated and made more accessible to teachers via various platforms.

A more thorough involvement of parents in school life was an additional key point that participants stressed. This is particularly relevant for parents of migrant children. In most cases they do not participate in school life, mainly due to cultural differences. There is thus a clear need to better inform them on how the education system in Croatia works.

Since the collaboration between various educational stakeholders (schools, CSOs, public educational bodies) has proven to be successful and at an advanced level, it is advised to continue such multi-stakeholder dialogue.

As teacher training on how to work with refugee/asylum seeking/migrant background students is lacking, and teachers demand more support on teaching Croatian as a second language, the NRT strongly highlighted the need to provide additional in-service training for teachers.



Finally, schools should get more connected with local communities and the organisations operating in the territory. This will lead to more social ties and interconnectedness with other stakeholders, thus enabling better and more successful integration of refugee/asylum seeking/migrant background students in school and after leaving school.

On 19th July 2018, on the basis of the successful outcomes of the NRT, Forum for Freedom in Education was called to showcase the results of the event in the framework of the panel discussion organised by Government's Office for Human Rights and Rights of National Minorities on the "Inclusion of asylees and asylum seeking children in the Croatian education system – Policy analysis and examples of good practice". The participation provided additional visibility to SIRIUS in the country and put at the disposal of policy makers SIRIUS' knowledge and good practice in the area of migrant education, while also providing a comparative perspective to Croatia.

Representatives of the Ministry of Education and Science as well as the Department of Education from the City of Zagreb were present at the panel.

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List of participants for the National Setting the Stage Workshop 2018

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Other relevant stakeholder		
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NRT Synthesis Paper Finland

Author: University Lapland

1. Policy priorities and/or reform possibilities in Finland

Finland has a permanent system and national policies for validating informal and non-formal learning. However, the validation and recognition of competences very much depends on school authority and teachers at elementary level. According to the school staff, there is no specific information about how non-formal education at primary and secondary level is validated. However, some schools have been exercising this as an informal practice. Therefore, we have chosen this as a policy priority or reform possibility of relevance in Finland in regard to the education of migrant and refugee students. Not only immigrant youth, but also Finnish children are at risk of social marginalization and under the threat of poverty (Tilastokeskus, 2012; Yle, 2016; Teittinen, 2017). Furthermore, Finland is still not a fully multicultural country. Gradually it is starting to pay attention to incorporating newcomers in the society. Therefore, new learning environments, new kind of formal pedagogics, and informal learning and validation of this non-formal learning can provide better support for individuals' learning paths as well as for deepening knowledge.

New ways of doing and learning support for both Finns and immigrant youth in terms of increasing socio-cultural and civic skills are an obvious target. In this social transition, societal transgressions such as racism, misdeeds and misbehaviour persists among various groups of people. Finnish children also need clear knowledge about diverse cultural backgrounds in order to eliminate prejudice, discrimination and racism towards immigrant children to improve well-being in a multicultural society.

We could build a learners' (Finnish and immigrant youth) initiative, interest towards diverse socio-cultural and economic trends through embedding meaningful social and democratic activities among youth to empower them.

It is easier to identify both formal and informal skills through external activities like community engagement in voluntary settings, after-school activities and by promoting facilities for leisure activities.

We can support the validation of competence of immigrants by recognizing both their prior academic and soft skills through informal learning environments. There is a need to increase forms of participation outside and after school hours to motivate the self-determination of immigrant youth. They can learn some of the subjects required through informal education (e.g history, religion and ethics, social studies, economics, geography and working life skills, sports, arts, digital learning, civic education, etc) by doing informal activities, by increasing civic and wider social participation and by increasing interaction with others.

We tried to explore special measures via the NRT to encourage youth participation in the local community and wider societal work. We tried to find some overall support measures for building partnerships between formal education providers and youth work providers, including youth organizations, civil society organizations, the media, parents' organizations and other relevant stakeholders in our NRT.

2. The Finnish NRT

Our NRT was held on 6th September 2018 at the Aurora hall, University of Lapland, Rovaniemi, Finland

There are 10 school leaders (principals) along with other policymakers, the city mayor, settlement associations, migrant-led organizations, representatives from different fraternities (participant list attached herewith), political leaders and representatives from local and regional government bodies as well as non-formal actors and sectors that took part in the NRT. Altogether, we have received 58 interested participants. In the morning session, we have different presentations about real challenges and opportunities on the topic e.g. ministerial representatives, the city mayor, non-formal actors and students took part in it. Then in the panel, we discussed about the challenges of validation of non-formal education at school level with local government representatives and principals of the schools.

After lunch, we organized a workshop in cooperation with facilitators where all stakeholders took part in.



3. *Debates about policy priorities and/or reform opportunities*

Though our policy priority was non-formal education and its validation in school, the debate was multifaceted. One of the core factors that as discussed is the mapping of prior skills of immigrant children and its impact on overall school success. For encouraging school work, it is also potentially important to inspire pupils' non-formal activities and funds of knowledge, and assist them by responding to their aspirations. The study also suggests that school counsellors and community agencies can map post-migration literacy related activities and a path for pupils based on their previous (pre-migration) experiences. However, it is schools who can observe whether or not the activities are implemented in practice.

Many non-formal activities could be linked to their activity list or "own path" format like sports, arts, civic education, digital learning, language learning, library work, homework, volunteering, etc). The "own path" can also include activities of interest to the students at different sites and schools could suggest pupils or allow pupils to be connected between activities they have interest in and could reveal their funds of knowledge. This "own path" listing is also applicable for both immigrant and local pupils, which also refers to an equitable treatment towards all pupils. Although school has a prime role, the community, parents and home support also are needed in the implementation of the "own path" listing.

Authenticate participation of all stakeholders can promote the right kind of support. Patience, courage and motivation both for teachers and students need to be established. According to the Finnish national curriculum, non-formal education can be validated by the school. So, it is the school who has the authoritative power for its implementation in practice. Therefore, pupils have to inform the teacher about their non-formal education activities in their own interest. To some extent it is hard for teachers to identify what pupils are learning outside the school boundaries. In that case, it would be easier to inform teachers about the students' non-formal activities to get recognition from the school.

Teachers should support artefacts as a source of knowledge and communication so that pupils can talk about their everyday realities within school and society. Showing, speaking and writing about everyday realities eases pupils to reconnect with their past and to restructure their identities, which can also support the improvement of their "own path" activity listing. In fact, many teachers use this method in Finland.

Some participants also discussed that the national curriculum can allocate certain school hours for attending non-formal education. One school leader also mentioned that they had lots of resources to organize different out-of-school activities. However, they had to return the fund to the ministry, because they didn't get any partners and participants to use such facilities, which also causes further debate on the information gap.

There is an information/communication gap between schools and non-formal educational sectors. So, the cooperation between school and other organization needs a resilient harmonization in terms of partnership. Local or regional governments have to coordinate and fill the communication gap between schools and other partners.

Some also agreed that non-formal education should preferably be provided by the non-formal sector, and that schools only need to allocate certain hours in the academic year for extra-curricular activities on a regular basis within and outside schools in cooperation with other sectors. In this case, other sectors who are interested to work with schools also need to know about the school curriculum and its related factors very clearly so that they can plan collaboration programs on time.

Identifying non-formal activities requires a lot of affordances from school. Therefore, it needs clear coordination and guidance from the ministerial level. Some participants also see the role of the child's mother as potentially important. It is the aspiration of mothers to support pupils in every sphere of their life. Therefore, engaging mothers in school activities, like providing information for mothers about the important factors related to the school curriculum, enables them to discuss the child's informal activities that children learn outside of schools with the class teacher. Many parents, especially immigrant parents, are not available in the WILMA system (a school administration software in Finland) and lack knowledge about the school curriculum. This is why mother tongue support for pupils and their parents in regard to counselling or helping new families during enrolment process and with using the WILMA system is needed.

Some agreed that the WILMA system can be reformed and the students' "own path" listing can be added in WILMA, so that parents, students and teachers can see the extra-curricular activities of the pupils. School teachers need clear guidance about recognizing non-



formal education and clear instructions to ease the process for the recognition of competences. Many also agreed that local government or municipal school services can support schools in engaging with the non-formal education sector by giving clearer instructions.

In regard to teacher training, many teachers agreed that various trainings are available, but teachers have limited time to attend those trainings even though they are free of charge. To great extent, teacher trainings with a similar subject matter overlap in time, which causes hesitation among the teachers. Therefore, it would be effective to avoid overlapping by collaborating with each other.

Some representatives also talked about the development of the traditional examination process. They suggested to change some aspects of the traditional exam process in schools to allow more delicate ways of evaluation and more flexible criteria for the recognition of competences at school.

4. Conclusions and way forward

Our findings are to explore important success factors and barriers for the effective implementation of policy practices at different levels. There are many good practices available nationally, therefore we would like to improve the wealth of knowledge of our partners by informing them about those good practices via the Ministry of Education and Culture. In that case, we have to strengthen the network and confirm network participations of representatives from different relevant sectors, and at the end exchange all good policies between network members.

It was highly appreciated during the NRT to engage immigrant youth and different student bodies as facilitators of the program.

We are planning a national policy workshop in 2019, which will probably be in Helsinki, in co-operation with the Ministry of Education and Culture. We would like to invite all stakeholders from both regional and community levels in order to explore effective solutions for understanding the policies and gaps in the implementations of these national policies.

Many participants during the NRT also suggested that local governments and municipal school services can support all schools in engaging them with non-formal educational sectors and by giving precise instructions about existing policies. In our next year Policy Workshop, we will discuss the notion that “clear and transparent instructions are needed for school teachers to guide them further for the reinforcement of teaching and learning of migrant and refugee students”.

Resources would be needed in 2019 for the SIRIUS national coordinator to visit different places nationwide especially for disseminating SIRIUS activities amongst many migrant-led associations and multicultural organizations like Villa Victor, Misters Ry, Monihelli, Gloria, and others, which are located in different parts of Finland.

The Ministry of Education and Culture has been operating a working group on “migrant education and integration”, which meets once in a month. This working group will provide a policy brief which includes new improvements on existing policies especially in the area of migrant education and integration. This initiative indeed supports the main objectives and planned activities of Sirius for the year 2019.

List of participants for the National Setting the Stage Workshop 2018

Name	Organisation/ institution	Position in organisation/ institution
Policy maker		
Esko Lotvonen	City Corporation, Rovaniemi	Mayor
Petteri Pohja	City Corporation	Chair, Local Government Body
Kirsi Kangaspunta	Ministry of Education and Culture	Planning Director
Liisa Ansala	City Corporation	Chair, Board of Directors
Riitta Harmanen	EDURO	President
Sanna Hiltunen	Centre for Economic Development, Transportation and Environment	Expert
Tervo Hellevi	Rovaniemi Education Board	Project Manager
Osmo Rätti	Arctic Centre, University of Lapland	Vice-Director



Irmeli Vähäaho	City Corporation	Special Education Coordinator
Saika Hasnat	Youth Parliament, Rovaniemi	Member
Laura Honkkala		Chair
<i>Migrant-led organisation</i>		
Seija-Matero	Moninet	Manager
Riitta Kempainen Koivisto	AMA	Secretary
Khan Mohammad	AMA	Chair
Olivia Kumpula	AMA	Member
Katarina Happonen	AMA	Coordinator
Matleena Aarikallio	Startup Refugee Network	Coordinator
Li Zhang	Sie& Mie Cooperative	Member
Jouko Luoma	Sie& Mie Cooperative	Member
<i>Teacher, teacher-trainer, school-leader or other school representative</i>		
Markku Pekkala	Napapiirin School	Principal
Heikki Ervast	Lapin University School	Principal
Jari Paksuniemi	Saarenkylä School	Principal
Eija Laiho	Ounasvaara Higher Secondary School	Vice-Principal
Tuovi Palomaa	Lyseonpuito Higher Secondary School	Principal
Mikko Holma	Ounasvaara Elementary School	Principal
Anu Kõngäs	Rantaviitikka School	Teacher
Paula Frantti Niemelä	Rovala Opisto	Principal
Johanna Puutansuu	Rovala	Teacher
Elina Ylianttilä	Osma Project	Teacher
Irma Sarvola	Korkalovaara School	Language Teacher
Ludmila Uutela	Language Education, Arffman Consulting	Teacher
Svetlana Smirnova	Language Education, Arffman Consulting	Teacher
Tiina Mölläri	Rantavitikan School	Principal
Tarja Peltonen	Arffman Consulting	Principal
<i>Parents- and students representative</i>		
Maryan Babakarkhali	Rantaviitikka School	Student Body
Heidi Launonen	Ounasvaara School	Student
Miisa Penttilä	Lyseonpuisto	Student
Nour Khalil	Korkalovaara School	Student
Rahal Mustafa	Rantaviitikan School	Student
Ella Ahonen	Korkalovaara School	Student Body
Sarelle Porsanger	Rantavitikan School	Student
Shaista Tasneem		Parent
Subrina Seema		Parent
Aava Pykkönen	Rantavitikka	Student
Alina Luusua	Rantaviitikka	Student
Imran Basir		Parent
Inka Laitinen	Korkalovaara	Student
Kante N' faly	Rantavitikan School	Parent
Kaarla Soppela	Ounasvaara	Student
Iina Kunnari	Napapiiri School	Student
<i>Other relevant stakeholder</i>		
Lumi Honkkala	Napapiiri koulu	Student Fraternity
Samu Nukarinen	Education Board	Member
Minna Körkko	Lapland University	Researcher
Nafisa Yeasmin	Lapland University	Researcher
Raija Kivilahti	Lapland University	Event Coordinator



Shrabon Hasnat	Rovaniemi Basketball Associations	Coach
Tiina Supajärvi	Multicultural Association	Coordinator
Santeri Illikainen	Napapiiri	Student Fraternity
Doris Poolamets	Lyseonpuisto Higher Secondary School	Fraternities
Liina Kunnari	Napapiiri School	Student Fraternity
Tuija Ikäheimo	NGO	Activist
Anu Vuoli	Adult School	Language Education
Violetta Shpotina	Lyseonpuisto	
Ursula Hietala	Napapiiri School	
Vilja Koivurova	Student Fraternity	Facilitator
Hanna Taimisto	NGO	Collaborator
Riitta Kempainen Koivisto	Lappilainen Newspaper	Chief Editor



NRT Synthesis Paper France

Author: Nathalie Auger, Université Paul-Valéry Montpellier III

1. Policy priorities and/or reform possibilities in France

The 2012 circular (NOR: REDE1236612C Circular n° 2012-141 of 2-10-2012 RED - DGESCO A1-1) published by the French Ministry of Education organizes the reception and schooling of pupils newly arrived in France and highlights the fact that these pupils are "allophone" (vs migrant/ or non-francophone in the previous circulars) and that "inclusion" to ordinary classes (and part-time 9 to 12 h a week in French as a second language class) should be the norm. More than 5 years after the publication of this circular, these two themes remain a priority. How to better include pupils in regular classes? How can allophony be perceived and used as a resource in FSL and in ordinary classes? How to accommodate unaccompanied minors in the schooling system? How to connect formal / informal / extra-curricular learning? The constitution of our round table will allow us to answer these questions. Our objective, during this first meeting, is to create a fruitful local / regional network by identifying the partners who are the most involved in the process of reflection on our topic in connexion with stakeholders in charge at a hexagonal scale in order to be able to propose a coherent model or at least recommendations at a national level.

During our first roundtable, our goals will be:

1. First of all, identify the operating methods of the different partners (perimeters and fields of action, practices, political relations) in order to create a body of knowledge on the practices of the different partners, to identify relevant multi-stakeholder practices and actions that have shown their effectiveness. To this end, and to prepare the NRT, we will ask them the following questions:
 - Can you briefly contextualize the creation of your institution/association/NGO?
 - Why and how it was created?
 - Your main actions?
 - How do you envision allophony and inclusion in your current and future practices?
2. To discuss the relationships to be fortified between the different partners to achieve the goals of inclusion (at school, professional and citizen levels) keeping in mind that pluri-lingualism is a major aspect of this inclusion. Then, we ambition to reach consensus on common goals to set up joint actions in the year 2018-2019.
3. To develop a steering tool for carrying out these actions during the year 2018-2019
4. A strategic document that will serve as a basis for the activities will be created.
5. To make a review over a year and see what tools / devices we can sustain at the local / regional / national level and disseminate to other European partners. Throughout the process, we will discuss ongoing reforms in education and migration at the national / European level to seize the opportunities offered to the network.

2. The French NRT

The National Round Table in France took place on 15th June 2018 in the Center for international students (hosting migrant students) in the international Office Building. The meeting has been organized by Nathalie Auger (Full Professor in Second Language Acquisition), Frédéric Miquel (Inspector for French as a second language Region, CASNAV (center for the schooling of pupils) and Florence Guiraud (PHD student in SLA and teachers for NAM in elementary schools).



3. *Debates about policy priorities and/or reform opportunities*

Mrs Lepetit (Ministry of French Education) explains that she was seized by the Minister of National Education (EN) on the issue of the migration crisis. She conducted an investigation which is still unpublished. It mentions an important associative involvement, without which it would not be possible to work because it is often the associations which guide the pupils. However, it is clear that these two worlds ignore each other ... or rather associations are familiar with National Education (EN), but it is not reciprocal.

There is also an increase in the population of young allophones in mainland France and overseas territories. The figures for 2014-15 are the latest in dates: there is a problem with the numbers which are not available in France.

Minor Unaccompanied (MNA) from 16 to 18 years are more and more numerous, the problem is that in France, after 16, schooling is not compulsory anymore and there is no national directive about it. These NAMs are sometimes called Majeurs (word-bag for Minor + majeur/adult people, to refer to young people whose age is not really known). Children undergo bone tests to "attest to their age" but these tests have no validity according to doctors (+/- 2 years margin of error). Genital examinations in Hérault area are forbidden but are required by the Prefect and the Prosecutor. Many papers are challenged by the authorities which leads to immediate incarceration.

Véronique Calueba (elected for the Protection of childhood and family in Hérault) explains that Social Assistance to Childhood (ASE) cuts the aids for NAM who are after 18. It is a pity because the willingness of students to go to school (attendance, commitment ...) is clearly visible. There is now a UTOA School for 25-30 young people who provide schooling, teaching language. It accompanies social and professional integration but there is too much to do. The question of rurality is also worrying: pupils are schooled in ordinary classes, without support.

The question of how to value these skills is important. This requires formal training, informal, non-formal, work on otherness and effective participation to promote inclusion.

There is a real problem of the isolation of NAM's teachers in France, rare links with other teachers. They would also need to be in relation with associations: who know the teachers better more than they know them. NAM's teachers lack time and space (sometimes no dedicated classroom) to practice.

4. *Conclusions and way forward*

Reflections were about the need to create a link between associations and the NE (National Education). It is important to articulate actions because there is a lack of visibility and knowledge regarding the activities led by each other over the year. Three different projects came out to create a "learning territory", to work and learn altogether:

1) **Creation of a resource Platform**

- For formal, informal, non-formal education: The idea concerns the creation of a resource platform to share resources for teachers and associations to propose assessments and diagnoses for learners, activity projects, training ideas for teachers (NE and associations) and more generally to share information on the topic adding NAM's parents as recipients.
- Shared calendar presenting the actions (intercultural, plurilingual and others), possible courses for children and parents : The idea would be to create a common calendar to promote languages (without hierarchy and by involving the parents), for example three times a year (autumn, winter, spring) by associating children and parents we could promote a language week, a day for francophony and other languages, multilingual parties/ exhibition, organized in different symbolic areas (Universities, schools, NGO, cities etc).

2) **Implementation of inclusive actions**

- Tutorat guided led by students: The idea is to create specific job/ traineeship descriptions for students (in FFL / FLS Master's degree, Culture, Humanum, psychology and other sectors of the the Universities in Montpellier like sports, education etc. according to the needs to accompany young migrants. There are different target audiences: NAMs without parents in France



or those who live with their families. The idea is to bring these actions into the legal framework of universities of Montpellier student internships.

- Other Projects

3) Multi-category training

- Professionalization of actors thanks to projects (contributions of regional, national and international experts) including 3rd FLS academic seminar: The idea relates to joint personal teachers' training between practitioners in ordinary or for NAM classes and actors working in associations/NGO. It would be a way for the different practitioners to meet. The training would not be up-down theoretical sessions but would involve everyone through co-constructing altogether a project to reflect and share their own practices and theoretical background.

By 1st September

Send to all participants

- the list of members' details
- the report

Send to the responsible authorities the proposal of responsibility for a project axis

By 15th September

Response from people contacted, possible adjustments, team building.

By end of December

1st balance sheet, resulting from regular monitoring.

Maybe integrate a training time at the 3rd FLS academic seminar

March

2nd assessment (maybe restricted meeting of 9-10 people in charge of the axes)

June

NRT n ° 2 prepared by invitation of specialists

List of participants for the National Setting the Stage Workshop 2018

Name	Organisation/ institution	Position in organisation/ institution
Policy maker		
Marie-Laure Lepetit	Ministry of French Education, Paris	General Inspector, National Representative for Migrant Pupils in France
Frédéric Miquel	Ministry of French Education, Montpellier	Academic Inspector in Montpellier, Representative for Migrant Pupils in the Region of Montpellier
Véronique Calueba		Elected Counselor for the Council of the Hérault Department (34), in charge of Aid and Protection of Childhood



Jean-Yves Bouton	Academy of Montpellier	Academic Inspector for Mastering French at Middle Schools
Nathalie Roccaserra-Pomares	Academy of Montpellier	Academic Inspector for Teaching Language at Middle Schools
<i>Teacher, teacher-trainer, school-leader or other school representative</i>		
Florence Guiraud	National Education	Primary teacher for Newly Arrived Migrant Children in Sète
Clarisse Decroix	CASNAV (Academic Center for Schooling of Newly Arrived Allophone Students and Children from Traveling Families and Travelers, Rectorate Service)	Project Manager for CASNAV 34
Céline Papelard	CASNAV	Responsible for "Espace Senghor" in charge of Testing and Preparing Migrant Pupils for Middle School
Christelle Houée	Middle School Victor Hugo in Sète	In charge of Migrant Children Classes
Jérémi Sauvage	University of Montpellier, IEFÉ and PHD in language acquisition and language didactics (the first and the others, psycholinguistics, identity issues)	Director of the IEFÉ (University Institute of Teaching French as a Foreign Language) and training teacher in Master French as a second language (FSL)
Patricia Gardies	Montpellier University	PHD in FSL, Teacher and Head of Studies at IEFÉ
Céclie Goï	Tours University	Vice-President for the Students Council, PHD in FSL on Migrant Children
Daniel Coste	Professor Emeritus in ENS Lyon	Expert for Languages for the Council of Europe
Gail Prasad	University of Wisconsin	PhD in Teaching Languages, Training Teachers
<i>Other relevant stakeholder</i>		
Lydie Fournier	City of Montpellier	in charge of the Plan for Children's Success at School
Association Gammes, Jérémy Mauconduit and Ibrahima Barry	Montpellier	Social Worker with Migrant People, especially Young Ones who try to give Jobs to Migrant People to lead the Association later on
Association UTOA (Un toit où apprendre), Karim Bouziane	Hérault Region	Social Worker, Housing and Schooling for Migrants (a lot of under 18 Children)
La Boutique d'écriture, Line Colson	Montpellier	Cultural Projects on Writing with Parents and Children (Head)
La Boutique d'écriture, Perrine Rieux	Montpellier	Social Worker and PhD Student in FSL
Anne-Laure Biales	Montpellier Academy	French Teacher and PHD in Progress on Migrant Children
Lorraine Klein	University of Montpellier	FSL Teacher in Master Degree Training
Mme Estrade-Segura	Hérault Region	Teacher for UTOA
RESF - Worldwide Network Education,	Montpellier	Benevolent Social Workers



Anne-Marie Bringer-Teule and Laure Agnès Suita		
Onésime - NGO « La Caravane des Dix mots », Francophonie, Gaspar Bouillat Johnson	France	National Cultural Association for French and Migrant Languages
Association Sétoise Concerthau	Sète	French as a Second Language, Cultural Activities for Migrant People
Association Jean-Bosco, Pierre-Jean Allard	Paris	Responsible for Don Bosco Paris



NRT Synthesis Paper Germany

Authors: Claudia Koehler, European Forum for Migration Studies (EFMS) and Jens Schneider

1. Policy priorities and/or reform possibilities in Germany

As in a couple of other European countries, the large influx of refugees and their children, plus a sizeable number of unaccompanied minors, in 2015 produced a large number of ad-hoc measures as to provide educational opportunities also under the quite precarious conditions of instability and uncertainty as regards even the near future due to provisional housing and unsolved residency statuses. Since refugees were distributed over the whole country, including small towns and villages, volunteers and retired teachers played a significant role in this and the ad-hoc measures hardly followed any master plan. Only after a while the regular structures took over again, but due to the strong federalized character of the German education system, regular systemic approaches mostly had only regional outreach and validity – and choice for different options and priorities. Today, three years later, there have been a couple of regional, national and international attempts to evaluate what has been done and what are the main issues at stake. Educational policy makers, school practitioners and non-school actors, such as parents' organisations and NGOs, now need to discuss about concepts, models and good practices in achieving the common goal: to provide refugee and other newly arrived children and young people with the best and most adequate education during their stay in Germany or, in the ideal case, for their future in the country. However, there is a clear lack of opportunities to exchange between practitioners of different regions and federal states, and between practitioners, policy makers and researchers in the field. This is why this topic was chosen for the German NRT.

2. The German NRT

The National Round Table (NRT) in Germany had the title 'Educational integration of refugees and newly arrived children and young people in Germany'. The NRT was conducted in cooperation between the European Forum for Migration Studies, Bamberg, and Verikom - Verbund für interkulturelle Kommunikation und Bildung e.V., Hamburg. Furthermore, it was organized in close collaboration with the Mercator Foundation and the Ministry for School and Education of North Rhine-Westphalia and its associated Network of Teachers with an Immigration History. Due to this collaboration, the event took place in the federal state's capital Düsseldorf; the venue was the Lutheran Church-owned FFFZ Hotel and Conference Hall.

The participants included 19 representatives of ministries, migrant-led organizations, schools, student organizations, foundations, academia and NGOs.

The core NRT took place on July 12th as a half-day event (10.00-14.00), but it was followed by a two-hour session (15.00-17.00) for international exchange about experiences and good practices in the education of newly arrived migrant students, connecting the NRT-participants to mostly educational practitioners from the Netherlands, Lithuania, France, Italy, Sweden, Croatia and Kosovo who came to Düsseldorf for a SIRIUS Peer Learning Activity that was scheduled for the next day.

3. Debates about policy priorities and/or reform opportunities

The NRT started with a presentation by Nihad Bunar from the University of Stockholm on the 'Education of newly arrived students in Sweden'.

It was followed by a presentation by Jens Schneider of Verikom (prepared together with Claudia Koehler of the European Forum for Migration Studies) on the 'Continuity of learning of newly arrived refugee students in Europe' which introduced the main findings of the 'SIRIUS Multi-country partnership to enhance the education of refugee and asylum-seeking youth in Europe', financed by the Mercator Foundation.

Subsequently, Dita Vogel of the University of Bremen presented a German study on the integration of refugees in schools that was conducted together with Elina Stock and commissioned by Education International.

Christoph Homuth of the Leibniz-Institute for Educational Trajectories introduced the participants to the research design of a new longitudinal study on 'Refugees in the German Educational System' that has just finished its data collection for the first wave.

Finally, Mostapha Boukloua from the Ministry for School and Education of North Rhine-Westphalia talked about policies, educational practices and experiences in the education of refugees in the education system of North Rhine-Westphalia.



The international exchange session was started off by a presentation of Barış Altındağ of the International Rescue Committee (IRC) on the work of the IRC in the German educational context and its 'Healing Classrooms'-approach.

4. Conclusions and way forward

The NRT made particularly clear that there is no single best way to provide education for refugee children. The challenges have changed the educational systems in Germany and other European countries which comes with both risks and chances. As the major risk, the NRT identified the danger of creating a two-class system that bans refugee and other newly arrived children from equal and just educational chance solely on the basis of (a) linguistic deficits and (b) well-established institutional age limits for specific transitions and accesses. This is especially problematic for the age group that represented the largest share of the most vulnerable group - unaccompanied minors between 16 and 18 years. In the education systems of most Länder, they are not in compulsory school age, and most systems decided to stream this age group mostly and almost automatically into vocational education and training. For many of them, this is not a bad choice, or maybe even the best one, but especially for those with an academic pre-formation brought from their home countries, it might entail the risk of not recognising their academic potential.

Major chances lie in necessary reforms in the systems that open them for better accepting and being prepared for heterogeneity as the norm and thus more individualized approaches to teaching and providing educational pathways. From this, many student groups can benefit, and, as research has repeatedly shown, even the highly gifted students of non-immigrant background. All German Länder together have created tens of thousands of new teacher jobs and created special programs for extra support and individualized career planning.

In the end, as Nihad Bunar underlined, the most important element is the intention to make the system inclusive and to remove all barriers that are found on the way to that goal. If this involves separate classes for a clearly defined limited time or the inclusion into regular classes at the earliest possible moment is probably less decisive than the intention and logic behind the specific policies and institutional responses - although most of the participants would clearly subscribe to a rather early transition into regular classes and keeping separate education to a minimum, while many teachers and principals seem to tend to prefer longer periods in separate classes. The second important point was a perceived lack of conceptual clarity in many policies and practices. This brings an element of coincidence and arbitrariness into the specific designs and educational opportunities and - especially - their quality. This point is probably the most difficult one to assess even on the regional level. The cases of the three federal states that were closer regarded in the NRT, North Rhine-Westphalia, Bavaria and Hamburg, also illustrated how difficult it is to bring good practices and concepts into all schools and areas.

List of participants for the National Setting the Stage Workshop 2018

Name	Organisation/ institution	Position in organisation/ institution
Policy maker		
Kerstin Richter	Bundesamt für Familie und zivilgesellschaftliche Aufgaben (Federal Ministry for Family and Civil Society)	
Jeannette Salamon	Niedersächsisches Kultusministerium (Ministry of Education and Cultural Affairs Lower Saxony)	Department for Migration, Culture, Language, School Psychology and School Social Work
Mostapha Boukloua	Ministerium für Schule und Bildung (Ministry for School and Education North Rhine Westphalia)	Consultant of Department for Integration through Education
Heike Maier-Finnemann	Kommunales Integrationszentrum Kreis Unna (Communal Integration Center District Unna)	Staff Member
Migrant-led organisation		
Ahmet Atasoy	Netzwerk Lehrkräfte mit Zuwanderungsgeschichte NRW (Network of Teachers with an	Network Coordinator



	Immigration History North Rhine Westphalia)	
<i>Teacher, teacher-trainer, school-leader or other school representative</i>		
Sarah Joliet	GSM Training & Integration GmbH (Training and Integration Company)	Director North Rhine Westphalia South-West
Marie Sewzyk	GSM Training & Integration GmbH (Training and Integration Company)	
Bariş Altındağ	International Rescue Committee Deutschland	Education Officer
Erkan Gürsoy	Institut für Deutsch als Zweit- und Fremdsprache	Project Leader ProDaZ (German as Second Language)
<i>Parents- and students representative</i>		
Sina Jansen	Bildungswerk für Schülervertretung und Schülerbeteiligung (SV-Bildungswerk) (Organisation for Student Representation and Student Participation)	
Schewan Hogy	GSM Training & Integration GmbH (Training and Integration Company)	Student
<i>Other relevant stakeholder</i>		
Mohini Lokhande	Sachverständigenrat deutscher Stiftungen für Integration und Migration (Expert Council of German Foundations on Integration and Migration)	Senior Researcher
Dita Vogel	Universität Bremen (University of Bremen)	Senior Researcher
Agnes Weiß	Stiftung Mercator (Foundation Mercator)	Project Manager
Nihad Bunar	Stockholm University	Professor at Department for Child and Youth Studies
Christoph Homuth	LifBi - Leibniz-Institut für Bildungsverläufe e.V.	Senior Researcher for Project "ReGES - Refugees in the German Educational System"
Jens Schneider	Universität Osnabrück/ Verikom (University of Osnabrueck)	Senior Researcher at Institute for Migration and Intercultural Studies, Organiser of NRT
Claudia Köhler	europäisches forum für migrationsstudien (european forum for migration studies)	Senior Researcher, Organiser of NRT
Maria Matreux	europäisches forum für migrationsstudien (european forum for migration studies)	Office Manager, Organiser of NRT



NRT Synthesis Paper Greece

Author: University of Western Macedonia (UoWM)

1. Policy priorities and/or reform possibilities in Greece

Athens NRT SIRIUS “Immigrant and Refugee Students in Greece: Needs, priorities and next steps” had as central topic these main priority axes, in line with the directions and priorities which are set the last two years from the Ministry of Education, also from the Ministry of Migration Policy for the Refugee and NAM students.

At the relevant synthesis paper that has been submitted to SIRIUS it is clear that currently in Greece, due to the high number of migrant and refugee students, there are urgent needs to strengthen national official policies, in line with the priorities of the international agenda, also to find synergies between official and non-official policies.

The Greek Ministry of Education at the beginning of refugee crisis with the establishment of Reception Facilities for Refugee Education (2016), invited every international organization and non-governmental organization that wished to provide educational activities in refugee reception centres.

Non-formal education in Greece is conceptualised in Law 3879/2010 (article 2, paragraph 4), where the term “informal education” instead of “non-formal education” is used. According to Law 3879/2010 entitled “Development of Lifelong Learning and other provisions” (Official Government Gazette of the Hellenic Republic-Volume 1, Issue No: 163, 21st September 2010) the definition of “informal education” is: “the education that is provided within the organized education framework outside the formal educational system and can lead to the acquisition of recognized certificates at a national level. It includes the original vocational training, continuing vocational training and general adult education”. Non-formal education can be provided by different agents, such as municipalities, preparatory schools and NGOs, when refugees are concerned. Extra-curricular activities often take place in the afternoons, after lessons have finished, within the school building. The municipality is responsible for them.

Information about the Refugee Education in Greece can be provided at the following report:

Palaiologou, N.; Michail, D.; Toumpoulidis, I. (2018). Multi-country Partnership to Enhance the Education of Refugee and Asylum-seeking Youth in Europe – Refugee Education in Greece. University of Western Macedonia and SIRIUS-Policy Network on Migrant Education.

2. The Greek NRT

The NRT SIRIUS “Immigrant and Refugee Students in Greece: Needs, priorities and next steps” took place on the 21st of June 2018, as full day event, in Athens, at the Hellenic Open University New Conference Hall. It was a joint event organized by the University of Western Macedonia (UoWM) and the Hellenic Open University (HOU) that are both partners from Greece in this European project. At this NRT, 51 people participated and interacted with the experts’ at the panel (6 experts) and two invited key note international speakers on issues concerning the education of refugees and migrant pupils, and the facilitators (4 experts) of the experiential seminars that followed. Moderators (two experts) at the experts’ panel were Nektaria Palaiologou, Associate Professor of Intercultural Education at UoWM and Nicos Sifakis, Associate Professor of Teaching English for specific purposes at HOU. Nektaria Palaiologou opened the NRT, highlighting that 20th June is the World Refugee Day, referring to the statement by UN High Commissioner for Refugees, Filippo Grandi, on that day, who referred to refugees as *everyday heroes* and calls for *solidarity actions worldwide*. The Rector of the UoWM, Professor Antonis Tourlidakis, through skype connection, pointed out the importance of such synergies between Universities at national and at international level to develop new educational materials, to educate teachers and to promote national educational policies in line with the international agendas. The Vice Rector of Academic Affairs of HOU, Associate Professor Giorgos Tsimouris, together with the Dean, Professor Antonis Lionarakis, pointed out HOU’s innovative character, offering long distance education and training, the importance of the new master programme for Migrant and Refugee Education entitled “Languages, Refugees and Migrants” offered in English language, addressed to international students. Former vice Rector of Academic Affairs of HOU, Professor George Androulakis, expert in Multilingualism, presented PRESS project (acronym) which lasted for two years, supporting teachers’ long distance training on refugee



education issues, developing new teaching material for teachers' education in this direction, strengthening the language domain of refugee students.

Nektaria Palaiologou, afterwards, on behalf of the International Association for Intercultural Education (I.A.I.E.), as elected Vice-President, and Director of the Hellenic Association for Intercultural Education (HAIE) mentioned the need for collaboration at national level, between Universities and stake holders in the direction of European projects for the NAM students.

The majority of the participants at this NRT were teachers, school advisors and counsellors, as well as postgraduate students of the Hellenic Open University's Postgraduate International Program entitled as "Language Education for refugees and migrants" and members of non - profit organizations for refugees. This audience is very sensitive towards Refugee Education issues, since the majority of the participants are professionals who work in formal as well as non-formal educational settings or social services addressed to newly arrived migrant (NAM) students and their families. This National Round Table was innovative and interactive in the following two dimensions: a) First, its thematic sessions had an international approach, with invited international participants from Universities, important organizations. Specifically, its first part (Part I) had a panel discussion on Immigrant and Refugee Education Policies in Greece, with the participation of 5 people who are experts in the field, also 1 delegate from the Ministry of Migration Policy (the delegate from the Ministry of Education, i.e. the Secretary General could not participate, but a support letter was sent in the frame of this NRT). At its second part (Part II) two experiential workshops were offered about Refugee Education: pedagogic approaches, training material addressed to the audience's needs.

b) Second, this NRT was not just giving academic type lectures/oral presentations. Each panelist had a short time (about 10 min.), priority was given to the discussion amongst the panelists/presenters discuss the Immigrant and Refugee Education in an interdisciplinary approach, to find common axes and links between the academic discourse at an international level and the relevant policies at the Ministries of Migration Policy and Education at national level. The participation of the two international experts, as invited key note speakers, from different backgrounds, i.e. from the Open Society Foundations in UK and from the Østfold University College in Norway, was very important since it gave space the interaction with the audience.

Subsequently, during the NRT's Part II the participants were divided in two groups to participate in two different experiential and interactive workshops; the first one was offered by ActionAid "Refugee students in priority in the classroom: pedagogical material" (number of participants: 16 persons). The second workshop was offered by the Center for Addiction Prevention and Promotion of Psychosocial Health in Western Thessaloniki "Diktio Alpha", was entitled "BRIDGES" - Psychosocial Supportive Material for Children and Adolescent Refugees 8-16 years old" (number of participants: 21 persons).

3. Debates about policy priorities and/or reform opportunities

The NRT at Athens was a multi-stakeholder event with great success. The variety of the audience, i.e. participants with different professional background, e.g. teachers, psychologists, head of refugee education centers, post-graduate students. The majority of the participants were professionals who work in formal as well as non-formal educational settings or social services addressed to newly arrived migrant (NAM) students and their families.

Moreover, the participation of delegates from government's policy settings, i.e. the Delegate from the Minister of Migration Policy, Mr. Rangos, Regional Coordinator for North Greece and Epirus, depicted the situation of the Refugee population in Northern Greece, their educational and social needs, the priorities of the Ministry in Greece. Practitioners from non-formal settings, specifically from NGOs expressed the urgent need for collaboration between the formal education settings, i.e. the Ministry of Education, with the non-formal settings/ NGOs. The delegate from the Open Society Foundations, Mr. Imad Shabi, who had participated also in Brussels SIRIUS official meeting with EC, in December 2017, pointed out this necessity, i.e. developing synergies between the Ministries of Education, Ministries of Migration Policy and the NGOs at local level. Mr. Imad Shabi also expressed the need next SIRIUS NRTs to offer more space to representatives from Migrant Organizations, to express their voices, at international level. Specifically, at this NRT an important NGO organization at national level which supported the event was the Hellenic Association of Intercultural Education (HAIE) that is the official organization for the Education of immigrant students, offering quality training to teachers, students, in collaboration with the International Association for Intercultural Education (IAIE) and with other national and international official organizations.



Another advantage, in accordance with SIRIUS Synthesis paper, was that at this NRT in Athens amongst its delegates had been invited people who are aware of SIRIUS priorities and activities. Assoc. Prof. Fred Carlo Andersen from Østfold University College, participated also at the first SIRIUS NRT in Athens in 2013 (with the participation of SIRIUS vice President Miquel Essomba). Also, the current President of the International Association for Intercultural Education (IAIE), Barry van Driel, who had also participated at the first SIRIUS NRT in Athens in 2013, was connected at this NRT in 2018, in Athens, through skype.

In this line, there is a continuity of the priorities and activities of SIRIUS at national level in Greece, with the support of international participants, which strengthens SIRIUS activities and shows the next needs.

The national and international participants were very willing to disseminate the results of this NRT, as a working group of experts, at their affiliations at national and international level.

Finally, it is also very importance that well-known international organizations such as IAIE are interested to find synergies and collaborate with SIRIUS.

4. Conclusions and way forward

Athens SIRIUS 2018 NRT was a fruitful event, which brought together people who work or are engaged to work with refugee students at national level, interested to support next SIRIUS actions through their affiliations. As next steps, first it is very important that at the forthcoming SIRIUS policy conference and meeting on 20th September in Brussels, the delegate of the Minister of Migration Policy, Mr. Nicolaos Rangos, will participate officially at the event. In this line, the Minister of Migration Policy is eager to support SIRIUS next activities, i.e. a new SIRIUS NRT or Conference in Greece within 2019.

Also, SIRIUS official partner in Greece, i.e. HAIE is developing a questionnaire addressed to professionals in formal and non-formal settings, which could be used as a tool for comparative research and analysis also from other SIRIUS national partners. SIRIUS has significant support in Greece from National Association of Teachers (through HAIE), from the University of Western Macedonia (UoWM) and Hellenic Open University (HOU) as partners at this project.

Any activity or event that the SIRIUS Board of Executives will place in priority for the rest of 2018 and onwards could be organized in Greece with success, with support also from the Ministries. The idea/suggestion is to include one to two additional migrant-led NGOs as supporters of SIRIUS events at national and at international level.

List of participants for the National Setting the Stage Workshop 2018

Name	Organisation/ institution	Position in organisation/ institution
Policy maker		
Fred Carlo Anderson	Ostfold College, Norway	Associate Professor, expert in Migration and Leadership Education
Giorgos Tsimouris	Hellenic Open University	Vice-Rector of Academic Affairs, HOU
Antonis Lionarakis	Hellenic Open University	Dean at the School of Education Studies, HOU
Alexis Kokkos	Hellenic Open University	Vice-Dean at the School of Education Studies, HOU
Antonis Tourlidakis	University of Western Macedonia	Rector
Nektaria Palaiologou	University of Western Macedonia, IAIE, HAIE	Scientific Coordinator at SIRIUS for UoWM
George Androulakis	University of Thessaly	Professor, expert in Multilingualism. Former Vice-Rector of Academic Affairs, HOU
Zacharias Palios	Hellenic Open University	Assistant Professor, HOU
Nicolas Rangos	Ministry of Migration Policy	Regional Coordinator for North Greece and Epirus
Konstantinos Kalemis	Ministry of Education	



Argiro Maria Kontzinou	Ministry of Education	
<i>Migrant-led organisation</i>		
Imad Shabi	Open Foundation Society	Head of Education Programmes
Evagelia Bourdaki	HAIE	
Elpida Vlachou	HAIE	
Evagelia Vlachou	HAIE	
Paraskevi Pineli	Metadras (NGO for Refugees and Migrants)	Teacher in Intercultural Education
Petro Tarasevich	HSE/LSE	Teacher in Intercultural Education
Eva Iliadi	Metadras (NGO for Refugees and Migrants)	Teacher in Intercultural Education
Dimitra Ntirogianni	ACTION AID, NGO	Facilitator at ACTION AID Seminar
Despoina Kardogerou	ACTION AID, NGO	Facilitator at ACTION AID Seminar
Eleftheria Spyropoulou	DIKTYO ALFA, NGO	Facilitator at DIKTYO ALFA Seminar
Vassiliki Zountouridou	DIKTYO ALFA, NGO	Facilitator at DIKTYO ALFA Seminar
<i>Teacher, teacher-trainer, school-leader or other school representative</i>		
Irini Papakamenou		English Teacher/ involved in Intercultural Education
Maria Psaltaki		Teacher in Intercultural Education
Evdokia Bekiari		Teacher in Intercultural Education
Dimitris Sakelaridis	Pyxida (Compass, NGO for Refugees and Migrants)	Teacher in Intercultural Education
Melina Kapetangiorgi		Kindergarden Teacher
Dimitra Stamou		Kindergarden Teacher
<i>Parents- and students representative</i>		
Maria Liontou	Language Education for Refugees and Migrants	Postgraduate Student
Giannis Vazirgiantzikis	Language Education for Refugees and Migrants	Postgraduate Student
Dania Al-Jubeh	Language Education for Refugees and Migrants	Postgraduate Student
Elli Giouzeli	National and Kapodistrian University of Athens	Postgraduate Student
Anna Kypraiou	Language Education for Refugees and Migrants	Postgraduate Student
Klio Sakelaridi	Language Education for Refugees and Migrants	Postgraduate Student
Vasso Alikari		Postgraduate Student
Athanasia Kaldi		Postgraduate Student
Thania Aggeli	Language Education for Refugees and Migrants	Postgraduate Student
Vaia Triantafillou	Language Education for Refugees and Migrants	Postgraduate Student
Stelios Giannoutsos	Language Education for Refugees and Migrants	Postgraduate Student
Margarita Kaparelou	Language Education for Refugees and Migrants	Postgraduate Student
Nektarios Syrros	Language Education for Refugees and Migrants	Postgraduate Student
Chryssa Karanassiou	University of Western Macedonia	Postgraduate Student
Georgia Kokkinou	Language Education for Refugees and Migrants, National Library of Greece	Postgraduate Student
Theodora Theodoropoulou	University of Western Macedonia	Postgraduate Student



Nikos Loukas	Hellenic Open University	Postgraduate Student
Dimitra Panagopoulou	University of Western Macedonia	Bachelor Student
Maria Tsouma	University of Western Macedonia	Bachelor Student
Evmorfia Liatou	Language Education for Refugees and Migrants	Postgraduate Student
Sotirios Chasapis	Hellenic Open University	Postgraduate Student
Evanthia Karakatsani	Language Education for Refugees and Migrants	Postgraduate Student
Panorea Kotrotsou	Language Education for Refugees and Migrants	Postgraduate Student
Dimitra Emilia Drosinou	Language Education for Refugees and Migrants	Postgraduate Student
Georgia Fountoulaki	Language Education for Refugees and Migrants	Postgraduate Student
Ioanna Parsali	Language Education for Refugees and Migrants	Postgraduate Student
Sofia Partsalidou	Language Education for Refugees and Migrants	Postgraduate Student
Maria Partsalidou	Language Education for Refugees and Migrants	Postgraduate Student
<i>Other relevant stakeholder</i>		
Galena Altuchova	Institute of Education Policy (I.E.P.)	Teacher specialized to teach migrants



NRT Synthesis Paper Ireland

Author: New Communities Partnership (NCP)

1. Policy priorities and/or reform possibilities in Ireland

In collaboration with the Economic and Social Research Institute and SIRIUS Policy Network, NCP organised a National Roundtable entitled “Enriching the Irish Education Experience”.

The aim of the conference was to identify the challenges facing migrant students in Ireland and discuss what steps may be taken to improve the ability of the Irish education system to address the particular needs of these students. The ultimate goal is to influence changes in Irish policy that will improve the overall educational experience for migrants and thus prevent early school leaving. Policy changes might include measures to ease integration into the school system and assistance for migrant students to reach their full academic potential.

Three main topics were chosen and were discussed during the National Roundtable:

- I. Working towards diversity within school staff in the Irish context
- II. Promoting the use of mother tongue in Irish schools
- III. Effective integration through art and culture

The first part of the conference saw presentations delivered by a number of speakers. The host of the conference, NCP’s Youth Project Coordinator Sevak Khachatryan, introduced the agenda and gave an overview of the work of NCP and their engagement with the SIRIUS Policy Network. Three guest speakers followed. All three guest speakers have experience in the field of education and specialise in matters relating to the three main topics of the Roundtable, as listed above.

The reason we prioritised first two topics (Working towards diversity within school staff in the Irish context and Promoting the use of mother tongue in Irish schools) was because past few years in Ireland, there were many debates regarding to diversity within school staff and promoting the use of mother tongue in Irish schools. Those are very important issues in Ireland and these policies need to be reformed. We included third topic (Effective integration through art and culture) because no one really discusses the importance of Art and Culture and we wanted to get different stakeholders views regarding to it.

2. The Irish NRT

The National Roundtable was held on May 30th, 2018 in the Irish Human Rights and Equality Commission in Dublin. There were around 33 participants (Attendance form is attached). Participants were of various stakeholders in migrant education, such as policy makers, researcher, school principals and teachers as well as parents of migrant students. The guest speakers were:

Dr. Rory Mc Daid, from Marino Institute of Education, Francesca La Morgia from Trinity College Dublin and Katy Fitzpatrick from Temple Bar Gallery and studios.

3. Debates about policy priorities and/or reform opportunities

The second part of the conference consisted of Question and Answer sessions with the guest speakers as well as group discussions on the presentations and the three working topics. The final 30 minutes were spent reviewing and summarising the outcomes of the discussions.

Discussion 1 with Rory Mc Daid - Working towards diversity within school staff in the Irish context

- Teaching Council has a very different approach to registering professionals qualified abroad in comparison with the Nursing Board.



- Ireland is not a work destination for teachers (like the medical field would be). There is no system in place to support the recognition of qualifications. Ironically, the Irish teaching system is constantly short of teachers.
- Aspects of finding work as an internationally qualified teacher:
- Department of Education – Social Inclusion section - should provide clear statistics from the Teaching Council about how many people have applied for teacher registration. Currently those statistics cannot be accessed.

Discussion 2 with Francesca La Morgia - Promoting the use of mother tongue in Irish schools

- Many Speech and Language Therapists, psychologists, and teachers are telling the parents that their children need to speak English. However, Francesca's research shows that language development and mother tongue/bilingualism are very important in acquiring other critical skills.
- Children who lose their mother tongue also experience a disconnect from their grandparents, extended family and friends in their country of origin and ultimately, a loss of culture as well.
- In Ireland, the study of languages is introduced very late. This makes it very difficult for students to be proficient in any language. Even Irish is taught as an additional language.
- Many children are not interested in their mother tongue, and lose the language only to have to learn in later in life as an additional language due to circumstances – i.e. leaving cert, employment, traveling, returning to country of origin, etc.

Discussion 3 with Katy Fitzpatrick - Effective integration through art and culture

- Art workshops and public events- there is a challenge in attracting families to spaces and art galleries in Temple Bar as the area is not necessarily family orientated.
- Some children with difficult behaviors struggle in a group setting or in the classroom, but they thrive in an art/creative environment.
- Challenge- children's attention often can be held for maximum 40-45 minutes, but most activities are for 2 hours. There is a need to alternate and keep the children interested. Inclusive approaches are needed and children should be encouraged, but not pressured to participate.
- Challenge- migrants are not very involved with arts/galleries. Galleries and artists are putting a lot of work into promoting inclusiveness, but are they reaching their migrant targets? Can they do more to encourage participation?

4. Conclusions and way forward

Working towards diversity within school staff in the Irish context

- Migrant Teacher Project is supporting internationally qualified teachers to get their qualifications recognized in Ireland. They can support in terms of local knowledge, peer mentoring, building up confidence, and guidance for members on where to go to get further support.
- Migrant Teacher Project cannot address specific shortfalls- i.e. learning Irish or other very specific accreditation requirements.

Promoting the use of mother tongue in Irish schools

- Teachers should receive further training about mother tongues/bilingualism and child development. TCD has a network of Speech and Language Therapists meeting every 4 months that could be of support.
- Being bilingual or proficient in another language should be encouraged and celebrated as this is a very important skill to have in terms of employability in the future of the young person.



- Parents, teachers, and the community can encourage bilingual children through everyday small things like having the radio on, having chats in that language, etc. The community and parents have a huge role to play in influencing/building up the interest of the child.

Effective integration through art and culture

- Invest hours of pedagogues in picking the right questions/activities in developing children’s art/creativity activities in galleries. This is important to support the children and young people to express their perspective and to avoid clichés.
- Schools have a huge role to play in promoting inclusiveness, especially through art and galleries. Schools can always contact art galleries directly and book activities.
- There is so much happening on the ground. Public Galleries are publicly funded by the Arts Council. They are very open for collaborations and most of them have Educational Officers as well. A good example of collaboration is the Hugh Lane Gallery and Larkin Centre in Dublin.
- DEIS program is a good example of efforts made by Dept. of Education to promote inclusiveness in education for children from disadvantaged backgrounds.

List of participants for the National Setting the Stage Workshop 2018

Name	Organisation/ institution	Position in organisation/ institution
Policy maker		
Asiya Al-Tawash	Muslim Primary Education Board	
Caitriona O'Brien	Department of Education	
Tanya Den Boer	TUSLA	
Ann Moroney		
Migrant-led organisation		
Elif Kir	NCP	Volunteer
Sevak Khachatryan	NCP	Project Coordinator
Lucy McNally	NCP	Volunteer
Daniela Jurj	NCP	Project Coordinator
Laura Kregzde	NCP	Office Manager
Fatma Msumi	NCP	General Manager
Angelisa Zerpa	NCP	Project Coordinator
Teacher, teacher-trainer, school-leader or other school representative		
Orla Doyle	St. Vincent's Boys	
Patricia Wallace	St. Joseph's Secondary	
Ruth Coghlan	St. Paul's Primary	
Sile McDonnell	St. Mary's Primary	
Eadoin Kelly	St. Mary's Primary	
Maria Cleary	Mt. Carmel Secondary	
Maureen Larkin	Muslim National School	
Adekunle Gomes	African Culture Centre	
Flura Ovobi	Culture Connect	
Charlotte Byrne	Irish Refugee Council	
Parents- and students representative		
Pagona Panagiotdi	Migrant Parent	
Laura Mickova	Migrant Parent	
Egle Kackute	Migrant Parent	
Colette Spears	LYCS	
Jessica Farnan	CDETБ	



Paul Downes	DCU	
Emer Nowlen	Migrant Teacher Project	
<i>Other relevant stakeholder</i>		
Samantha Arnold	ESRI	
Donal Talbot		Photographer
Francesca La Morgia	Trinity College Dublin	Speaker
Hannah Dabrowska		Trainer
Violeta Mooney		Researcher



NRT Synthesis Paper Netherlands

Author: Risbo

1. Policy priorities and/or reform possibilities in the Netherlands

The Netherlands does not have one nationwide educational system for migrant and refugee students, including newly arrived migrant students (NAMS). This makes it difficult for us to present a picture of uniformity concerning the policy of migrant and refugee children's education. There are also no national guidelines or laws concerning specific teaching competences for NAMS. There are four policies implemented concerning the placement of NAMS. Firstly, the municipality asks the regional school board to place a school inside of an asylum center or a class inside a local school. Secondly, the municipality can form an allocated 'newcomer's class' or students can be placed in regular education classes. Students' placements are based on either age or education levels. The special allocated newcomer's classes lasts for one or two years maximum before a child is placed in regular education.

The school governing bodies and the municipalities in the Netherlands are responsible for organizing the education for NAMS. As a result, there are different educational systems for the newcomers as is also the case in countries such as Belgium, the Czech Republic, Denmark, Norway, Sweden and the United Kingdom⁴. There might be advantages to this type of structure as the in- and outflow of newcomers is unpredictable and, moreover, a decentralized organization provides flexibility and the capacity to adapt to changes and fluctuations. However, this type of structure can also cause difficulties when the further integration of NAMS into society with respect to a career is put into consideration. For example, the expertise of teachers can vary considerably at a meso-level. After all, there are no national laws or guidelines on how to acquire additional teaching skills for teachers of newly arrived students with a different native language⁵.

Special attention in education for NAMS is given to age and education levels, but none to first language(s) per se. The school determines the educational level in Dutch but not in the native tongue. This is a missed opportunity. According to LOWAN⁶, currently, the Netherlands has almost 200 classes for newcomers with a different native language. While some of these classes are regional classes, other classes are centered around a district, village or town. Most classes for newly arrived students are part of a mainstream school and are either located in the same building as the mainstream school or have their own building.

During the National Round Table (NRT) special attention was given to multilingualism in education regarding all multilingual students. The dominant view continues to be that multilingual students have a language deficiency, instead of a multilingual mind⁷. It is seen as something negative, yet multilingualism is increasingly becoming the norm among children today, especially in the larger cities. A positive view on multilingualism in education has been shown in important research for many years. Already in 1981, Jim Cummins argued that bilingualism helps a child learn, instead of hindering one's learning⁸. Picking up on this positive view was a nationwide, Dutch, booklet on multilingualism from the Ministry of Education and the Primary Education Board that was issued to all primary schools in 2017, to give special attention to student's home languages. The booklet is divided into four sections, focusing on: child & language, language & education, education & organization and finally organization & professionalization⁹. Using this positive momentum, the National Roundtable was aimed at providing knowledge and information on multilingualism in education to policy makers, education practitioners and parents of multilingual children.

⁴ Eurydice network (2009). Integrating Immigrant Children into Schools in Europe: Measures to foster communication with immigrant families and heritage language teaching for immigrant children Brussels: Eurydice

⁵ Vijfeijken, M. & Schilt-Mol, T., van. (2012) Nieuwkomers in het basisonderwijs. Onderzoek naar benodigde competenties van leerkrachten, intern begeleiders en schoolleiders die werken met nieuwkomers. Eindhoven School of Education.

⁶ A coordination organisation of all welcome classes and schools for refugees in the Netherlands

⁷ Agirdag, O. and Kambel, E.R. (2017). Meertaligheid en Onderwijs. Boom Uitgevers

⁸ Agirdag, O. and Kambel, E.R. (2017). Meertaligheid en Onderwijs. Boom Uitgevers

⁹ Ruimte voor nieuwe talenten, booklet: https://www.poraad.nl/files/themas/school_kind_omgeving/ruimte_voor_nieuwe_talenten.pdf



2. *The Dutch NRT*

The national roundtable was held in Pakhuis de Zwijger in Amsterdam, the Netherlands and was organized by SIRIUS partner Risbo and co-organized by the Rutu Foundation, Rethink Amsterdam, the Polish Center for Education and Culture (Lokomotywa) and the Turkish Center for Language and Culture (STOC)¹⁰. It was held on Wednesday the 18th of July 2018. Experts were invited along with former students who shared their personal experiences. The chair of the Amsterdam South East district council was present to discuss her policy ideas and experience with multilingual education.

The roundtable was divided into three rounds: the first round focused on multilingual children and parents, the second round on multilingualism and school testing and finally the third round concerned language friendly policies that schools could implement. Each round had participants that are experts in the field. Policymakers, parents, researchers and school directors were present at the roundtable sharing their knowledge and expertise with the public. There were 75 people present at the national roundtable.

The panelists were: Dr. Ellen-Rose Kambel (director Rutu Foundation), Tomislav Tadjman (SIRIUS boardmember), Tanja Jadanansing (policymaker, Amsterdam district chair), Glenn Helberg (child psychiatrist), Marinella Oriono (author), Dr. Ellen-Petra Kester (researcher/associate professor in linguistics at the university of Utrecht), Zahraa Attar (MA student university of Utrecht), Dineke Blikslager (director primary school), Mari Varsyani (curriculum coordinator primary school), Bozena Kopczynska (director Polish school) and Dylan Hyman (educational consultant).

The public consisted of policymakers from the municipality of Amsterdam, students from the university of Utrecht, Leiden and Groningen, educators from different primary schools in Amsterdam and teacher educators, educational consultants from SARDES, parents and other interested participants.

3. *Debates about policy priorities and/or reform opportunities*

During one of the roundtables, Marinella Orioni spoke about the misconception that multilingual children have a language deficiency. Language deficits, learning delay and multilingualism are often associated with each other. The disadvantage would be caused by the child learning multiple languages. Marinella clearly explained that, children who learn two (or more) languages from their birth (simultaneous multilingualism), go through the different language acquisition phases separately in each language. At the age of four, they are not lagging behind in their language development compared to monolingual children. This misconception needs to be addressed in society more closely¹¹.

Another issue that became apparent during the roundtable, is that there is inequality between migrant and non-migrant students in primary education. It is vital that parents of multilingual children, whether they are newly arrived migrants or second or third generation migrants, have the appropriate knowledge in order to make the right choices to ensure for a quality education for their children including using their home languages. Children need a more worldly view in their education. A participant from the audience explained that it is very important for children to not only being allowed to use their home language, but also to be seen themselves in books and surroundings. The Dutch educational system is very focused on Dutch national history and context, whereas many children do not see themselves reflected in their learning. It is important for children to identify themselves with (their) language and culture so that they are able to grow up to their best abilities; emotionally, cognitively and socially.

Two former students related their divergent experiences with their home languages: for one it was a disappointment that her father opted not to teach her Turkish, assuming that she would do better in school with only Dutch. As a result she now has a difficult time to connect with her Turkish family, has identity questions, and also experienced a lack of employment opportunities as a social worker. The other student said that she was lucky to have learned to read and write Arabic at school as part of the policy to provide home language education in primary schools for Turkish and Moroccan children during the 1980s and 1990s (this was abolished in 2004). They were still, however, given a lower school advice by their teachers even though they scored high on standardized tests. These are not isolated

¹⁰ <http://www.risbo.nl>; <http://www.rutufoundation.org>; <https://www.rethink.amsterdam>; <http://www.lokomotywa.nl>; <http://www.turksonderwijscentrum.nl>

¹¹ She also wrote a blog about this subject: <http://www.meertalig.nl/oude-blogs/blog-juni-2018/>



incidents, as a recent report from the Dutch Education Inspection found¹². The experts emphasized the importance for teachers to become aware of the language development of multilingual children and of their own implicit bias towards children who speak other languages or dialects than Dutch.

Researchers, present in the meeting room, concluded that multilingual pedagogies and testing practices are of vital importance, however actual good practices are scarce. The policymakers position was that it is not their sole responsibility to make sure multilingual practices are happening in schools. Therefore, practitioners, parents and migrant organizations stated that they have to communicate their practices more and make sure there is collaboration between teachers, schools and school boards to present actual practices that are happening in the classroom. Support also needs to come from society itself. The reform needs to come through school curricula or school policies in order to achieve good multilingual practices.

4. Conclusions and way forward

The level of Dutch education has been falling for years. In contrast to almost all other countries, pupils in the Netherlands are performing slightly worse. These are the shocking conclusions of the Education Inspectorate in its recent report *The State of Education 2018*¹³. Even more worrying are the figures from the Education Inspectorate that indicate increasing inequality. Although all children in the Netherlands are entitled to the same quality of education, it seems to make quite a difference whether your parents have enjoyed much or little education and also whether they have roots in Turkey, Poland, Curaçao or Eritrea¹⁴. Even children belonging to the 3rd generation migrants appear to score lower than their fellow pupils without roots elsewhere¹⁵. So, what is the role of language? Amsterdam has about 180 different nationalities and a 100+ different languages. That means that more than half of Amsterdam school children speak a different language besides Dutch.

The reality is that classes in Amsterdam and other cities in the Netherlands will become certainly more than less multilingual in the future. During the NRT it was agreed that more needs to be done in order to promote multilingualism in society and more importantly, at schools. The conclusion was that there needs to be more communication between school directors, curriculum designers, consultants and practitioners to develop inclusive language policies at the school.

One of the primary schools present stated that they want to become the first 'Language Friendly School' of Amsterdam. The 'Language Friendly School' is an initiative from the Rutu Foundation and aims at schools having inclusive language policies and making sure that schools do not disallow home languages being spoken on school grounds.

The knowledge is there, now it needs to be transmitted to policymakers and practitioners so they can make the necessary language shift and changes in education to benefit all multilingual (migrant) children. This is why this roundtable is the first of a series and with the help of SIRIUS 2.0 we can continue with this important mission. The next meetings will have three important goals: (1) to increase the influence on policy makers concerning multilingualism, (2) to create a network of professionals and parents to collaborate on multilingual educational issues, and (3) to help schools adopt a more language friendly school approach.

List of participants for the National Setting the Stage Workshop 2018

Name	Organisation/ institution	Position in organisation/ institution
Policy maker		
Jeannine Hendolm	Municipality of Amsterdam	Policy Maker
Tanja Jadnanansing	Municipality of Amsterdam	Policy Maker

¹² Education Inspection 2018: <https://www.onderwijsinspectie.nl/documenten/rapporten/2018/04/11/rapport-de-staat-van-hetonderwijs>

¹³ Education Inspection 2018: <https://www.onderwijsinspectie.nl/documenten/rapporten/2018/04/11/rapport-de-staat-van-hetonderwijs>

¹⁴ Elibol, R. and Tielbeke, J. (2018). Goede bedoelingen zijn niet genoeg. *Trouw*, 6 juni 2018. Accessed on: <https://www.groene.nl/artikel/goede-bedoelingen-zijn-niet-genoeg>

¹⁵ Baars van, L. (2016). Derde generatie migrantenkinderen blijft achter in groep 8. *Trouw*, 21 november 2016. Accessed on: <https://www.trouw.nl/samenleving/derde-generatie-migrantenkinderen-blijft-achter-in-groep-8-a0ecc65c/>



Eveline Hamers	Municipality of Amsterdam	Policy Advisor
<i>Migrant-led organisation</i>		
Bozena Kopczynska	Stg Pools Centrum/ Network Multilingual Parents Amsterdam	Director
Agnes van Dam-Stegnes	Stg Pools Centrum	Expert
N. Ulldirim	Turkish Center for Language and Culture (STOC)/ Network Multilingual Parents Amsterdam	Member
Ellen-Rose Kambel	Rutu Foundation/ Network Multilingual Parents Amsterdam	Director
Sietske de Haan	Rutu Foundation	Fellow Worker
Hajar Fallah	Rutu Foundation	Fellow Worker
Suheyra Jalcin	IAMShero	Fellow Worker
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Zahraa Attar	University of Utrecht	Researcher
Ellen-Petra Kester	University of Utrecht	Researcher
Pamela Zadorias	Universidade Federal do Rio Grande do Sul, UFRGS (Federal University of Rio Grande do Sul)	Head
Kar Aliencar	UFRGS	Researcher
Suzanne Dekker	NHL Stenden & University Groningen	Researcher
Dineke Blikslager	St. Jan School	Director
Karim Baldag	NT2 Docent	NT2 Docent
Kees Ruitendaal	Esprit Scholen	Management
Cynthia Groff	Leiden University	Researcher
Mag Ramachadam	Amsterdam International School	Teacher
<i>Parents- and students representative</i>		
Nello Allocca	Network Multilingual Parents Amsterdam	Parent
Pamela Mercera	Network Multilingual Parents Amsterdam	Member
Bary Bactestan		Parent
Can Pekdemir		Parent
Merve Pekdemir		Parent
Anoek Dingerdis		Student
Judith Radana		Parent
Danielle Nijboer	Network Multilingual Parents Amsterdam	Parent
Jonathan Heiner		Parent
Tom de Bont		Parent
Joan Labort		Parent
<i>Other relevant stakeholder</i>		
Marinella Orioni	Author/ Journalist	Author
Ivan Seiki	Grupo Cirander (Language School)	Fellow Worker
Caia Oliveira	Grupo Cirander (Language School)	Fellow Worker
Carla Pontes	Grupo Cirander (Language School)	Fellow Worker
Carrie van der Kroon	DCI/ ECPAT	Fellow Worker
Rabine Mens	Sardes	Researcher
Tessa van Velzen	Sardes	Researcher
Ilona Toorenburg	Uitgeverij Boom	Fellow Worker
Sally Edwards	Soul Purpose Communications	Fellow Worker
Tomislav Tudjman	SIRIUS	Board Member



Ute Limacher-Riebold	Ute's International Lounge	Director
Stephanie Marsal	Consultant	Consultant
Lidewey Koren	Onderwijs Consumenten Organisatie (OCO)	Fellow Worker
Basia Mire	Weekend Academie	Fellow Worker
Montserrat Vidal	La Sabika Taal	Educational Consultant
Monica de Wit	Het ABC	Fellow Worker
Moniek Sanders	Het ABC	Fellow Worker
Dylan Hyman	Hyman consulting	consultant
Anna de Graaf	De Taalstudio	Fellow worker
Glenn Helberg	Adviesraad Diversiteit en Integratie (ADI, Municipality of Amsterdam)	Psychiatrist
Laurinde Koster	Risbo	Junior Researcher
Afke Weltevrede	Risbo	Researcher
Ummayya Abu Hanna	Rethink Amsterdam	Director



NRT Synthesis Paper Norway

Author: Ostfold University College (HIOF)

1. Policy priorities and/or reform possibilities in Norway

The Norwegian school authorities open up for schools to offer additional elementary education to young students (16-24 years old) with the right to attend upper secondary school. The purpose is to make it possible for newly arrived migrant and refugee students who have the right to attend upper secondary school, but need more elementary school training in order to fulfil upper secondary school. Their needs may connect to the students' ability to fulfil upper secondary school, often due to lack of Norwegian language proficiency, and late arrival in Norwegian elementary school. Schools may organize the students into appropriate groups according to specific challenges and needs, both regarding school subjects, language, or social issues.

One way of providing migrant and refugee students is through introduction classes. The students may attend introduction classes for one or two years, dependent on their knowledge and skills with regard to school subjects, or Norwegian linguistic proficiency. All newly arrived students in Norway have the right to specially adapted language education, which may include mother tongue teaching and bilingual education.

Another way of providing migrant and refugee students is through combination classes, which was in focus on the National Roundtable that is referred to here. This was first introduced and tested out in Norway in one school (constituency) from 2011-2014. The results were so positive that this approach is now in process of being implemented in several schools in several constituencies all over the country from 2017. Physically the students are based in an upper secondary school, where they have had a specific focus on increasing the students' Norwegian linguistic proficiency. Moreover, the students have combined learning the language with several other ordinary school subjects, following the secondary school curricula, and having teachers from both upper secondary and secondary school.

In the constituency where the National Round Table was being held, there were three upper secondary schools which reported from their experiences, as pilots, after one year. The coming school year, there will be two other secondary schools starting up two combination classes in each of the schools. The Round Table was organized as an experience conference, which relieved both several challenges and potentials for migrant and refugee students between 16 and 24 years old. This will be briefly described below.

2. The Norwegian NRT

Friday 13th of April, teachers, school leaders, regional and national school authorities met to share experience from one year as pilot schools in the combination-class-project, in the network for competence. The place for the conference was Quality hotel in the city of Sarpsborg, Norway. Teachers and school leaders from surrounding constituencies, another upper secondary school, a school for adult education of migrants and refugees, co-operators in two neighbouring regions, the National Centre for Multicultural Education, politicians from regional and national level. The purpose of the conference was to summarize the work and efforts during the pilot year period and share experiences. Apart from presentations and reflections from the three pilot schools, several others were presenting their visions and reflections.

3. Debates about policy priorities and/or reform opportunities

Introduction: Leader of the education committee in the constituency, politician Elin Tvette. She gave a brief outline of the report - Specific education program for newly arrived linguistic minority students -. The report recommends a continuation of the co-operation about combination classes between the county (upper secondary schools) and the municipality (secondary schools). The school year 2017/2018, three upper secondary schools have been involved, in three different municipalities. The coming school year (2018/2019), yet another school and a municipality will be involved. Potentials: There will be an increase in in-service training, and there is a good progress in knowledge development regarding Norwegian as a second language among teachers. Challenges: There is a huge knowledge gap between students, which has to be dealt with properly in the near future.



Glimpses from a multilinguistic classroom, teacher and blogger Tone Evensen. She works as teacher at an education centre, with elementary school for adult immigrants. She was rewarded the European Language Prize in 2017 for her blog activities. The jury emphasized that her blog provides concrete tips how teachers to take advantage of multilingualism in their daily efforts. She provided the participants at the round table with experiences and advice with regard to teaching materials and learning resources. In this presentation she particularly focused on class room activities regarding newly arrived students.

The mathematics supporter – tools for learning and perceptions about learning, by teacher and master in mathematics, Hanan M. Abdelrahman. She has several rewards for her work with teaching mathematics. Juries have emphasized her ability to develop the students' consciousness and a belief in their ability to achieve their goals. In her presentation she discussed teaching philosophy and about her own experience as a linguistic minority student in Norwegian schools. She shared her experience from the project mathematic-supporter for linguistic minorities.

Reflections about integration in schools for the future, Ministry of Education secretary, Kristin Holm Jensen. The Government presented a White Paper in 2016, - From receptions centres to participation in the labour force. The Secretary emphasized the importance of providing refugees in school an effective teaching. She referred to the OECD Making Integration Work (<http://www.oecd.org/migration/making-integration-work-humanitarian-migrants>)

Exchange of experiences from the three schools organizing combination classes.

School 1: A) Presentation of and discussion about presentation of the school for parents, assistants and friends – meeting in an informal setting in evenings. Experience low barriers for contacting the school and the teachers. B) Reading as the point of departure for learning. All students read at least one hour per week. Motivation to use the school's library. Books are novels or biographies in Norwegian. Teachers read together with the students in classrooms.

School 2: A) Local knowledge about the water cleansing factory – how to develop infected water into drinking water. Involving students with their local surroundings. B) Experiences from two combination classes. What have seemed to be success factors: Focus on the school subjects/written curriculum, organization and implementation of a survey to identify the students' challenges, strengths and needs, secondments/guest students in ordinary classes, continuous recruitment, and exam in the students' mother tongue.

School 3: A) Experiences from two combination classes. Success factors seem to be School leaders who engage in inclusive practices, addressing critical consciousness about social justice, knowledge of inclusive practices, emphasis on student learning and classroom practice, the need to address critical reflection, and promote dialogue. B) Language ambassadors, i.e. ordinary (majority language students) involve in activities in classes or arrange a range of activities together with newly arrived students.

4. *Conclusions and way forward*

There is one more school starting up with combination classes this school year (2018/2019), and it is crucial to continue sharing and discussing further development of combination classes. The school owner(s), i.e. the municipalities and counties will continue invitations to meetings between all stakeholders, planning and implementing knowledge building activities, and continue the project Competence for diversity. Østfold University College will continue the ongoing research and report on the following regarding all (4) upper secondary schools involved. Main focus will be as follows:

- I. How do the secondary schools work to achieve inclusive education for recent minority students between 16-20 years old in 8 combination classes?
- II. How do school leaders deal with challenges and possibilities within a context of migration and refugee crises?
- III. How do school leaders support teachers and learners' participation and achievements throughout their educational trajectory?
- IV. How do school leaders and teachers respond to the possibilities and challenges?

The following will be involved:

School leaders (principals and assistant principals)



Coordinators school (4)

Coordinator combination classes

Class room teachers (12-16)

Mother tongue teacher (Arabic and Kurdish)

Mother tongue teacher (Vietnamese)

Assistant teacher (Dari and Pashto)

Minority students (combination classes) (120)

Majority and minority students (language ambassadors)

Senior Advisor, (County)

Interview with coordinator of combination classes, school 3, June 15th regarding challenges and potentials looking back on this school year (2017/2018).

Three interviews with the principal of the cooperating adult centres 1st, 8th and 14th of June about challenges and potentials.

Interview with the Senior Advisor (County) is planned Medio September concerning challenges looking back on this school year (2017/2018), and reflections with regard to the coming school year (2018/2019)

List of participants for the National Setting the Stage Workshop 2018

Name	Organization/ institution	Position in organization/ institution
<i>Policy maker</i>		
Elin Tvete	Østfold County, Department for Education	Regional Politician, County Level
Kristin Holm Jensen	Government, Department of Education	State Secretary
Edit Skeide Skårn	Government, Department of Education	Senior Advisor
<i>Teacher, teacher-trainer, school-leader or other school representative</i>		
Christine Jensen-Moskvil	Greåker Upper Secondary School	Advisor
Silje Treimo Person	Greåker Upper Secondary School	Advisor
Hege Beate Ness	Greåker Upper Secondary School	Advisor
Camilla Eliassen	Greåker Upper Secondary School	Coordinator/ Team Leader
Kristin Danielsen	Greåker Upper Secondary School	Principal
Marit Sønsteby	Norwegian Center, Sarpsborg	Coordinator/ Team Leader
Kjersti Lilleby	Norwegian Center, Sarpsborg	Principal
Kjerstin Kildal	Malafoff Upper Secondary School	Teacher
Anne May Sandvik Olsen	Malafoff Upper Secondary School	Assissant Principal
Kristin Gjølshjøl	Malafoff Upper Secondary School	Contact Teacher
Ebba Katrine Eklund	Malafoff Upper Secondary School	Teacher
Inger Kathrine Breifjell	Malafoff Upper Secondary School	Advisor
Marius Derås	Malafoff Upper Secondary School	Teacher
Leif Normann De Lange	Malafoff Upper Secondary School	Assistant Principal
Britt Tove Sletten	Fredrikstad International School	Principal
Lise Sørensen	Fredrikstad International School	Assistant Principal
Merete Lindal	Fredrik II Upper Secondary School	Teacher
Hilde Hansen	Fredrik II Upper Secondary School	Assistant Principal
Lillian Jensen	Fredrik II Upper Secondary School	Teacher



Ann Christin Thorvaldsen	Larvik Municipality	Teacher
Dag Johnsen	Larvik Municipality	Teacher
Ingeborg Kulseng	Larvik Municipality	Teacher
Lene Karlstad	Delta Adult Education	Principal
Camilla Ullnes	Delta Adult Education	Coordinator/ Teacher
Magdalene Mekin	Askim Upper Secondary School	Teacher
Jan Greibesland	Askim Upper Secondary School	Teacher
Anne Engebregtsen	Askim Upper Secondary School	Teacher
Isabelle Christophersen	Askim Upper Secondary School	Teacher
Ingerid Holtsmark	Askim Upper Secondary School	Teacher
Rudi Olsen	Askim Upper Secondary School	Teacher
Else Haug	Askim Upper Secondary School	Assistant Principal
Vigdis Gjerberg	Askim Upper Secondary School	Principal
Fred Carlo Andersen	Østfold University College	Associate Professor, PhD
Steinar Bakkland	Moss Adult Education	Teacher
Anita Johansen	Østfold County, Department of Education	Advisor
Jim Lindquist	Østfold County, Department of Education	Advisor
Unni Hæhre	Østfold County, Department of Education	Head
Einar Wium	Østfold County, Department of Education	Senior Advisor
Hege Machulla	Fredrikstad Municipality, Department of Education	Advisor
Other relevant stakeholder		
Tone Evensen	Private	Speaker
Hanan Mohammed Abdelrahman	Private	Speaker
Lene Østli	National Centre for Multicultural Education	Advisor



NRT Synthesis Paper Poland

Author: Agata Gajewska-Dyszkiewicz, Educational Research Institute (IBE)

Poland introduced a series of reforms aiming at regulating and facilitating the education of migrant and returning migrant students in the Polish education system. According to central level regulations, all foreign students, irrespective of the legal status, are granted the same rights regarding pre-school and school education and care and follow the same curriculum as Polish citizens. They are offered target support, such as: additional language of schooling instruction, additional subject-specific instruction and target psycho-pedagogical support to meet social, psychological and learning challenges. It has been therefore the goal of the Polish NRT to discuss whether further support measures should be introduced and if so in which areas.

1. Policy priorities and/or reform possibilities in Poland

Monitoring of support measures, resources and educational achievement. The only data gathered by central government agencies relating to the education provision of migrant students are the uptake of additional instruction provided for migrant and returning migrant students. However, due to the system of allocating central resources for educational needs, it is impossible to track whether and how exactly the money is spent. There is also no central information on the number of teachers' aids employed to assist migrant students and their qualifications. Analogously, educational outcomes of migrant students on high stake final exams are not tracked by the system. More systematic monitoring of chosen data on educational and psycho-social support provision, the up-take and outcomes of thereof seems a prerequisite for accurate evaluation and planning of targeted support in the future. It should be discussed what information is considered crucial for educational policy and at which level these data should be gathered, aggregated and analysed.

Information and integration measures. Probably the most widely covered issue of migrant education in Poland are measures aimed at facilitating the integration of migrant students in schools. There are a few guides and brochures to assist teachers and schools in structuring the integration and adaptation process of migrant students, however their extent and methodological breadth still leaves much to be desired. Also, it has to be stressed, that there are no standard procedures an educational institution has to adhere to when enrolling migrant students, such as e.g. providing basic information on the Polish educational system as well as school-specific information to the students and their parents/carers, preferably in the native language of the student. Arriving at a common standard of minimal information and integration support all educational institutions have to adhere to, is therefore one of possible priorities of strengthening migrant education in the Polish education system.

Psycho-social support. Since August 2017 children experiencing problems with school adaptation due to 'cultural differences or changing the school environment, i.a. having previously been educated abroad' are explicitly listed as one of the target groups of psychological support provided by public psycho-pedagogical counselling centres. However, the Polish educational system has not developed any coherent approach to diagnosing and supporting these target groups. This problem has been addressed by a joint project of the Polish Teachers' Union (ZNP) and the Foundation for Social Diversity (FRS). Several tools (diagnostic questionnaires, interview scenarios and general guidelines for working with migrant children) were successfully designed. However, further development of specific tools as well as general training of psychological-pedagogical counselling centers seem to be crucial aspects of enhancing the quality of migrant education provision in Poland.

School placement procedures. Yet another aspect of migrant education provision are the school enrolment procedures, more specifically, grade placement procedures. Central level regulations require schools to determine the grade of migrant students on the basis of the number of years of schooling established with reference to formal documentation and/or the carers' assertion. If schooling documentation is unavailable, school grade is determined in an interview with the child to be enrolled in school led by the school head supported by a person speaking the native language of the interviewee. However, there are no regulations either on what the subject of this interview should be, or on the criteria to be applied. In consequence, it is not uncommon that the school heads decide to place a student in a grade several years lower than the grade responding to the students' age, possibly out of fear of lowering overall school achievement in the final exams.



2. *The Polish NRT*

NRT date, place: Warsaw, 12th July, 2018

NRT venue: IBE [Educational Research Institute] premises, ul. Górczewska 8, 01-180 Warsaw

NRT participants' profile: The event has been attended by 28 participants from the NGO sector, academia, central and local government, teacher and teacher trainers, as well as migrant activist. Participants represented major Polish urban areas (Gdańsk, Kraków, Lublin, Poznań, Warsaw), which ensured an adequate regional spread. Some regions, however, have been not represented (e.g. Wrocław).

3. *Debates about policy priorities and/or reform opportunities*

Central regulations versus local implementation. The majority of the participants shared a positive opinion on the regulations on migrant education in Poland¹⁶. However, it is a common understanding that the practical implementation of these regulations in schools is unsatisfactory and should be supported by training, awareness raising and provision of well-designed didactical tools and materials. Participants viewed the flexibility offered by the Polish education system as beneficial and were cautious not to overregulate the many aspects of migrant education. Still, some participants pointed to a negative washback effect of the regulations.

Up-take of support measures. One of the aspects of migrant education provision discussed was the relatively low up-take of the support measures offered by the Polish education system. It is unclear what are the main factors contributing to this situation. Several issues have been raised, such as (1) a relatively big share of Ukrainian speaking students, in whose case the dominant belief is they pick-up the Polish language with less difficulty (2) teachers' attitude, underestimating the real need for support migrant children experience (3) parents disinterest in/disapproval of support measures for migrant children.

Monitoring and accountability. There is a general agreement that the lack of data on migrant student needs, achievements and up-take on support measures disables evidence-based policy making. However, the relatively low share of migrant students in the Polish education system does not incite to set up a costly monitoring and evaluation system. Well-designed research projects could mitigate the problem and provide insight in chosen aspects of migrant education provision. There is an acute need for straightforward and user-friendly diagnostic tools to support the students' need assessment process, both in the beginning as along their education process. A specific case, which was raised is monitoring achievement in acquisition of the language of instruction (Polish).

School professionals training, support and cooperation. As of today, there is no requirement for school-staff working with migrant children – teachers, counsellors, psychologists, head teachers – to hold any kind of additional qualification. In effect, most of the staff is either self-taught or trained during the many smaller-scale initiatives and projects aiming at supporting school staff working with migrant students (organized mainly by the NGO sector). This holds true also in the case of psychologists working in the psycho-pedagogical counselling centers. Even if most of the didactic and diagnostic tools developed under particular projects are almost always made publicly available, their effective use remains restricted due to lack of accompanying training.

Assuring synergy and cohesion. The products of many initiatives and information on good practice remain scattered. There is no central info point/resource center that would gather the resources already available to school staff, parents and students. Therefore, one of the most strongly voiced claims during the NRT was the need better coordination and management of the already existing resources. In regard to inter-institutional cooperation, it has been also pointed out that the involvement of regional education authorities representatives as well as representatives of the Central Examination Board is considered highly desirable, both in future policy-making activities as well as next NRT events organized under SIRIUS.

¹⁶ Part of the regulations remain disputable. This is e.g. the case of enabling schools to organize preparatory classes for migrant students, in which case part of the experts stress the debilitating effect on migrant students integration and language skill acquisition.

4. Conclusions and way forward

Given the multitude and diversity of challenges facing migrant education on the one hand, and the fact that many solutions are already at place on the other hand, NRT experts confirmed that the main challenge is assuring cohesion among the many processes migrant children entering the Polish educational system are involved in, rather than introducing new regulations. A major breakthrough is needed in the way schools and psychological-pedagogical centers cooperate in catering for needs of migrant students and their families, especially on the beginning of their path in the Polish education system. It seems unlikely, however, that the central government will actively take upon itself a coordination role in this regard. The way to move forward is rather by building and strengthening a coalition/network of institutions and organizations proactively fostering the improvement of high-quality education provision for students with migrant background.

It was envisioned this coalition would contribute to its main goal of improving migrant education in Poland by developing common standards in chosen aspects of integration and education provision which could guide schools and regional educational authorities. The standards (and possibly tools) developed by the coalition would be then consigned by the participating institutions and thus assure greater spread, consistency and dependability. As for now, the main areas where common standards seem to be needed are: (1) need and skills assessment of newly arrived migrant students, (2) psycho-pedagogical support provision and (3) information measures and welcoming procedures on the Polish education system for newly arrived migrant students and their parents. The idea of the network/coalition will be further consulted with both NRT participants and other organization, not present at the NRT. The NRT events organized under SIRIUS 2.0 might serve as a vehicle for the development of such a coalition.

Another possible scenario was to form a partnership of a chosen local government (preferably one of Polish bigger cities with relatively higher numbers of migrant students), a research institution as well as other social partners to develop a set of standards and procedures. These standards would be implemented locally and evaluated in cooperation with a local or central research institution (most probably IBE). Some tentative partnerships with local government representatives have been considered. The possible partners, thematic focus as well as financing of the project will be closer examined in September-October 2018. IBE's project development unit will research financing and cooperation opportunities.

IBE invited the NRT participants to further involvement in SIRIUS 2.0 activities. IBE will inform the participants on the development of the project and strive to remain in regular contact throughout the following project years.

List of participants for the National Setting the Stage Workshop 2018

Name	Organisation/ institution	Position in organisation/ institution
Policy maker		
Barbara Skaczkowska	Ministry of National Education/ Ministerstwo Edukacji Narodowej	Counselor to the Minister
Anna Miastowska	Education Office Warsaw City/ Biuro Edukacji M.St. Warszawy	Chief Officer
Agnieszka Fiedosewicz	Senior Officer	Office for Foreigners
Ewa Podłęcka	Małopolski Urząd Wojewódzki Wydział Polityki Społecznej w Krakowie	Deputy Director Social Policy Section
Migrant-led organisation		
Khedi Aliyeva	Gdańsk Migrants' Council	Leader
Tetyana Ouerghi	Primary School no 221/ SP 221 w Warszawie; oddział przygotowania cudzoziemców	Representative
Oleksandr Pustovyi	Ukrainina School Warsaw + 'Nasz Wybor' Foundation/ Sobotnia Szkoła Ukraińska dla obywateli Ukrainy w Warszawie, Fundacja Nasz Wybów	Director



Teacher, teacher-trainer, school-leader or other school representative		
Izabela Witczak	Warsaw Centre for Socio-Educational Innovation and Training/ Warszawskie Centrum Innowacji Edukacyjno-Społecznych i Szkoleń	Coordinator
Małgorzata Wysokińska	Warsaw Centre for Socio-Educational Innovation and Training/ Warszawskie Centrum Innowacji Edukacyjno-Społecznych i Szkoleń	Teacher Trainer
Anna Podgórska	Warsaw Centre for Socio-Educational Innovation and Training/ Warszawskie Centrum Innowacji Edukacyjno-Społecznych i Szkoleń	Teacher Trainer
Agnieszka Marcinkiewicz	Warsaw Centre for Socio-Educational Innovation and Training/ Warszawskie Centrum Innowacji Edukacyjno-Społecznych i Szkoleń	Teacher Trainer
Małgorzata Zasuńska	Warsaw Centre for Socio-Educational Innovation and Training/ Warszawskie Centrum Innowacji Edukacyjno-Społecznych i Szkoleń	Teacher Trainer
Other relevant stakeholder		
Anna Górka	Institute of Public Affairs/ Instytut Spraw Publicznych	Projekt NIEM
Agnieszka Kozakoszczak	Foundation for Social Diversity/ Fundacja na Rzecz Różnorodności Społecznej	President
Magdalena Smak	Educational Research Institute/ Instytut Badań Edukacyjnych	Senior Researcher
Emilia Danowska-Florczyk	Educational Research Institute/ Instytut Badań Edukacyjnych	Expert
Dr. Ewa Pogorzala	Państwowa Wyższa Szkoła Zawodowa im. Szymona Szymonowica w Zamościu	Researcher
Dr. Katarzyna Stankiewicz	Gdańsk University/ Uniwersytet Gdański	Researcher
Dr. hab. Piotr Stankiewicz	Educational Research Institute/ Instytut Badań Edukacyjnych	Director
Dr. Dorota Jaworska	Gdańsk University/ Uniwersytet Gdański	Researcher
Julia Karczewska	Poznań Migrant Info Point	Poznań Migrant Info Point Representative, Teacher
Rafał Kostrzyński	UNHCR	Public Information/ Communications Associate
Dr. Piotr Krzyżanowski	Akademia im. Jakuba z Paradyża w Gorzowie Wielkopolskim	Expert
Urszula Majcher-Legawiec	Mikołaj Rej Foundation/ Fundacja Wspierania Kultury i Języka Polskiego im. Mikołaja Reja	President
Agnieszka Mikulska-Jolles	Helsińska Fundacja Praw Człowieka	Expert
Maria Moroniak	Stowarzyszenie Homo Faber	Migrant Education and Training Expert
Joanna Smigiel	Instytut Badań Edukacyjnych	Senior Officer, SIRIUS 2.0 Representative
Agata Gajewska-Dyszkiewicz	Instytut Badań Edukacyjnych	Expert, SIRIUS 2.0 Representative



NRT Synthesis Paper Portugal

Title of the roundtable: Digital Competence and Social and Education Inclusion of migrant and minority people: practices and policies

Authors: Sofia Marques da Silva, CIIE- FPCEUP, Francisca Costa, CIIE- FPCEUP and Sara Caetano, ACM

1. Policy priorities and/or reform possibilities in Portugal

According to UNESCO, digital competences to employment and social inclusion are considered crucial to a fairer society¹⁷, as it is also stated in the Digital Education Action Plan of the European Commission¹⁸. The EU is committed with the engagement of EU States to promote national measures regarding the integration of migrants, through “holistic approaches” (Redecker, Haché and Centeno, 2010)¹⁹. Furthermore, digital competences are seen as a complementary strategy to integrate populations as migrants and refugees, fighting therefore the isolation these groups tend to suffer. The OCDE also calls attention to the inequalities generated by globalisation²⁰, which required political and contextual measures. Therefore, digital literacy should be promoted in order to generate more opportunities for all, especially excluded populations, in order to foster more social cohesion. Notwithstanding, this can be potentiated if through non-formal education settings which include more participatory methodologies and privileges the “project approach”.

Portugal, despite being at the European median regarding digital competences²¹, still has a path to trace in matters of basic competences in Information and Communication technologies (ICTs) and to be responsible while using the internet. In 2007, around 95% of young people between 16 and 24 years old living in Portugal used the computer and the internet. Therefore, it is essential they use it responsibly.

The INCoDe.2030 is a government initiative dedicated to the development of digital competences, that aims to respond to the society's new demands, namely in matters of employment and as an opportunity to develop strategies in the fields of Inclusion, Education, Qualifications and Research. According to the orientations of this initiative, “a country with more proficient citizens regarding the digital world is also a country where people are included, where people are participative and more able to deal with the society they integrate”.

Schools are central institutions for the training and development of children and youth. In this sense, some measures (nationally) for the integration of ICTs, across all education levels, have been put into place. Furthermore, the General-Directorate of Education (DGE)²² is developing digital and technological resources through different national and international projects and networks, in order to promote digital literacy of children and young people, this being an actual priority within the education field.

Other governmental initiatives are, for instance, the Choices Programme (currently in its 6th generation until 31st December 2018). Its main mission is the promotion of social inclusion of children and young people from vulnerable social and economic contexts, part of whom come from migrant families. One of the strong Axis of the Choices Programme is Digital Inclusion, which has a very important role in promoting the overall inclusion of young people also from minorities and with a migrant background.

Migrant groups are a significant portion of the Portuguese context, in particular 2nd generation migrants. Data from Pordata²³ indicate that in 2016, 29.925 permanent immigrants were resident in the country, 11.790 from Portuguese origins and 18.122 from abroad. In terms of age group, 4.071 are younger than 15 years old, and 2.111 are between 15 and 19 years old. According to the Evaluation Report

¹⁷ Info at: <https://en.unesco.org/news/digital-skills-critical-jobs-and-social-inclusion>

¹⁸ European Commission (2018) Digital Education Action Plan. Brussels: European Commission

¹⁹ Redecker, Christine; Haché, Alexandra & Centeno, Clara (2010). Policy brief Using Information and Communication Technologies to promote Education and Employment Opportunities for Immigrants and Ethnic Minorities. JRC European Commission. Available at: http://ftp.jrc.es/EURdoc/JRC57947_TN.pdf

²⁰ OECD (2018). The Future of Education and Skills. Education 2030. Available at: [https://www.oecd.org/education/2030/E2030%20Position%20Paper%20\(05.04.2018\).pdf](https://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf)

²¹ 15^o in the index DESI 2017, Digital Economy & Society Index, of the European Commission; Figure 1 (information through INCoDe 2030 [<http://www.incode2030.gov.pt/iniciativa>])

²² More information at: <http://www.dge.mec.pt/recursos-e-tecnologias-educativas>

²³ Pordata. Accessed in 2018, available at: <https://www.pordata.pt/Pesquisa/imigrantes>



of the Portuguese Policy on the Reception of Refugees (Reallocation Programme)²⁴, Portugal is currently the 6th country in the EU in terms of number of reallocated refugees. Until 29th November 2017, 1520 people were reallocated in Portugal, out of which 261 have been registered as families and 533 as minors.

To address this reality, the High Commission for Migration (ACM) has launched the “Platform for Online Portuguese”²⁵ to foster learning of Portuguese. The initiative supports migrants and refugees, who do not speak the language, to learn Portuguese, as a means to promote a more effective integration and inclusion. This is an important measure that fosters both digital knowledge and skills and the inclusion of migrant people.

Taking into consideration the aforementioned policies and measures, the NRT addressed the following questions:

- i. What has been done in the recent years with regard to digital inclusion in the context of non-formal education, first at the intervention level and then at research level (last 2 years, with particular focus on the integration of vulnerable social groups, particularly migrants and refugees if it is the case)?
- ii. What are the needs of the local contexts and what do they need to “start” working on digital education and promoting digital competences in vulnerable groups? What type of professional profiles are requested to foster digital competences for the inclusion of vulnerable groups?
- iii. What does research have to say regarding the discussion promoted during the roundtable, and about the general topic of Inclusion of minorities, migrants and refugees through ICT initiatives in education and training?

2. *The Portuguese NRT*

The roundtable took place on 21st June 2018, at the Faculty of Psychology and Education Sciences of the University of Porto.

16 participants from different organisations ensured a multi-stakeholder exchange of views:

- a) 3 participants from migrant associations, 2 of them are project coordinators in their respective associations and 1 young girl member of the association;
- b) 3 participants from the Choices Programme, including the national coordinator of the programme, a professional responsible for the Digital Inclusion Measure (member of the national team) and the project coordinator of the programme from Barcelos (North of Portugal);
- c) 2 members of the CIAPA (Aerospace Education), a project coordinator and a CID (Centres of Digital Inclusion) monitor. Both involved in the Choices programme, developing computer programming with young people;
- d) 1 team leader (and member of the INCoDe.2030) from the Directorate-General of Education (DGE) of the Ministry of Education;
- e) 1 professor/researcher from the University of Minho, with expertise in education technologies;
- f) 3 researchers of the University of Porto with a PhD or developing a PhD on Migrant students in Higher Education; Intercultural Competences; Migrants associations and youth participation;
- g) 1 secondary school teacher, from a school with minority groups;
- h) 1 member of the High Commission for Migration (ACM);
- i) 1 parent, member of an Association of people with special needs.

²⁴ Evaluation Report of the Portuguese Policy on the Reception of Refugees (Reallocation Programme (December 2017). Available at: <http://www.refugiados.acm.gov.pt/noticias/relatorio-de-avaliacao-da-politica-portuguesa-de-acolhimento-e-pessoas-refugiadas/>

²⁵ More information at: <https://pptonline.acm.gov.pt/>



The participants brought in several perspectives on the topics discussed through their professional experiences.

3. *Debates about policy priorities and/or reform opportunities*

From the policy makers perspective, represented by the Directorate-General of Education (DGE) of the Ministry of Education, was pointed out that several initiatives have been developed with schools to support the integration of ICT training. Particular attention has been given to vulnerable groups. However, it is something that is still being developed at the present time. The EU has launched several measures in the context of formal education. Notwithstanding the DGE is responsible for formal education and works with the official curriculum of schools, a strong effort has to be made to be more articulated with non-formal education.

According to the DGE representatives, the **Autonomy of Schools and Curricula Flexibility Project** can be considered as a measure for better integration processes, particularly for vulnerable groups, and might have an impact when considering digital inclusion. The measure aims to change the practices within the classroom, in order to transform it from an “enunciative space” into a “participatory space”, where students have a voice and are able to learn by doing (space-makers).

In general terms, the formal education system has already developed some initiatives to promote the acquisition of digital competences, as proofed, for instance, by the fact that a significant amount of school clusters and 1/3 of students have programming and robotic classes in their 3rd and 4th years.

However, several participants – including the school teacher – mentioned that there is a structural lack of digital and technology resources and it is utterly important that teachers could continuously use such resources in their classes.

An important government initiative that is also being developed (and already mentioned in question 1) is INCoDe.2030 (<http://www.incode2030.gov.pt/en/initiative>). Under this measure, there has been an attempt to generalise ICT in the curriculum. In the schools not covered by the autonomy measure, ICT classes are in place in two semesters in the 8th and 9th grades whereas in those covered by the measure, classes are in place from the 5th to the 9th grade and are also a cross-cutting element in the curricula of the 1st cycle. Another key objective of the **INCoDe.2030**, under Axis 1 Inclusion, is the promotion of digital competence of vulnerable groups such as elderly, migrants and minorities, youth and children at risk, people with special needs and disabilities, among others.

The DGE, along with the Institute of Employment and Professional Training (IEFP), also launched the Digital Competence Framework. The initiative is a tool to measure and diagnose the competence and proficiency in digital literacy, in order to better develop, implement and improve the acquisition of such competence. The tool has been built in line with similar European tools such as the “DIGCOMP: A Framework for Developing and Understanding Digital Competence in Europe”. The framework does not certificate as such but has the objective of supporting certification.

Another key measure showcased in the NRT was the **Choices programme** (already mentioned in question 1). It started in 2001 in 3 Portuguese districts, Lisbon, Porto and Setúbal under the objective of preventing youth marginality. In 2004, it has been extended to the whole national territory and comprised the topic of digital inclusion. The **Centres for Digital Inclusion (CID)** have a 14 year-experience and were a quite innovative thing years ago, because technology was not so disseminated as it is today. Currently, there are 110 projects in place, with children and youth between 6 to 30 years old having an effective access to new technologies, under strategic partnerships with companies such as Microsoft. The main goal is to foster learners’ digital competences and provide them with a certification in this domain. Due to nowadays’ trivialisation of technologies, the priority is to promote innovative solutions, different from what exists nationally. The programme works with digital resources and initiatives to also respond to what is considered the 4th Industrial Revolution, with specific needs in terms of labour market and intermedium technicians. Since a significant part of the population targeted by the Choices Programme is made up of minority and migrant groups, the programme promotes both social integration and digital technologies.

Representatives of **migrant associations** highlighted not only the cultural integration in the hosting country but also the sense of belonging to their original countries and this double effort can be enhanced through digital technologies. Particularly, promoting migrant integration in the labour market requires digital competences, for instance in preparing the CV, to create their own business, etc.



4. *Conclusions and way forward*

According to the representatives of the DGE, the agenda for the upcoming years will bridge formal and non-formal education providers, in a framework of more autonomy and curricula flexibility for schools, which will produce more inclusion for all. In terms of concrete ideas, there is an intention to continue to include programming and robotics in primary education.

Collaborative work and an effective dialogue are key important messages mentioned by several participants, including the ACM representative, academia and migrants' associations.

Teachers' training on digital inclusion and competence is considered important but it is not enough if not associated with a continuous practice (hands on experience). Therefore, it is essential that for an effective inclusion, especially regarding groups such as migrants and refugees, schools and other social and education institutions work under a Project Based Methodology, being the teacher/educator/leader a "manager of the learning process". In this regard, one participant from the academia mentioned that "technologies are a pretext to learn". Therefore, they can be used for effective purposes of learning and integration processes.

A great challenge for the future (as pointed by several participants, including one of the migrant associations) is that often young people, only want to learn what produces the acquisition of basic competences because of their explicit interest (as internet generally, social networks and media) but less in other areas they tend to label as "boring" (as Microsoft tools for instance). Therefore, there is a need to employ professionals having the capacity and competence to provide a quality digital and technological learning, but also to understand and support young people's full emotional and social development.

According to one project coordinator from the Aerospace Centre, "there is no secret (...). The learning process cannot be the same as I learnt in my age. New pedagogical and didactic approaches are requested, as well as new methodologies"... and goes on: "there are resistances...(...) but it is easier to motivate a person to do an excel graphic after the realisation of a prototype, simultaneously to the experimental practice of the prototype and the programming". In conclusion, not only new ways of teaching are needed, they also have to include a practical and meaningful dimension, otherwise it is difficult for people, particularly vulnerable groups, to see the received information as relevant for them.

Vulnerable groups (where migrants and refugees are included) need diversified strategies that are able to motivate them. Moreover, even in what concerns digital literacy, the difference in terms of motivation for learning is more dependent on teachers/coordinator of project/monitor's capacity to work closely with children and young people. It was also discussed that it is essential, whenever possible, to involve the members of the community in the integration process, also youngsters. This is particularly important when referring to vulnerable migrant groups, who might feel isolated or segregated. In this sense, both – digital literacy and non-formal education initiatives, processes and approaches – are fundamental.

The general conclusion was that a combination model combining resources and professional profiles is needed. Professionals must be ready to learn every day, to be self-taught and to pay attention to social and emotional aspects of the life of people they interact with, encouraging reflection and the capacity to differentiate knowledge from misinformation, spread around internet for example. Only with these transversal skills, people will be able to not only consume but also produce, being generated more opportunities for all, inclusion of unprivileged or vulnerable populations and more social cohesion.

The topic of Digital competences and migrants and minorities inclusion is not a topic that most of the participants are sensitive to. This means that there is a gap between EC and national policies indications (no one is left behind, Agenda 2030) and the relevance given to this topic and these populations in particular.

This NRT, however, seems to have motivated some participants to reflect on the topic while others confirmed the relevance of digital inclusion to enhance school success or to become more employable.

We believe that this is a topic worthy of attention and needs further activities. Moreover, researching on topics related to diversity and interculturality, teachers training and cultural diversity, migrants and minorities inclusion and participation is part CIE's 30-year work. CIE has several ongoing projects on the aforementioned topics, thus providing the institution with a body of knowledge to understand from a research, comprehensive and critical perspective these realities. Structural, intersectionality and situated knowledge are our main theoretical approach to interpret. Our relationship with the majority of NRT participants is solid. Most important, the relationship

between CIIE and ACM in SIRIUS is being in place since 2013 and has established a cooperation that will enable us to co organise joint activities and networking at national level. ACM - a government level organisation – ensures that the policy level perspective is also meaningfully included.

List of participants for the National Setting the Stage Workshop 2018

Name	Organisation/ institution	Position in organisation/ institution
<i>Policy maker</i>		
João Sousa	Directorate-General of Education	Team Leader
Lúisa Ferreira Malhó	Choices Programme	National Director
Sara Caetano	High Commission for Migration (ACM)/ Choices Programme	Programme Technician
<i>Migrant-led organisation</i>		
Ana Fonseca	DOINA – Association of Romanian and Moldavian Immigrants of Algarve	Project Coordinator
Rosa Moniz	ACAS – Portuguese Cape Verdean Association of Sintra	Association Representative
<i>Teacher, teacher-trainer, school-leader or other school representative</i>		
Helena Martins	Fontes Pereira de Melo School	School Teacher
Diogo Jacinto	CIAPA – Choices Programme	Monitor
<i>Parents- and students representative</i>		
Diana Necker	DOINA – Association of Romanian and Moldavian immigrants of Algarve	Young Person, Member of the Association and Student
Maria João Silva Santos	Parents Association and People with Trisomy 21/ European Project T21 Community	Association Leader/ Member of the European Project T21 Community
<i>Other relevant stakeholder</i>		
António Osório	Institute of Education – University of Minho – Braga (Department of Curriculum Studies and Education Technology)	University Teacher and Senior Researcher
Carolina Jardim	Faculty of Psychology and Education Sciences of the University of Porto	PhD Student
Carlos Grácio	CIAPA – Choices Programme	Project Coordinator
Cosmin Nada	Faculty of Psychology and Education Sciences of the University of Porto	Researcher
Daniela Miranda	Galoartis Project (Digital Inclusion) – Choices Programme of Barcelos	Project Coordinator
Daniela Silva	Faculty of Psychology and Education Sciences of the University of Porto	PhD Student
Margarida Videira	Measure IV – Digital Inclusion – Choices Programme	Support Technician



NRT Synthesis Paper Slovenia

Authors: Alenka Gril, Sabina Autor, and Janja Žmavc, Educational Research Institute, Ljubljana, Slovenia

1. Policy priorities and/or reform possibilities in Slovenia

The foundations of the policy for the education of immigrant children in Slovenia were defined in the Strategy for the Integration of Children, Students and Students of Migrants into the System of Education in the Republic of Slovenia (Ministry of Education and Sport, 2007), followed by the Guidelines for the Integration of Children of Immigrants in Kindergartens and Schools (Institute of Education of the Republic of Slovenia, 2009, 2012). In 2017 the Ministry issued supplemented guidelines for involving children of applicants for international protection in the educational system. These documents set out frameworks for intercultural education and training in Slovenia that follow the principles of equality and respect for diversity, interculturalism, open curriculum, and school autonomy, cooperation with parents, and access to education. The main elements of the integration of immigrant children into the Slovenian educational system are: 1) the learning of the Slovenian language and mother languages and cultures; 2.) individual programs of activities; 3) the two-year period of adaptation (learning, teaching, and assessment of knowledge); 3) the creation of a peer help network; 4) cooperation with parents and teacher education, which together should provide appropriate conditions for successful education and achievement of standards of knowledge and integration into society.

At the NRT, we wanted to highlight the various ways of implementing the National Strategy for Integration of Immigrant Children into the Slovenian Educational System, which was prepared by the MESS in 2017. At the same time, we wanted to identify the problems that schools, teachers, and other adults face in providing the support to children of immigrants in their involvement in the learning process or in providing suitable conditions for quality learning and continuing education. The purpose of the meeting was therefore to encourage the cooperation among various actors in the field of integrating immigrant children into education and to identify areas where the strategies for work on immigrant education should be developed and the cooperation between all stakeholders should be strengthened.

The main topic of the discussion was the organization of an inclusive learning environment in primary and secondary schools, and problems that hinder the reception, respect, support and empowerment of immigrant children in order to ensure the most successful acquisition of knowledge, gaining social, emotional, language and communication learning experiences, and incentives for optimal personal development. In order to create a quality inclusive learning environment, it is crucial for the school and teachers to be aware of the presence of different languages and their speakers, and provide everyone with equal access to knowledge and cooperation in learning and sharing experiences, also by creating opportunities for the use of multiple languages. In this way, schools practice the multicultural competence of all, from teachers and school leaders to pupils and their parents. In order to practice multilingualism as a central element in the design and maintenance of an inclusive learning environment, it is essential for various support systems to be available to the teacher as the leading player in the pedagogical process: from multilingual learning materials, colleagues' support and leadership, professional education and training, and professional support services / institutions, as well as families and non-governmental organizations in local communities.

At the conference, we focused on the central theme - the premises of multilingualism in an inclusive learning environment in three contextual frameworks:

1) organizing and conducting classes;

2) connecting the school with families and organizations in the local community and non-formal learning;

3) support systems for education and professional development of pedagogical workers.

In the discussion, we wanted to connect with and confront the findings and practical experiences of the actors who formulate strategies in Slovenia and work in this field. The representatives of Ministry of Education, Science and Sport, the Institute of Education of the Republic of Slovenia, researchers and higher education teachers, principals of schools, teachers, as well as representatives of parents and NGOs that support children of immigrants were invited to participate.



2. *The Slovene NRT*

Date: June 6th, 2018

Place: Ljubljana, Slovenia

Venue: Hiša Evropske unije / House of the European union (Dunajska 22, Ljubljana)

Participants: 16 invited speakers, 42 participants (attended voluntarily);

Invited speakers were school professionals (2 elementary school principals, 2 teachers – one from elementary school and one from high-school, 2 school counselors – one from elementary school and one from high-school, 2 educators from high-school dormitory), 2 volunteers from NGOs, the president of Slovene parents organization, 2 policy representatives (one from the Ministry of Education, Science and Sport and one from the Institute of Education), 1 university teacher, 2 researchers and in-service teacher trainers).

The rest of the participants attended NRT voluntarily in response to the public announcement of the event (via ERI's webpage and e-mail). They had to be registered a week prior to the NRT (some of them (7) were missing at the NRT). They come from schools (teachers and principals), ministries (MESS, Office of the Slovene Government for Development and European Cohesion Policy), teachers' union, National Parents Organization, other institutions related to education (Centre for Vocational Education, Institute for Education, Andragogic Centre), university teachers and students, media.

3. *Debates about policy priorities and/or reform opportunities*

Part 1: organizing and conducting classes

Experience shows that an intensive course of the Slovene language when immigrant children enrol in school should be extended (in heterogeneous groups of pupils at school or from several different schools together) and they should be included in regular classes simultaneously in order to improve peer socialization.

It is necessary to systematically regulate and evaluate the work done by teachers in integrating immigrant pupils. The current normative positioning the professional work of teachers with migrant children during the hours of additional assistance (or project financing of "multipliers") is not sufficient, since this kind of work requires a systematic job of specially trained teachers.

The higher expectations of teachers towards immigrant children than for other children are problematic (even in terms of learning motivation, which can be a normal developmental problem for adolescents who are not immigrants) or they are perceived as children with special needs.

The interpretation of the "temporary" immigrant children implies lower expectations, denial of rights, exclusion and discriminatory treatment. Due to the considerable mobility of immigrant children (going to other places in Slovenia or other countries) and the problems of individuals enrolling in school during the school year.

Part 2: connecting the school with families and organizations in the local community and non-formal learning

The problem is the low active involvement of immigrant parents in school. They are often exposed to prejudice and opposition towards them from parents of pupils of the majority population. In spite of individual examples of good practice, the discussion highlighted the need to include all children and parents of immigrants, children and parents of the majority population in the whole process: joint planning, organization and implementation of activities (which at school and school level requires work with all children, not only with immigrant children). Parents of children of the majority culture could, as volunteers, take the role of advocacy of interculturality in school and contribute to surpassing the prejudices of the majority by enabling them to get to know other cultures in contact with them.

The inclusion of immigrants (pupils and parents) in volunteering should be encouraged. The integration of immigrant pupils into various forms of volunteering is important as it is seen as an important way of empowering and overcoming stereotypical notions of social passivity (and consequently of subordination) of immigrants.



The unaccompanied minors should be treated individually in order to achieve the educational goals. In the educational work with unaccompanied minors, they miss the work guidelines. Also, it was recommended that the school should be recognized as autonomous and developed its own model of integration of immigrant children, which will be coordinated between all actors in the local community.

The social importance of alternative forms of self-organization of civil society, refugees and immigrants was highlighted. Representative of the group of activists organizing the daily refugee centre in Ljubljana pointed out the importance of activism for the integration of immigrants into the new environment. It is a way of opposing the evolving forms of integration, and at the same time it is a necessary form of support system that reaches immigrants from peripheral groups and whose system at the formal level cannot be covered.

Part 3: Support systems for education and professional development of pedagogical workers

The involvement of immigrant children in school is not systematic and comprehensive. Schools do not understand the integration of immigrants altogether, but partially. Strategies are usually used occasionally and by their own choice.

The strategies of learning Slovene as a foreign language are not yet well developed. In schools, professions and politics, there is a misunderstanding of the system of learning Slovene as a foreign language, especially regarding the role of different Slovene in the educational environment and the role of different mother tongues.

The school needs to develop the multilingual competence by following plurilingual and translanguaging approach. The perspective of plurilingualism at school presupposes awareness of the constant presence of different languages at various levels of its functioning (e.g. managerial, administrative, educational, pedagogical, technical and supportive), which are a source for strengthening the language competence of all pupils and school workers (to express knowledge/behaviour/position is more important than the language, which it is expressed in). This process is inclusive and concerns all speakers at school and therefore contributes significantly to the inclusive environment.

It is necessary to change the way of training and also the education of future teachers in the field of intercultural competence. The problem is reflected in the relative inefficiencies of in-service training that are performed once (not continuously), and do not require the transfer of learned into practice, while interfering with the teachers' working hours. In the curricula of future teachers, these competences are rarely and unsystematically included in the curricula.

4. Conclusions and way forward

In organizing the work and conducting classes at schools involving children of immigrants, the need for greater inter-ministerial coordination and support for schools was expressed. Changes will also be needed in the field of learning the language of immigrants (extension of the Slovene learning time). It is also unacceptable from the viewpoint of schools that the work of teachers, mentors to immigrant pupils be put in place, as hours of additional professional assistance; it would be more appropriate to regulate this work as a systematic job. Schools solve the problems partially, but they want system solutions and support, which will be interdepartmentally coordinated.

First of all, children of immigrants must be provided with a safe learning environment and acceptance, and then they can dedicate themselves to attaining their learning goals. We need to talk about safe learning environment also outside school, at home in the family and in the accommodation of persons, with (and applicants for) international protection, leisure activities and other facilities where they encounter. At the same time, it is necessary to activate a larger part of the teachers at school, which will contribute to more successful integration of immigrant pupils and their appropriate qualifications.

Participants emphasized that for the successful integration of children of immigrants into schools, simultaneous and coordinated action of schools, parents, NGOs, and local communities is necessary, while ensuring interdepartmental coordination.

The school should build its own diverse community, involved in various forms of coexistence, considering the specifics of its students, teachers, parents and the local environment. The need to create an inclusive environment at school, highlighted by the need to include all children and parents of immigrants as well as children and parents of the majority population, as well as the entire collective of teachers. In such an environment, equal participation should be ensured for all, throughout the educational process (joint planning, organization and implementation of activities), as well as taking responsibility for their own choices. Schools could take on the central



role of an initiator and facilitator of various forms of solidarity, mutual assistance, mutual care and empathy and community participation (also through the development of volunteering).

The need for teacher education and training in the integration of immigrant children into education is high in terms of school practice issues, but prevailing modes are ineffective or inappropriate and there is no greater interest among (future) teachers. It is necessary to change the perceptions of teachers about deprived, about the learning of the second language, and the equivalent use of languages that are present in various forms at school, as well as on the enabling of an equal and active role of pupils in the educational process. At the same time, it is necessary to take a comprehensive approach to the process of integration of immigrants, to open schools and to connect outside, to the local community. The cumulative effect will be reflected in changing the school into inclusive communities that will more successfully lead the integration process of immigrant children.

List of participants for the National Setting the Stage Workshop 2018

Name	Organisation/ institution	Position in organisation/ institution
<i>Policy maker</i>		
Stanka Lunder Verlič	MIZŠ (Ministry of Education, Science and Sport)	Director of Office for Development and Quality of Education
Katica Pevec Semec	Zavod RS za šolstvo (Institute of Education of Republic of Slovenia)	Teacher Advisor (for Migrant Children Education)
<i>Migrant-led organization</i>		
Arne Zupančič	KD Gmajna & Second Home (Migrant Daily Centre)	Volunteer, Activist at the Migrant Daily Centre
<i>Teacher, teacher-trainer, school-leader or other school representative</i>		
Bojana Breznikar	OŠ 8 talcev Logatec (Elementary School)	School Counselor
Maja Jularič	Srednja gozdarska in lesarska šola Postojna (High School)	Educator at a High School Dormitory (working with Unaccompanied Minors)
Katja Mlakar	Srednja gozdarska in lesarska šola Postojna (High School)	Educator at a High School Dormitory (working with Unaccompanied Minors)
Natalija Kaučič	Srednja šola Slovenska Bstrica (High School)	Teacher - Multiplier (for Migrant Children Inclusion)
Mojca Vrečko	Srednja šola Slovenska Bstrica (High School)	School Counselor
Tjaša Mlslej	OŠ Matije Čopa Kranj (Elementary School)	Teacher - Multiplier (for Migrant Children Inclusion)
Mateja Zukanović	OŠ Matije Čopa Kranj (Elementary School)	School Principal
Goran Popović	OŠ Livada (Elementary School)	School Principal
<i>Parents- and students representative</i>		
Anton Meden	Zveza aktivov svetov staršev Slovenije (Slovene Parents' Association)	President
<i>Other relevant stakeholder</i>		
Nevenka Alja Gladek	Slovenska filantropija	Voluntary Program Leader
Nataša Piriš Svetina	Univerza v Ljubljani, Filozofska fakulteta	University Teacher at the Centre for Learning Slovene as a Second and Foreign Language
Janja Žmavc	Pedagoški inštitut (Educational Research Institute)	Researcher, Teacher Educator
Alenka Gril	Pedagoški inštitut (Educational Research Institute)	Researcher, Teacher Educator



NRT Synthesis Paper Spain

Main author: Katia V. Pozos Pérez, Autonomous University of Barcelona; Mangement support and translation: Joseph Guardiola Salinas, Kabu Social Action Platform

1. Policy priorities and/or reform possibilities in Spain

1) Participation of immigrant families in educational centers

The participation of families in school is a necessity within the education system. Its value is crucial both for school results and to generate more democratic societies. However, in the last decades we found ourselves in a paradoxical situation. On the one hand, its importance is valued and, in theory, it is promoted. But, on the other hand, educational legislations have influenced a greater individualization of participation, and have reduced the importance of families in some bodies such as the School Council (Andrés & Giró, 2016).

In short, we would be faced with a "right under construction" (Silveira, 2016), despite all the advances produced in these decades. Although formally there is a promotion and encouragement of participation, in addition to the explicit and necessary recognition of it, it is no less true that its results have not reached all its potential. On the contrary, both from the theory and from the empirical works, we observe the limitations, difficulties and barriers that occur in this involvement of families in schools and in Education.

We find educational policies imposed from above, with institutional frameworks that leave no room for proposals from families that emphasize their participation in the centre. If they are listened to, they are actions that are limited to playful aspects of the functioning of the centre, or they play a role of passive subjects in the different governing bodies of the schools. But in addition, the participation is not homogeneous in all families, but it is the families closest to the school culture, or those with higher education who participate the most and, on the contrary, the most disadvantaged families, immigrant families, ethnic minorities have a much lower participation rate, when their participation should be enhanced from the Administration and schools to improve the educational success of children and favouring the social integration of families in the centre and in the territory.

Only if we incorporate the intercultural perspective in our centres will we be able to achieve a greater involvement of families. One of the conditions that will help to achieve the educational success of children and young people. Encouraging the involvement of families, taking into account their diversity and complexity, is a transversal objective that encompasses both the organizational structures of educational centres and the daily educational tasks themselves. And we understand that the perspective of community education would be the best strategy for this.

2) Teacher training in intercultural education

The multicultural reality of the classrooms has a brief but intense history that has been accompanied by elements of reflection and practice of the educational community committed to the comprehensive training of future citizens.

An education whose objectives can be summarized in one: quality, where the teacher must be prepared to take care of the unexpected and the needs of the students, knowing that its implementation does not only have an affective and moral content, to respect and to know other cultures, but to form critical people, with capacity to live together and cooperate with others, who possess positive attitudes and values facing diversity.

It is urgent to agree on a model of initial and permanent training that meets the needs of one's own. This model would help to give a flexible response to the demands of the current educational system characterized by interculturality, existing various models, to prepare teachers in active, and include in the curriculum of initial training, the relevant subjects related to this area.

It seems essential that, for Intercultural Education to be completely established in the current education system and respond to the diversity of students, a change in Teacher Training is necessary, which we can only do if we are aware of the meaning of this training. This training would include the acquisition of a broad and solid cultural background with a clear political orientation; ability to reflect critically on the practice to reveal the ideologies, daily educational practices and autonomy; and practice of the attitudes that define the intercultural transformer (critical, researcher and committed).



The training of teachers in intercultural education implies that the teacher is formed through a curriculum that adopts an intercultural approach in its objectives, processes and contents.

3) Migrant youth participation in non-formal education

On the basis that the idea of non-formal education can be a very powerful tool, at least as important as formal education, we should encourage the participation of young people, and more specifically, young people of immigrant origin who, as the studies shows, its participation rate is much lower than that of local youth (Iglesias, 2015). The low participation of young people in social and voluntary organizations is a reality that has been confirmed (among many others) by the Youth Reports published by the SM Foundation since the 1980s. Spain has historically been a country with little associative tradition, partly as a consequence of the long period of dictatorship that we suffered, but also in part, due to the absence of an organizational framework that recognized and valued the skills acquired through volunteering and youth participation (Injuve, 2017).

In the NRT that we carried out in Barcelona for the analysis of the Spanish context regarding the participation of young people in non-formal education, we tried to focus not only on this aspect, but also on the different actions that affect young people on education and training, employment and entrepreneurship, housing, health, leisure and sport, participation, volunteering, coexistence and inclusion of the different ministerial departments and the trends that exist for the near future, and especially of those young people from the most disadvantaged sectors socially, as well as young people of immigrant origin who live in our territory. The aim is to value the various measures and disseminate the opportunities offered to young people, with the firm conviction that everything possible must be done to find solutions, optimize available resources and carry out effective policies and programs that generate the opportunities that young people deserve.

Among the main lines of educational policy that were addressed in our NRT, it is worth mentioning the recognition and promotion of non-formal education, the integration of intercultural education in these policies and the empowerment of the social participation of immigrant youth.

2. *The Spanish NRT*

Date: 6th July 2018

Number of participants: 23 people

Venue: Secretary of Equality, Migrations and Citizenship of the Department of Labour, Social Affairs and Families. Calàbria, 147, 08015; Barcelona.

Profile of participants (multi-stakeholder): political representatives in immigration, policy makers, professionals in social education, pedagogy and sociology, diverse entities and NGOs for the support of immigrants, researchers in the field, teachers of all educational levels, students in social education, pedagogy and sociology, representatives of families, among others.

3. *Debates about policy priorities and/or reform opportunities*

A. OPENING LECTURE (OL): Aiming to introduce the main policy priorities/reforms needed to be addressed in Spain, providing a conceptual rationale necessary to ground and guide our national activity. The main points stressed out by the Commissioner of Education and Universities of the Barcelona City Council were the following:

- One of the keys to this inclusion must be in that harmony in which the government and educational policies go hand in hand with the urgent needs that this situation presents, as well as giving real support to the people and entities that want and can welcome these people from different continent.
- In general, these people from other countries who have escaped from complex situations or armed conflicts in their countries of origin, are in Europe with a hostile population that does not want to welcome them, or it is also the case of



some countries that have a civil society, powerful, strong, prepared, with people and with desire to be welcoming and to be respectful and coherent with the minimum human rights, but that nevertheless, are not desired destinations, reference destinations of immigrant origin.

- And assuming that these aspects are given, the key question is: and after that, what happens? Once in the host territories, what happens? The SIRIUS Network, for example, is one of the organizations that is responsible for answering this question, once we assume the starting conditions for processes of integration or social inclusion. From here on, how do we work in order to achieve a successful process of permanent construction of inclusion, and at the same time, we do not have to face social problems?
- There converge two major factors that are those that certainly indicate what should be part of public policies when it comes to leading and guiding the progressive processes of social transformation towards a clearly intercultural society in the deepest sense of the term:
 - a) **The symbolic cultural dimension** reflected in the clearly linguistic elements.
 - b) **The socioeconomic dimension**, clearly linked to well-being (welfare?), rights, and everything that represents the levels of well-being and wealth that people can have when they arrive in these territories.
- These are the two aspects, taken together, key for our societies to be able to face this challenge and to be considered, especially in the European framework with equal relevance.

B. **ROUND TABLE (RT):** Aiming to set a policymaking reflective debate on the three main priorities and reforms selected, represented by the main autonomous communities in Spain linked more strongly with educational and cultural policies for migrant people in our country. This table, moderated by Mr. Oriol Amorós, and policy makers invited debated around the main following aspects:

<p>Oriol Amorós March</p>	<p>Secretary of Equality, Migrations and Citizenship of the Department of Labour, Social Affairs and Families</p>	<p>Challenges of the day on educational policies for immigrant origin citizens:</p> <ul style="list-style-type: none"> • Right now we have results that are improving little by little, because it is true that the first children of migrants arrived with more advanced ages. • The reality is that there is a rebound in immigration and the diversity of immigrants are bringing their children; some are already doing it for family reunification, like the Chinese, and others, like the Sub-Saharan Africans, although they have more precarious situations in their countries of origin, they are just beginning to bring their children, but they will be arriving. That is more than likely. • Therefore, the challenges that arise in this round table through three major issues, are more than relevant to see how we are going to face it: with short and medium term goals that can give results in the short - medium term; issues that if we put ourselves to work already, we can carry out actions perhaps more agile, less structural and that we can find better what we need to do. <p>Priority 1.</p> <ul style="list-style-type: none"> • Affirmations about "families do not want to participate in the education of their children" and even more "immigrant families participate less in school" and even more serious: "immigrant families do not care about the results of their children". <p>Priority 2.</p> <ul style="list-style-type: none"> • Apart from improving teacher training in Intercultural Education, what actions could improve this inclusion of interculturality in the action of teachers?
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		<ul style="list-style-type: none"> • With what strategies can we take part and how to liberate teachers to have these stereotypes when assessing students and how to integrate Intercultural Education in schools? <p>Priority 3.</p> <ul style="list-style-type: none"> • How from non-formal education or non-school education can we improve things while structural reforms are carried out? • And there we have a first challenge, and that part of this non-formal education is within the framework of Youth Associations and as a general rule, participation in the youth association world, especially in non-formal education, in education in the free time, in the 'esplais' (leisure centres for youngsters) movements, in the Boy Scouts movements, but we see that although all these associations have a clear inclusive will, the results show that they are often organizations in which the middle class often participates, where there are little participation of young people and immigrant origin families.
<p>Lola López Fernández</p>	<p>Municipal Council of Immigration, Interculturality and Diversity in the City Council of Barcelona</p>	<ul style="list-style-type: none"> • The perspective of Intercultural Education is key to help answer all these questions, from all areas and not only from education. • The intercultural perspective is key so that it is properly understood and it seems that there is a great ignorance about this concept • The intercultural perspective has three main principles: <ul style="list-style-type: none"> ○ FIRST. A permanent struggle in all areas for equal rights, for equity in access to opportunities and for non-discrimination. ○ SECOND. The knowledge and recognition of the cultural, religious, etc. diversity that we want in our society. ○ THIRD. The critical and permanent dialogue of all the elements, of everyone from all areas of society. • We have to work for interculturality, to look for access and integration to informal spaces. Young immigrants who participate in these spaces and activities have a knowledge and recognition of the diversity we have in the city, and that they incorporate these young people with their knowledge, and how we can all be enriched by this knowledge.
<p>Miquel Àngel Essomba i Gelabert</p>	<p>Commissioner of Education and Universities of the Barcelona City Council</p>	<ul style="list-style-type: none"> • The issue of the participation of families refers me to a question that is still a pending challenge in this city. • This means that the structural factors are directly incident to the posterior possibility that a good teaching team and a good team of families and an educational community (teachers-families-environment-context) can do a good job. And that It is the responsibility of the public authorities. • How do we have to face this situation? Clearly work on the policies of admission to the schools, so that the reflection of the presence of families of this origin in the educational institutions of a certain territory, corresponds to the reality of said territory, and there is not in that sense, a factor of imbalance and, therefore, of potential school segregation. The first school segregation is the segregation of families, from one school to another. Teachers do not do this segregation, schools do it and active policies are needed to prevent those risks. • Therefore: encourage a policy of reservation of school places and designation of ratios. This policy is already being started in Barcelona for a much more balanced distribution



		<p>that responds to the authentic reality of the territory. This offers more opportunities to address diversity.</p> <ul style="list-style-type: none"> • Another aspect is how the “live registration” (registration along the school year) is managed.
Begoña López	<p>Coordinator in educational attention of refugee / immigrant students Teaching Federation of Workers Commissions - F.E.CC.OO</p>	<ul style="list-style-type: none"> • What we have to do is to focus on trying to involve the entire educational community - families, teachers, the management team and the competent public administration - in a participative educational model, with a participatory methodology that allows families get involved in this common project and let's build together that school model that we want. Participate, and build together. • That families not only participate in school councils and that they are given more voice and vote in them, but that they also participate in the School's Educational Project and in what affects the students' school success, their own sons and daughters and in the decision-making of the schools, • The public authorities must be able to ensure that, regardless of the educational institution, my son or daughter is enrolled in, which is financed with public funds, he must guarantee inclusion and not marginalization, segregation or exclusion. And that is the task of the Public Administrations and the education inspectors. • Regarding teacher training, the teacher is the key, or is the key to school success of the children we have in the classroom. • Teachers must have an ethical and moral commitment to their educational work and ensure equal opportunities for students to be successful and build knowledge among all, in a democratic school. • Diversity and educational inclusion is talking about social justice, a democratic school. The pillar is educational equity and it is with these values that teachers have to be trained.

- C. **WORKSHOPS (WS):** Were focused on the debate and development of a series of concrete proposals for policy development and/or reform for each one of the three main priorities identified in Spain. This methodology pretended to integrate into the debate to the broad diversity of stakeholders promoting dialogue with all involved, including those at the local and regional level to achieve a set of common objectives and concrete proposals developed by the participants themselves. Each one of the priorities had a moderator specialized in the topic, and who was responsible for gathering the main reflections and conclusions of the workshops including all the perspectives of our diversity of participants.
- D. **CONCLUSIONS REPORT (CR)²⁶:** Final plenary session for the presentation of conclusions and agreements about the policy development or reform for each one of the priorities.

4. *Conclusions and way forward*

1) **Participation of immigrant families in educational centers**

Author: Andrea Tusset, FAPAC (Federation of Association of Mothers and Fathers of Students in Catalonia)

- a) Initially we must understand the concept of participation in all its amplitude, as a process that not all the agents involved have knowledge. The participation should be educated, not only to families, but also to students in the classroom, either

²⁶ Parts B and C are synthetized below in question 4, where the inputs of all the diversity of participants are included



in primary education or in secondary education, and especially to teachers and management teams. We understand participation as the process that should allow individuals and families, not only to express their opinions and act, but also to participate directly in decision-making and in making changes in structures and processes. In many occasions AMPAS and management teams / schools are presented to families as fixed structures, in which participation is only based on the involvement in activities or dynamics already established, in which not everyone fits in, or it is in tune with their expectations of participation. It is essential that both, schools and AMPAs (Parents' Associations), provide spaces for participation and reflection that explicitly include the expectations, dreams and goals that each family has for the educational model and the associative life of families. Obviously, if we want that immigrant families participate in these processes, we must facilitate them, accessible hours compatible with the working day, and offer valid communication resources, either with translators, mediators, or seeking creative solutions among the community (other families of the same language / country, former students, entities of the territory, etc.). In this sense, the current conception of participation must be varied, based on a passive and hierarchical organization model, by a more active model with cooperative and collaborative organizations and processes. Both, AMPAs (Parents' Associations) and schools, must be trained in this aspect, without fear of losing their authority.

- b) Directly linked to the power of decision is the need to return this capacity to the main organ of participation in schools, the School Council. What is the meaning of participation without decision-making power?
- c) Schools and management teams, by order of the Department of Education, should be encouraged to open the centre's educational project to families. There are numerous scientific evidences that directly relate the participation, the educative communities, with the educational success. There are already numerous studies on effective participation methods. You just have to implement these successful and scientifically proven experiences. The work commissions in schools are much more successful if they are mixed, families and teachers, working in a context of non-hierarchical cooperation.
- d) Education legislation must adapt to this need for community work and active participation in schools. Currently, the role of families is focused, in most cases, on labour (human resources) for the activities that the school proposes and for which it needs help or economic subsidy. Under this legislative framework, participation will never be optimal.
- e) Not only education legislation must be adapted to this new situation. But also the legislation regarding associationism should be revised. There are other forms of participation that are not "regulated" or "formal" that must also be taken into account. The participation of "non-members" is equally valuable and rich.
- f) The working of the AMPAs through a system of annual quotas, can be excluding for all that group in situation of economic and labour precariousness. No proposal is made in this regard, it is only mentioned as a point to be taken into account in the analysis of participation.
- g) Mutual knowledge is essential, not only for coexistence, but also for the construction of a common project. Perhaps the inclusion of specialized professions such as mediation or social education in the pedagogical teams of the schools, would serve to favour this mutual knowledge. As long as this professional will be accepted by the school as a support agent, integrating them into the faculty/staff.
- h) It seems obvious and common sense, but the language barrier is not always taken into account. It is essential to invest resources, economic or human, in facilitating communication, either with translators, mediators, or through teacher training. The school must be aware of the importance of offering immigrant families positive experiences of respect and welcome. Taking into account the language barrier and finding a solution to it is essential to create an atmosphere of trust. If the language barrier is perceived by the school with negative connotations, both the family and the students, will perceive it.
- i) During the debate, the difficulties of undocumented minors in charge of the Directorate General for Children and Adolescent Services (DGAlA) are considered. The participation of this group is almost null. When they are minors, they do not have reference tutors beyond the professionals of the centres where they are hosting. Workers who do not represent them in the participation spaces designed for families. Then, in secondary education, their participation is also



insignificant, due to their precarious situation in many other areas, focusing their attention on the coverage of basic needs or needs for attachment or belonging. It is the task of immigration policies, and not education, to provide a friendlier and welcoming context for these minors.

- j) Education no longer belongs to the school or the teacher, but belongs to the community. Only then, we can build spaces of relationship, participation and joint creation that materialize in realities and projects for and for everyone.

2) Teacher training in intercultural education

(Author: Andrés Escarbajal Frutos, University of Murcia)

Are our teachers trained to respond to the challenges of interculturality? How should teacher training be from an intercultural perspective?

- a) They are not, nor will we be because an intercultural training should never end. And we are also in a continuous process of formation to be in contact with people of different cultures, which is also a necessary part of training: connect with others.
- b) There must be a commitment as a teacher and specific intercultural training, and be convinced that diversity is something positive. Therefore, teachers have to be responsible for their own training, a training that is self-built with inter and intra cultural dialogue.
- c) Not because there are not enough subjects in the Degrees of University Education to train future teachers, professors, pedagogues, etc., in interculturality. For that reason, new graduates are not well trained in interculturalism. We also want to emphasize the importance of reflecting on how we train/teach from the University.
- d) Some touches of intercultural training are highlighted in certain areas of the State, highlighting the work of certain schools, finding specific examples of intercultural practices in some educational centres.
- e) Continuous training must go hand in hand with educational policies that promote interculturality.
- f) Training management teams of schools in interculturality.
- g) Students have the right to academic success. And it is important that teachers know the expectations that their students have regarding academic results.
- h) It is recommended to facilitate teacher training in research to improve their own training.

What weight/importance do you think intercultural education has in existing educational policies? Why?

- a) We have not yet assumed our western supremacism, our ethnocentrism. Therefore, there is a lack of identity, more identity training is needed because there is an important lack of concern on this.
- b) We must give importance to language as an element of educational practice.
- c) Not only we must have political will, but also, we must take action.
- d) We continue to see Vocational Training as something devalued and this is not the case, this educational stage should be further enhanced.
- e) The design of educational policies must be done inductively, bottom up, while a joint training policy project must be built.



- f) The curricula should be constructed with the participation of all the agents involved in the educational spaces, knowing the context where the educational centre is. That is essential. And, betting for an intercultural curriculum, not introducing issues of each specific culture in a conjunctural way.
- g) Cultural events must be managed to avoid disagreements, and to be trained in mediation and resolution of intercultural conflicts.
- h) Training in the intercultural competence of the teaching staff.
- i) Teachers must feel and have support from the Educational Administration.
- j) The composition of the students of a centre must respond to the environment, not creating ghetto-schools in specific spaces.
- k) All centres should be opened to other social and educational agents to encourage the participation of the entire community.
- l) Avoid extremism, especially which generates some type of violence, and train in values of solidarity, rights and cultural categories for everyone.

3) Migrant youth participation in non-formal education

(By Edgar Iglesias Vidal, AEI Raval (Integral Educational Association of the Raval Neighborhood))

- a) Taking into account the benefits generated by the participation of young people of immigrant origin in non-formal education:
 - Personal benefits are indicated, in terms of social cohesion, competency learning.
 - It is identified that educational programs must be ruled and designed by criteria of educational quality. As a criterion, it is stated that the educational team represents at all times the sociocultural diversity of the territory.
 - Also, it is proposed to design educational itineraries that from the collaboration and co-responsibility of schools and educational-based entities, contribute to overcoming processes of educational segregation in a local key. These processes are very present also in the non-formal educational context and not only in the school. In order to face them, the formation of educational itineraries is presented as an effective instrument. It is also proposed to recover the idea of an educational area, since it sets a common objective and educational process.
- b) If we ask ourselves the question how to promote exchanges and learnings between formal and non-formal education, it is verified that:
 - Not only are the educational institutions organizations that show difficulties in responding to the educational challenges that are presented to them, but also the same happens with the educational base entities. Therefore, it is so important to share objectives and needs and connect the learning that occurs between both contexts.
 - In another order, more efforts should be made in linguistic learning in environments of sociocultural diversity. Linguistic mentoring is proposed as an effective educational action.
- c) In this respect and in an intercultural key, it is proposed, for example, as intercultural practices that should be part of the policies:

- Promote spaces of intercultural education in which both adults (teachers and educators) and students or young people participate. In these spaces mutual recognition will be favoured since the identification of stereotypes and prejudices in a shared way generates simultaneous positive results: it is evident that all of us are part of the diversity and favours the awareness that we are all active cultural agents and bearers of visions that, frequently, limit an intercultural vision.
- Also, it is proposed to detect or identify the spaces of natural participation of young people of immigrant origin. In this way, you can share educational projects (such as leisure time education) and understand the meaning of participation by many young people.
- Sports practice is indicated as an intercultural tool, since physical educational programming has a lot of potential for the construction of personal relationships. In addition, logics of horizontal participation can be given if the participants do not know the activities proposed and part of the same point.

List of participants for the National Setting the Stage Workshop 2018

Name	Organisation/ institution	Position in organisation/ institution
<i>Policy maker</i>		
Gené Gordó i Aubarell	Generalitat de Catalunya	Deputy Director General of Support and Care for the Educational Community, Teaching Department
Oriol Amorós I March	Secretary of Equality, Migrations and Citizenship of the Department of Labor, Social Affairs and Families	Head of Secretariat
Miquel Àngel Essomba i Gelabert	Commissioner of Education and Universities of the Barcelona City Council	Commissioner
Lola López Fernández	Municipal Council of Immigration, Interculturality and Diversity in the City Council of Barcelona	Commissioner
<i>Migrant-led organisation</i>		
José Luis Regojo	BARCELONACTUA	Coordinator of the Migrant and Refugees Area
<i>Teacher, teacher-trainer, school-leader or other school representative</i>		
Andrés Escarbajal Frutos	University of Murcia	Specialist in Intercultural Mediation, Teacher
Xavier Besalú i Costa	University of Girona	Professor and Writer, specialized in Intercultural Education, Didactics and Curriculum and Teacher Training
Núria Marin	Mare de déu de Montserrat School	Director
Francina Martí	Associació de Mestres Rosa Sensat	President
<i>Parents- and students representative</i>		
Andrea Tusset	FAPAC (Federation of Associations of Mothers and Fathers of Students of Catalonia)	Member of BCN City Territorial Board and General Meeting of FaPaC
Abdou Mawa Ndiaye Ndaw	Agència Catalana de la Joventut (ACJ)	Technician in Participation and Interculturality
Mireia Vilando	Agència Catalana de la Joventut (ACJ)	Technician in Education and Youth
Héctor F. Sequi	UAB	Student
Yousef Kouah	UAB	Student
Jose Hervás Lorente	UAB	Student
Marc Muñoz	UAB	Student



Saloua Saibari	UAB	Student
<i>Other relevant stakeholder</i>		
Laia Castelló Pla	Plataforma Acció Social KABUA	Technique of Social and Occupational Inclusion
Edgar Iglesias	Educació 360/ AEI Raval	Coordinator
Begoña López	Federación Enseñanza Comisiones Obreras - F.E.CC.OO	Project Coord. in Educational Attention of Refugee/ Immigrant Students
Pedro Badía Alcalá	Federación Enseñanza Comisiones Obreras - F.E.CC.OO	Secretariat of Educational Policy
Carles López Picó	CANAE, Spanish member of Education International (EI) and the Spanish member of OBESSU	President
Adrià Jurado	AEI Raval	Responsible for the Youth Classroom (Aula Jove)



NRT Synthesis Paper Sweden

«A school for all, equality and inclusion in schools in social vulnerable areas in Sweden»

Author: Fryshuset

1. Policy priorities and/or reform possibilities in Sweden

Inequality in Sweden is increasing. Sweden is not only being divided by ethnicity, but also between rich and poor. Increasing class divisions and exclusion has given rise to growing inequality gaps in society. The Swedish school is a mirror of the society; the National Agency for Education²⁷ recently noted that differences between schools are increasing and that family backgrounds play an increasingly important role in students' results. International studies on equality in Pisa results has shown the same trend²⁸. The students' socioeconomic background has gained an increasing importance for how well they succeed in primary and lower secondary education in Sweden. School segregation has increased and students with different backgrounds rarely meet in school today. The differences between school grades have also increased and the schools' socioeconomic student composition has become more important for student grades.

This social development has given rise to significant challenges that schools face in vulnerable areas which goes beyond the classroom walls. A vulnerable area is geographically defined as an area characterized by a low socioeconomic status where criminals have an impact on the local community. In these areas, a number of risk factors lead to lack of belief in the future such as unemployment, illness and failing in school. In many of the vulnerable areas, school results can be classified as catastrophic. In vulnerable areas around the three major metropolitan regions (Stockholm, Gothenburg and Malmö), half of the students in lower secondary education do not have the knowledge and skills needed which will qualify them to enrol into upper secondary education. Furthermore, many students have social problems, this results in teachers being unable to focus on teaching. Also, when students with better prerequisites choose other schools, due to the free school choice, the results of the school will fall and the school's reputation will deteriorate. Even though the Swedish Government has continuously undertaken systematic efforts aimed at improving conditions for equality and inclusion in schools, targeting socioeconomic vulnerable areas, only parts of these efforts have had a positive effect. Segregation in these areas has not been broken, on the contrary, it has rather increased over the same period as these investments have been made.

Nonetheless, the Swedish school is responsible for ensuring that all students, regardless of social background, are given the same opportunities to achieve their educational goals. The Education Act (Skollagen) has clear requirements: in order to strengthen equality and to ensure that all students receive high quality education, principals need to target resources based on local conditions and needs. More specifically it states that each school must work to compensate for the students' different backgrounds and conditions. Can schools at all compensate for the students' socio-economic background? And how compensatory should school really be? These questions were the starting point for discussions at the National Round Table (NRT). During the NRT, we focused on the complex challenges that schools in vulnerable areas are facing. Also, from a cross-sectorial point of view, how can we create conditions for developing new systems in these environments? The aim of the National Round Table was to identify a number of actions that participants agreed upon to further engage in. Thereby, the goal is to further build a broad consensus among a wide range of actors at national, regional and local level on these challenges and the actions required for better equality and inclusion for children and young people in vulnerable areas in Sweden.

2. The Swedish NRT

Date: 12th June 2018

Number of participants: 21

Venue: Fryshuset, Stockholm

²⁷ Skolverket (2018). Analyser av familjebakgrundens betydelse för skolresultaten och skillnader mellan skolor: En kvantitativ studie av utvecklingen över tid i slutet av grundskolan. Stockholm: Skolverket

²⁸ Heller Sahlgren, G (2017). Equality in PISA: Changes and explanations. London: Centre for Economic Performance, London School of Economics



The event was organized by Stiftelsen Fryshuset in cooperation with Future Search Network.

The half-day workshop consisted of three parts:

- 1) Review of the past and current situation of the topic of the event
- 2) Focus on the future and develop common visions
- 3) Create an Action Plan

At the beginning of each part of the programme, participants were given clear instructions on the expectations and guidelines as to the work that needed to be done for each part. Thereafter, participants were divided in discussion groups. During the group discussions, notes were taken by participants on flip boards. After each session, the groups shared their findings with all participants in plenary. At the last session, participants focused on the formulation of concrete actions based on the content developed in the previous two stages.

Profile of participants: policy makers, youth, entrepreneurs, government officials, public service representatives such as police, teachers of all educational levels, representatives of NGO's and social enterprises.

3. Debates about policy priorities and/or reform opportunities

Part 1: Review of the current situation on the topic of equivalence and inclusion in education

One of the common opinions that was shared between participants was that inadequate cooperation between the state, municipalities, civil society are complicating the efforts to break the challenges schools in vulnerable areas face. Lack of coordination and additional long-term financing do not support the collaboration between schools and civil society organizations, even though many promising projects with focus on inclusion, democracy and equality have arisen from these collaborations. Also, schools in vulnerable areas are dependent on good cooperation with, for example, social services, field workers and police.

Another common opinion was that many of the efforts that were introduced by the Swedish Government were implemented too late and were short-sighted. Efforts were designed in project form and were time-limited. Projects may be a good work form when new methods are to be tested or developed but a failed work form to address structural problems, according to the participants.

According to the teachers attending, it is labour intensive to meet each student according to their individual needs. Overwork and lack of support are driving teachers into illness and away from schools in vulnerable areas. Also, when a teacher gets sick, the work still needs to be done. It is not possible to hire substitute teachers, as rapid changing procedures have a very negative effect on the students. Instead, the work load will be divided among the remaining teachers.

M. Sahlin, principal at Fryshuset School Stockholm added that teachers in all subjects must constantly work on explaining words and concepts. This applies to both difficult and new words, but many "obvious" concepts and words need an explanation. Instructions and tasks must be adapted in a linguistic manner. Also, teaching materials must be adjusted according to language level.

Part 2: Focus on the future and develop common visions

The school should be a respectful learning environment that equips you for life, says one of the upper secondary students. A place where children and young people can be proud of themselves and their school. Also, the youth participating at the NRT warned that increasing numbers of youth in vulnerable areas do not see a reason going to school. They experience that the gap between school and adulthood is too wide. (Why can't the school system develop? I am tired of school. Everything else in society changes, but school is the same).

An experience shared by many was the effects and aftermath of the 2015 refugee influx, which has made integration, citizenship and anti-racism into pressing issues in today's society. The participants expressed that often young people are excluded in decision making, that their voice doesn't count and that the system is not adapted to today's society and its citizens. Swedes with immigrant backgrounds have a strong desire to be included in decisions making processes said one of the youth leaders from Örebro. In order to create better



conditions for equality and inclusion in schools, one student says, they have to let us in! Who understands our needs better than us? Adults usually say that we are the future generation, but we are today's generation - not the future. It is now that we want to act!"

4. *Conclusions and way forward*

Due to increased segregation, schools in vulnerable areas in Sweden face challenges which according to the participants can only be changed through long-term cross-sectorial work, requiring a wide range of actors at national, regional and local level. This vision is in line with the Government reform programme 2017-2025 which actions aims to improve socially vulnerable areas and to break segregation mechanisms structurally. The following measures were considered to be needed by the participants;

Young people should be involved in change and decision processes and decisions that affect them and they should be gained a more active role in society

Young people are an important part of society, just like everyone else. Therefore, they should be active in the decisions that affect them. But who is young? How long is anyone young? What decisions do not affect young people to some extent? These are hard questions to be discussed without landing in a specific definition. All participants agreed that, as far as possible, young people must be included in decisions that concern them and their habitat.

"Do not just force young people into the systems we have today, but let young people rebuild the systems with us."

One child, one plan; The need for a holistic approach to school education

All actors in our social systems take responsibility for interacting with children and young people based on a common vision and goals. To jointly cooperate and dare to try out new ways of supporting each individual. The main aspect is the importance of working with children and young people, and that they should be involved in the process rather than working for it.

"Customize the bureaucracy instead of allowing the individual to adapt to the bureaucracy!"

Multi stakeholder cooperation

Schools in socially vulnerable areas are dependent on good cooperation with, for example, social services, field workers and police. To get the best effect, all players need to work in the same direction. That means the state, the municipality, civil society and the business community. It is not reasonable for social services to diminish in our socially vulnerable areas, while the municipality and other actors identified a greater need for society's presence.

"The ability and the willingness of different stakeholders to unite around a common chosen direction forward, despite our differences and approaches."

Additional staff support and training

All staff who work in a tough environment and face many different kinds of issues need more support in various forms. It's not enough to be "just" a teacher. Staff needs crucial knowledge in all these areas in order to meet the needs of the students. This could be additional skills training in teacher education, mental health support and guidance, but also the possibility for schools to employ more staff in school trained in various professional roles.

List of participants for the National Setting the Stage Workshop 2018

Name	Organisation/ institution	Position in organisation/ institution
Policy maker		
L. Lundström Stoltz	Stockholm Stad	District Director of Enskede-Årsta-Vantör
Migrant-led organisation		



I. Reichel	Jewish Assembly in Stockholm	General Secretary
Teacher, teacher-trainer, school-leader or other school representative		
F. Lundgren	Kunskapsskolan	CEO
M. Sahlin	Fryshuset School Stockholm	Head Principal
R. Criborn	Fryshuset Folkhögskola	Principal
Parents- and students representative		
A. Kamil	Vivalla Skola	Student
A. Bergman	Fryshuset School Stockholm	Student
Other relevant stakeholder		
A. Wennersten	Stockholm Stad	Social Worker
S. Janoff	Future Search	Moderator
M. Frejd	The County Board	Coordinator Crime Prevention
J. Oljeqvist	Fryshuset	CEO
L. Fathi	Fryshuset Malmö	Youth Worker
A. Khodoor	Vivalla	Youth Worker
M. Marmgren	Polisen	Police Officer
M. Frank	Swedish Prison and Probation Service	Behavioural Scientist
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