INCLUSIVE DIGITAL EDUCATION WORKSHOP
FOR MIGRANTS AND REFUGEES
2-3 DECEMBER 2020
22-23 APRIL 2021

SIRIUS is co-funded by the European Union

1. RATIONALE

Incentivized by the promise of greater accessibility, advances in technology and the possibility of future school closures, we see a major trend towards digital education across Europe. However, there is limited knowledge at a policy level on how to ensure an inclusive education for every child in this digital world. Given the abrupt transition to digital schooling seen during the COVID-19 Pandemic starting in 2020, the SIRIUS 2.0 project partners felt the need to address this concern, not just in a workshop but an interactive workshop as to be able to respond to the situation educational stakeholders were living through. This unique opportunity held on December 2nd and 3rd 2021 allowed the project to educate policymakers and practitioners to inform digital education to be truly inclusive for every child within Europe and (due to the high interest of many policy-makers and other stakeholders in different countries) included certain countries (Malta, Austria, Serbia) outside of the SIRIUS 2.0 project scope.

In addition, the KAICIID Network for Dialogue, a network of which many members provide excellent services for refugee parents supporting children in schools and students joined to further the impact of this workshop and produce a second workshop held on April 22nd and 23rd, not just an opportunity for more stakeholders to become involved but an opportunity for more issues to be unearthed and discussed in small country teams.

2. THE INCLUSIVE DIGITAL EDUCATION WORKSHOP IN DETAIL

Participating Countries

Poland	Slovenia
Serbia	Spain
Ireland	Austria
UK (Leeds)	Sweden
Greece	Portugal
Bulgaria	Italy
Finland	Malta
Croatia	Germany
Lithuania and Estonia	Norway
France	

THEORY OF CHANGE

Understanding both 1) the factors that play into vulnerabilities to fall behind educationally and 2) the actions that contribute to inclusive and successful digital learning are vital in informing and inspiring our new age of digital education. The opportunity for an immersive and self-reflective learning experience through peer learning with other practitioners and policymakers in the education space for

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refugees and migrants allowed members of SIRIUS and the Network for Dialogue to inform digital learning in their own contexts effectively.

APPROACH IN PRACTICE

The workshop formats were inspired by several management, complexity and facilitation theories, including Collective Impact (FSG, 2021)[1], Liberating Structures (LS, 2021)[2] , KAICIID's Dialogical Approach (KAICIID Dialogue Centre, 2021)[3] and human-centred design (HCD) (UNICEF, 2016)[4]. These theories were weaved into the format of the approach ensuring that all participants views and concerns were represented and that all core issues were unearthed.

Preparatory work in the form of a pre-survey to inform topics and a 1-page paper with basic statistics on their country was required of each group. In this way, each stakeholder chose the topics that were most important to them, and also had a similar baseline of the situation in the country before the workshop started. Echoing Collective Impact, both problem definition and measurement were pre-addressed so that participants came ready to make a difference as well as move forward on topics they have been working on more recently.

The online workshop itself was based both on a dialogical and interactive approach during the two sets of 2 working afternoons (3 hours) both in December as well as April. Teams brought together by Network for Dialogue and SIRIUS project partners were invited to join highly facilitated online discussion groups which encouraged participants to write initial ideas and answers and then share in a larger group. These methods drawn both from HCD and Liberating Structures both allowed the potential of everyone to be unleashed in the group and used tools developed on neuroscientific findings around the thinking and emotional brains to ensure that elements discussed were focussed on end-results.

The first afternoon of the workshop – both in December as well as in April- allowed members to sit in cross country groups and discuss topics of their interest under themes that arose in the pre-survey. Participants were facilitated through a process to allow them to raise solutions, share good practices, obstacles and identify resources on each topic. In addition, they were expected to self-reflect and identify what their sphere of influence is and produce 1 or 2 ideas of actions that they could undertake to move one or more of these previously identified elements forward. The second afternoon saw members in national groups with the options to either create Key Learning Documents for their countries or develop SMART goals, again in a highly facilitated context. The option to do this was chosen in order to respond to how each country could make the best out of the workshop; either by producing a national consensus on the contextual situation and spreading that as change-makers, or by aiming to shift one or two small issues knowing that the team present would be able to deliver the goals developed. (Some country teams

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[1] FSG (2021). *Reimagining Social Change.* Retrieved via: https://www.fsg.org/publications/collective-impact
[2] LS (2021). *Liberating Structures, introduction.* Retrieved via; https://www.fsg.org/publications/collective-impact
[3] Kaiciid Dialogue Centre (2018). *Inclusion through Dialogue: Promising Practices for Integration.* Retrieved via: https://www.kaiciid.org/publications-resources/inclusion-through-dialogue-promising-practices-integration
[4] UNICEF (2016). *Human-Centred Design.* Retrieved via: https://www.unicef.org/innovation/media/5456/file

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opted to do both.) The groups came together regularly in a large forum to share their learnings and goals together.

RESULTS EXPERIENCES DURING AND AFTER THE WORKSHOP

- A body of information on digital education in each country and per theme for future research, advocacy and planning needs created.
- SMART goals for some countries which reflect the needs of all refugee and migrant families and students in the education system are developed and undertaken for each country taking part.
- Improvements in policymakers and practitioners knowledge and ability on how inclusion can be addressed in their own national digital education plans and actions
- An understanding at the policy and practitioner of how and when digital education can be used to maximise learning and when it is a hindrance to learning.
- Development of networks for Ministries of Education and practitioners to improve their digital education work, both internally (through the diverse national policy-making team) and externally (through peer relationships built and developed throughout the course.)

IMPACT ONGOING AND EXPECTED OVER THE NEXT FEW YEARS
(TO BE FOLLOWED UP ON IN FINAL YEAR 4 SIRIUS POLICY WORKSHOP, JOINTLY HELD WITH KAICIID NETWORK)

- Improvements in accessibility and quality of education during school closures and in digital education in general.
- An increase in use of digital education when and where it would benefit students, families, and teachers.
- Minimum disruption in educational continuity in the event of future school closures
- Increased attention of policymakers and practitioners to digital education and it's potentiality for their country.
- Information on digital education in several European countries for future research, advocacy and planning needs is collected including resources on how dialogue can contribute to social inclusion through digital education.
- SMART goals which reflect the needs of all refugee and migrant families and students in the education system are developed and undertaken for each country developing such a goal.

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AGENDA

The agenda for both December as well as April looked as follows:

Day 1 (December 2nd and April 22^{nd)}	Day 2 (December 3rd and April 23^{rd)}
Welcome, Opening and elucidation of Collective Impact and Dialogical Approach **Cross country facilitated groups (various topics, discussed below)** **Plenary for sharing results in larger group** **Break** **Cross country facilitated groups** **Plenary for sharing in larger group results**	**Opening and elucidation of Sphere of Influence, Key Learning Documents and SMART Goals** **National Group session 1** **Break** **National Group session 2** **Plenary for sharing results in larger group** **Break** **National Group session 3 and Action Planning** **Plenary for sharing results in larger group** **Close**

The main topics discussed, which were drawn from two separate pre-surveys for the two workshops were:

1) Access to digital devices and internet for education of refugees and migrants (April)/ Digital devices and connections (December)
2) Holistic support in education and dialogue with policymakers (April)
3) Academic and social language in the absence of face-to-face school (April)
4) Pedagogical, curriculum and wider educational support for refugees in centres for newly arrived migrants (April)
5) Supporting parents and communities (December)
6) Teacher support and professional development (December)
7) Digital literacies of teachers and students (December)
8) New education al technologies (December)
9) National digital agenda (December)

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3. KEY FINDINGS PER THEME

During the four days of the workshop (2 days in December 2020 and 2 days in April 2021) various topics all related to the overarching topic of digital education where discussed. In various break-out rooms actors from across all participating countries came together and discussed per topic the policy-goals, the challenges and obstacles preventing countries from reaching those goals, the solutions/policies which can help to reach the goals and shared good practices actors have witnessed and actions which can be taken within the personal sphere of influence.

In the appendices (APPENDIX A), you can find the full report of all goals, challenges/obstacles, policies/solutions, and good practices. Underneath you can find a summarised version of the most important items mentioned during these break-out room discussions organised per topic.

1. Access to digital devices and internet for education of refugees and migrants (April)/ Digital devices and connections (December)

Goals:
- Developed digital skills for all learners, young and adults, who are in school
- Greater overall access to devices for all through national or local policies
- Greater awareness on the risks of the digital environment and learning for all learner

Challenges/obstacles:
- Lack of access to devices and/or lack of access to internet /spaces to have access to the technology. Poverty often plays a big role in creating equal access to devices as lack of electricity also prevents students from accessing devices and developing digital skills
- Lack of digital skills as well as lack of training available in schools
- Lack of digital literacy for both students, as well as parents/carers
- Taking in account that different students have different needs (ex.: those who have asylum vs those who do not)
- If there is access, students who haven't been in school for a while cannot always adapt to learning online
- If there is only 1 device/per family, it needs to be shared among all students in the household as well as parents who work remotely

Policies/solutions:
- Ensuring access to electricity, internet, and spaces where devices can be used first

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- Creating a strong chain of communication between students, parents/carers, schools, policymakers, and state officials to ensure the needs of students are made aware quickly and acted upon
- Providing all resources – including devices and spaces to use the devices- for remote learning to students from vulnerable backgrounds
- Proving more and stronger training in digital skills to all school actors
- Investing in access to devices and/or internet in reception centres – both for studying as well as administrative procedures
- Creating a digital strategy for emergency access to devices to ensure continuous remote learning during crisis

Good practices:
- Public partnerships; ex.: NGO has an agreement with reception centres to create greater access to devices and train refugees/asylum-seekers in digital skills
- MOE bought devices and distributed with aid from charity organisations
- Contracts with local internet providers to ensure internet connections for households as well as public-private partnerships to ensure students have devices
- Educational mediators who visit families/keep in touch and act as communicators between families and schools; they can raise urgent needs of the family with the schools, etc.
- Greece: with cooperation of the MOE and UNICEF an online learning platform was created + donations of laptops
- In school: have someone in charge of monitoring the students and provide immediate online support for learning and technical issues
- Hire a mediator or liege with volunteers to provide one-on-one support for the students

2. <u>Holistic support in education and dialogue with policymakers</u>

Goals:
- Clear pathway for constant communication and structured dialogue between all school actors; including teachers, parents/carers, and students
- Needs and challenges in de educational environments are made aware to the policymakers and state officials and acted upon

Challenges/obstacles:
- All solutions/opportunities for dialogue are dependent on the state context and the established/not established modes of communication
- Most collaborations between NGO's and government are unstructured and they work independent from each other. There are good intentions but no clear way on how to work together.

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- The MOE is mainly focused on access to education, after that it is up to the school to arrange solutions for any other needs. Some training for teachers is organised but it is mostly limited

Good practices:
- Ireland: National strategies on migration as well as Traveller and Roma inclusion strategy; actions are monitored by an established stakeholder group.
- Connecting the formal/legal/academic language to the personal stories and testimonies of the students and families for whom the government works is of great importance the connect dialogue to actual situation
- Create roundtables to get different voices and actors to collaborate around certain topics
- Bring refugees and policymakers together
- Build trust and rapport on local level

3. Academic and social language in the absence of face-to-face school (April)

Goals:
- There are clear protocols in place to keep in touch with students to provide academic and personal support in the home language
- Digital spaces used in the absence of face-to-face school are language inclusive; giving students the opportunity to read instructions etc. in their home languages in the absence of one-on-one support that is present in in-person school
- Activities are organised outside of the academic requirements to ensure the social aspect (and the practising of social language) is not forgotten in favour of keeping students on track academically

Challenges/obstacles:
- Teachers need support to create interculturally environments
- Teachers are asked to fit many different roles but are not compensated fairly for their work
- Teachers/ school actors do not always have access to devices themselves to teach and support/coach students during remote learning
- There are not enough multi-stakeholders' synergies
- There are no common standards/approach shared between schools/educational institutions and neither are their universal assessment tools
- There's not enough contact between educational institutions and teachers who teach in refugee reception centres
- Policies can get in the way of initiatives step up in schools by NGO's etc.

Policies/solutions:
- Introduce language-sensitive training
- Organise summer schools - so that children have activities over the summer and working with non-formal providers to do this when Ministry of Education is not engaged

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Good practices:
- Move away from 'language' perspective to 'communications' perspective
- Language courses for families – particularly mothers- to create a sense of community and belonging
- Involving parents in school activities- teaching students something they know for example
- Teacher training: 'Gibberish language activity' UNHCR
- Peer learning from teachers who have more experience
- Darko organisation developing a more holistic assessment for teachers and school of the young people they work with.
- Using new modalities and languages to connect people to communities - Sports is one, arts could be another
- Schools: develop accelerated learning packages for children that have lost learning time caused by the pandemic or other personal circumstances

4. Pedagogical, curriculum and wider educational support for refugees in centres for newly arrived migrants (April)

Goals:
- Reception centres have a clear protocol to set up educational opportunities for newly arrived young people
- There is a collaboration with local schools to provide academic support, in-person classes and educational materials

Challenges/obstacles:
- No common approach for schools
- No accountability at school level; often allowances are given for students in reception centres but there is little to no accountability on how students receive the needed education and support
- Language barriers make it much more difficult to communicate and provide educational materials on the right level for the students in the centres
- There is a lack of community support; lack of social contact, and isolation and loneliness effect students/young people in these centres

Policies /solutions:
- 1 mentor/teacher responsible for the youth in reception centre to coordinate holistic support
- Providing reception centres with budget for a mediator/(education) mentor for the young people in the centres

Good practices:
- Network with educators; one teacher in every school/ reception centre who support the migrant students and connects to the teacher collective for support
- specific roles for teachers or support on what teachers can do in their classroom

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- In 1 region where there is a larger reception facility, we have an education mediator who becomes the contact between the schools and the authorities and the parents of the migrant students so they can understand the learning path of the student. It creates a relation between the school and the families, parents are more responsible and interested in what is happening with the kids
- Teachers should be supported to teach the language of the course/topic as well as the content.

5. Supporting parents and communities (December)

Goals:
- Holding community-wide activities in school to include all actors (most importantly: parents/carers and families)
- Organising meetings (both formal and informal) during school closures as well to create a strong sense of a community ready to help and support in every situation
- Celebrating various festivals and events from all cultures represented in the school-community
- Creating a strong support system for all which does not bring all solutions but has ways to reaching solutions through collaboration and communication

Challenges/obstacles:
- Finding ways to include unaccompanied minors (and potentially the families who they had to leave)
- Not all families/students have the same living arrangements; building community is dependent on how inclusive the methods are for all student and school-actors
- A lack of leadership or organising forces can negatively impact the building of a community through regular activities
- Language and cultural barriers
- Financing: organising is dependent on available/provided budget
- Contacting and keeping in touch with students and/or their families/carers during school closures and holidays

Policies/solutions:
- Financial subsidies to organise events for the community as well as cover the basic needs of all community-member's needs; those needs need to be met first before the actors can be expected to focus on the larger community outside of the individual situation

Good practices:
- Schools or teachers or community-centres/organizations can organise parents self-education meetings for parents who are interested in how to help their kids at school, organising a monthly parents' meeting to discuss how they can help with kids' education & discuss problems that come up in the class.

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6. <u>Teacher support and professional development (December)</u>

Goals:
- Creating flexible teacher-pathways to ensure there is room for peer learning and collaboration, co-teaching, trying out different teaching methods and techniques, and supporting teachers in digital learning
- Creating a budget for technology training and professional development when flagged as needed by the teachers
- In all conversations about what is needed or what needs to change include the teachers' voices: solutions need to work for those who must use them to create actual social change
- A national digital agenda needs to be included in the school's agenda and school-wide curriculum

Challenges/obstacles:
- Time: teachers have a lot on their plate already
- Funding, this often depends off legislative periods and activities/projects need to be planned and developed long before the financial support is given. This makes it hard to have an immediate budget for urgent needs and problems
- Organising trainings and additional support requires both a lot of plans and a great deal of coordination between many different actors
- Lack of knowledge about the needs and personal situations of the refugee/migrant students

Policies/solutions:
- Inservice and preservice training provided on different topics dependent on what the schools and teachers see as necessary, as well as greater autonomy for schools and teachers to choose these training and how to collaborate
- Funded training in technology for all teachers and students
- Supporting teachers in implementing various technology, as well as leaving room for teachers to independently decide what works in their classroom as well as with their teaching style

Good practices:
- Including students in the creation of a learning pathway in the school
- Providing structured support to teachers to create inclusive learning environment with practical applications of theoretical concepts
- Including training on how to effectively support migrant and refugee youth in the classroom in teacher training
- Not introducing to many new policies/expectations/new technologies at once; giving teachers time and space to adapt and become confident in using new methods and techniques

7. <u>Digital literacies of teachers and students (December)</u>

Goals:

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- Greater access to structured training as well as supportive digital material
- Involvement of the parents/carers to create a digital literate environment supportive of the student
- Step-by-step training which incorporates the needs of different types of learners and offers various methods and techniques so teachers/students/parents/ etc/ can choose what works best to work and learn with for them
- Uniform assessment of the digital skills and competencies to evaluate the needs of the school-community
- Closing the gap in digital literacies between migrant and refuge students and native students often caused by socio-economic disparities

Challenges/obstacles:
- Digital learning is considered a means to an end and not a real priority, which means that the potential to use technology to support students is often lost
- Lack of digital plan in schools
- Lack of short-term know how and long-term strategies
- Lack of motivation; teachers already take up many various roles, especially during school lockdowns, taking up yet another extra role to figure out a digital classroom strategies takes a lot of time which most teachers do not have

Policies/solutions:
- Schools are diverse spaces, a tailor-made program based on school-assessment will have a greater effect than nation-wide policies
- Digital literacy needs to be seen as an important skill to possess in the 21ste century
- Provide schools/teachers with the support and the technology but give the schools/teachers autonomy to direct the strategies to implement

Good practices:
- Collaboration with NGO's/ organisation to provide training to communities in digital skills
- Divide responsibilities of providing devices and training and creating strategies amongst all actors: a shared effort will have a longer lasting effect

8. New education al technologies (December)

Goals:
- To increase the knowledge on new technologies and how they can be useful in an educational setting
- To make sure there is no barrier to entry for children to have fun and learn. (Vision and mission are to make sure that tools are inclusive, make a transition easy and intuitive)
- To learn, invent, experiment, and share across various levels what works with the wider education community

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Challenges/obstacles:

- Teacher training in diversity management through ICT (A generation of teachers are born and raised in an analogic environment, their students are digitally savvy, they need to be aligned, families are not trained, parents will need to be trained.
- Lack of focus on students with a migrant background in the mainstream EdTech world
- Lack of methodologies which take in account human interaction
- Lack of digital competence, among teacher, parent, and students. Lack of parental support.
- Lack of human and financial resources
- Negative attitudes towards technology and resistance to change
- Unknown influence of technology on social-emotional development and the brain → long-term effects

Policies/solutions:

- Teacher training in diversity management through ICT (A generation of teachers are born and raised in an analogic environment, their students are digitally savvy, they need to be aligned, families are not trained, parents will need to be trained.
- Education cannot assume the whole digitalisation of a society; a more comprehensive approach is needed. It should be a collective process, across the society, cross-cultural and system change
- Strengthening public-private partnerships to introduce new technologies into the education community
- Funding for trying out new approaches and methodologies, providing incentives for school actors to experiment and report on what works to support students

Good practices:

- Other experts bringing in expertise into an new environment to create something different - making something fun, engaging, and inclusive. Experts including diversity, entertainment, and educational folks
- Reaching out to teachers (retired teachers, Student teachers, newly graduated teachers, teachers who are multi-lingual) ACTION- To donate their times (volunteering); by offering online and engaging tutorial sessions
- Action - collaboration. Less need to build new EdTech apps, create platforms, or design programmes, but to leverage what exists, and connect actors for increased impact. Explain the why better so that teachers are more likely to use it. Early adopters can have a positive influence in encouraging other teachers that might resist the use of new technologies.

9. National digital agenda (December)

Goals:

- Providing Learn Management Systems, software for personalisation, special teacher training on distance learning - for teachers as coaches accompanying the learners doing their own tempo and way.

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- We need to ensure that National digital agendas address the key structural gaps revealed by the pandemic: such as digital divide - in terms of access, capacity, and application of digital resources, ensuring inclusion. Short-term emergency response needs to contribute to defining a longer-term vision of inclusion.
- High-quality learning content, user-friendly tools and secure platforms which respect privacy and ethical standards.
- Agreement between all political sides on the basics, or at least constructive opposition.

Challenges/obstacles:
- Unrealistic ambitions, untested assumptions, digital solutions not always coherent with on-the-ground reality.
- Lack of clarity, agreement, and priorities for education in general, and inclusion.
- Emergency responses are fragmented and do not capitalise on all the knowledge and tools that have already been created - for instance lack of connection between schools and EdTech communities.
- Commercialization of educational policy making.
- So, there is a need for better coordination and cross-sectoral collaboration.
- Federalism is a big obstacle because the financial support is not at one organisation. So, there are very different types of Equipment and Software in use
- Long decision paths, no agreement, small equivalence between schools.

Policies/solutions:
- First a common approach or agreement is needed between al government actors on what the most important issues are and how they will be tackled, in concrete feasible steps
- Creating spaces where the school-actors and students/families can speak to government officials to make sure the digital agenda is based on what is playing on the ground, not on what is assumed is need
- Leave room in a national agenda to help schools develop their own digital agendas; not all schools have the same needs, autonomy is needed for long-term solutions which are supported by the actors who have to carry out the plans

Good practices:
- SIRIUS could find and highlight a few of these migrant/refugee-friendly learning management systems as well as one-stop-shops for education information for parents. We could organise a video/walk-through of these systems and interview the practitioners behind them.
- As a researcher, I can contribute to debate and policy processes with evidence on what works and what doesn't, what are the specific gaps in the system that needs to be addressed and facilitate the dialogue on who should do what.
- We need formal requirements and obligations to push school boards to take the first steps, which would ultimately speed up inclusion and inclusive digitalisation.

High-level Themes arising from Cross-Country Discussion Groups

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One of the biggest obstacles preventing the various goals to be reached, across all themes, is the lack of financial resources and/or the lack of proper alignment of government funding and subsidies with the needs of the students and various actors across the educational communities. A lack of human resources is mentioned as well but rather than a general call for more investment, the need seems higher for more specialised human resources; educators trained in supporting youth in reception centres for example, and mediators who speak various languages to support create channels of communication (e.g between parents and schools.)

One of the main reasons of this lack of clear structures and channels for targeted financial support is also one of the goals that was mentioned across several themes: the need for better channels of communication. This need is felt on a local level regarding strong communication between schools, parents/carers, students, and even reception centres, as well as on the national level; stronger dialogue and harmonisation between local systems and state officials and/or policymakers was not only mentioned in the themes explicitly talking about national dialogue but was mentioned several times in the challenges/obstacles as well as policies/solutions in other themes.

A topic repeated across various themes as well was the involvement of government versus greater autonomy for schools, teachers, and other local actors. More government involvement is asked primarily in organising greater access to devices and internet for all students and well as in creating a uniform approach in assessment and education opportunities for all students, particularly in reception centres. However, in challenges regarding school protocols, changes in how teachers teach and are supported and creating opportunities to strengthen the local community, less government involvement is requested. Schools and teachers talked about how they need to be highly responsive to their communities changes and needs and that this is only possible if these areas are devolved to them. In addition, it was mentioned that teachers should have the flexibility to experiment with and choose approaches that work within their classrooms and that it should be up to school to have the autonomy to set a digital agenda attuned to the needs of their own school population.

Most of the goals and policies/solutions across all themes seem to agree that technology and strong digital agenda are essential- or do not question this fact- but two comments in the notes of the workshop explicitly state not to introduce too many technologies in the classrooms (regarding not overburdening the teachers) and not to use/rely on technology too much in general. This could be a topic for an entire discussion on its own and does perhaps deserve a follow-up conversation as no further explicit explanations are given as to why this might be something that needs to be considered.

Lastly, it was noted that the majority of the solutions and good practices that were raised were applicable for migrant and refugee students specifically, however it was noted by many participants that either these solutions themselves or the underlying philosophies behind them were relevant to the entire student-population. This echoes much of what has been noted in educational policy research that measures that elevate vulnerable groups often elevate all students.

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In conclusion, governments and Ministries of Education could fulfil a vital organising role to meet the basis digital needs of all and provide a clear structure with ground rules in which the wider community can operate but at the same time keep enough flexibility so local actors (either in schools, at home, in reception centres, in non-formal education) can use the provided resources to their full extent to solve the – very diverse- local challenges

4. CHALLENGES, SOLUTIONS AND RESOURCES FROM COUNTRIES

Many countries opted to produce a 'Key Learnings Document' in order to find national consensus on the current situation of digital education and how to move forward. Below the key elements from them are summarised. Detailed documents per country are available in the appendix.

Key Challenges

1. Great disparities in approaches to support students dependent on various organisations, funding structures, practices used, tools developed etc.
2. Need for systemic support and collaboration
3. Pressing need for more support for teachers on all aspects; training, socio-emotional support, peer-learning, developing digital skills, providing resources to use in class to lighten workload etc.
4. Lack of widely spread awareness among all education actors about the actual needs of migrant and refugee students which results often in a lack of common goals or a lack of goals which are aligned with the needs of the grassroot communities
5. Urgent need for stronger dialogue and systems of communication between local levels and national level, as well as among local systems and organisations working in the same areas but not connected to each other
6. Language barriers
7. Effect of interrupted schooling (either because of the Covid-19 pandemic or other personal circumstances) on educational achievements and ability of the migrant and refugee students to receive long-term support
8. Lack of flexibility of curriculum and limiting legal framework – often because of a strong centralization function of the Ministry of Education/national government
9. Limited inclusion of minority groups in national strategies
10. Lack of time of all education actors to invest in strong training, preparation, peer-exchange and learning, etc. Goals need to be aligned and a common framework agreed upon to use the available time of all actors wisely

Key solutions and Resources

1. The role of academia (academics, students) in migrant education was discussed as an important resource and is insufficiently used. There are huge numbers of pedagogy students, linguistics

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students (also including migrant students) who could be engaged in supporting schools and teachers in working with individual migrant children. There are examples of such cooperation (e.g. pedagogy students from one of the universities running Polish classes for refugee children in one of the reception centres) with mutual benefits – for both schools and academia.

2. Creating an online platform which could gather high quality materials on various aspects relating to the work with migrant students developed in recent years by different institutions, both governmental and non-governmental. This could be an answer to the lack of synergy in some fields, similar materials developed by different centres, or the poor dissemination of many valuable products.

3. Including cultural mediators/translators in the online education support through different projects. Translating online education resources, materials, texts. National approach to funding for extra specialised human recourses: translators and interpreters, outreach staff, mediators, digital training staff, social workers, etc.

4. Special and intensified care for refugee children must become part of the system and not rest on the enthusiasm of individuals

5. A practical solution for addressing the indicated challenge would be creating and maintaining effective continuous digital competence development system for teachers. Such a system should include both the methodological application of digital means in teaching as well as digital communication competence development. This could be fostered by governmental mobile groups that would support the community collaboration and digital transformation of individual schools not only by providing teaching to a few selected teachers but by building necessary capacity within schools, helping them develop school digitalisation strategies

6. Introducing digital-pedagogical online consultations for teachers with an expert to explore best practices, tools and technologies on ways to enhance online teaching effectiveness and improve student learning across all types of courses and students

7. Introduce so-called "Mobile messengers"/teacher consulting teams: concrete support and professionalization of teachers, serve as contact persons in acute problem situations; services independent of school location

8. Cross-school organization and outreach to work with parents to inform them on what is happening.

9. Yellow flag initiative or intercultural school stamp/award/certificate (Portugal example,) -> symbol of creating a 'league'/better school

10. Drafting a joint strategy on inclusive education for refugees and migrants, including voices of different stakeholders working on the grassroots level as well as in formal education in dialogue with policymakers.

5. SMART-GOALS PER COUNTRY

Each participating country was also offered the chance to develop smart-goals. The representing participants could work out into an action-plan to tackle some of the identified challenges and obstacles in their national context regarding digital education for migrant and refugee students. The smart-goals developed during the workshop can be found underneath. Again, more detailed notes on each country, including the challenges and potential solutions can be found in APPENDIX B.

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1. Serbia
   - Provide additional support and capacity building for teachers who work with migrant and refugee children
   - Improve online education (indicators: level of motivation and commitment of migrants and teachers)
   - Conduct extensive research on school level in finding applicable solution such as creating a database for evaluations

2. Ireland/UK (April workshop)
   - Provide institutional support and act as a bridge between parent and teachers
   - Provide cultural awareness training for teachers
   - Engage parents in schools through coffee mornings as an opportunity to improve their language, get to know the teachers and school staff/policies

3. UK – Area of Leeds (December workshop)
   - To increase the number of refugee and asylum-seeking children having access to digital devices and digital connection at home in Leeds by 50% in 1st Year, 80% by the 2nd year and 100% by the 3rd year.
   - To increase the number of refugee and asylum-seeking children having access to digital literacy support in Leeds by 50% in 1st Year, 80% by the 2nd year and 100% by the 3rd year.

4. Greece
   - Support children in particular need (those who lost one year of education because of being excluded of digital education by providing compensatory education
   - Produce and distribute offline alternatives (in case of being off school for a longer period of time)

5. Bulgaria
   - Work on duo-education (setting for goal of inclusion including also for illiterates)
   - Implement an advocacy campaign (to raise the topic)
   - Include particular and measurable indicators
   - Develop communication materials for teachers and students

6. France
   - Access to technology as a basic right but mor than that: it should empower families. Create a SOS digital tool for NGOs to communicate between themselves and with schools. Track the different multilingual apps which already exist to help and support families and integrate them in 1 general tool
   - Create greater access to multilingual information for migrant families

7. Slovenia

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- Ally with the ministry and present one year pilot project of how to empower two parents from school in talking to the teacher instead of using children as intermediaries for translation
- Present the pilot to the ministry to show how things can be done at the micro level in school and how formal support from the ministry is needed in order to achieve these goals

8. Spain
   - Increase teachers' digital competence and resilience in methodology through mentoring processes supported by specialists
   - Increase the access of students in vulnerable contexts to digital devices and connectivity
   - To implement a curriculum reform in order to introduce a digital culture and ethos in teacher training

9. Austria
   - Organize multi-stakeholder workshop with relevant actors in Austria so teachers can receive further education in the field (stakeholders to include ministry of education, teachers, pedagogical universities, ICMPD, researchers)
   - Foster first language classes as digital classes throughout Austria

10. Italy
    - Change narrative around students and families from migrant backgrounds (framing as an opportunity and not as a problem)
    - Provide cultural awareness training for teachers
    - Work on the local level and engage municipality
    - Give voice to students and families through use of participatory approaches, language improvement, (e.g. through surveys., in-person gatherings, coffee mornings)

11. Malta
    - Equip Parents and Communities with the necessary competences in digital literacy to function effectively in today's digital world. This will include the setting up of opportunities such as technology focused family learning events which will support learning at home, facilitate engagement with school and guard against drop outs.

12. Finland
    - Diversification of website information about Finnish government services using the most common foreign languages in Finland.
    - Introducing digital training for immigrants in the study curriculum for schools
    - All immigrant children in schools should have access to digital services
    - Equal opportunities for all immigrants in education
    - Synchronizing information systems for schools
    - Increasing the % of immigrants in activities of non-formal education and digital education

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6. APPENDIXES

Appendix A
Full report of the notes per topic discussed in the cross-country break-out rooms.

1) Access to digital devices and internet for education of refugees and migrants (April)

Access to these devices was of vital importance during the Covid-19 pandemic as a tool to keep learning through the school closures and stay connected to the wider school-community. More than just tools useful during a pandemic however, these devices are an important facet of participation to our digital society.

During the themed workshop, certain goals/reasons to ensure and increase access where identified:

- Collaborative learning
- Building digital skills for all learners, young and adults who are in school.
- Better channel of communication between officials
- Raise awareness on the risks of digital learning for all learners.

Obstacles which prevent countries to reach the goal of ensuring equitable access to devices and internet were identified as follows:

- Lack of digital literacy between children, parents, teachers.
- Lack of space to have access to these technologies, as poverty is an underlying challenging factor to creating equal access to devices.
- Lack of skills required for digital competency and lack of training of these skills in school, his perpetuates this wider inequality
- Raising awareness of addiction to these devices and the risks they can pose to young people

The group also discussed the fact that a lot of refugee/migrant communities do not have their own home and/or electricity which is needed to access the internet and connect devices to reach the previously named goals. Access to space and place is a first necessary step to access to devices/internet.

The group discussed certain policies/solutions which need to be in place to ensure this goal of equitable access:

- Extra attention for people who are at risk of inclusion, children, families, poor neighbourhoods.
- First access to space and place to achieve access to devices internet
- Creating a strong chain of communication between kids, parents, school, policymakers and state officials to ensure the needs of the students are raised and all actors are aware of them
- Assessments need to be carried out at local level as they are more aware of the needs; resources should be decentralized

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- Support for and/or even taking over responsibilities of the teachers in poor schools who volunteer to gather devices for their students + start a discussion: do we accepts school and wider community to take this responsibility?
- Providing the right resources for remote learning, as they are necessary
- Schools/colleges should be providing training in digital skills

2) Digital devices and connection (December)

Obstacles which prevent countries to reach the goals were identified as follows:
- Different students have different needs (those who have asylum for example vs. those who don't)
- No devices in the beginning in the reception centres, no internet connection, no WIFI that can be used in the rooms.
- NGO which enters and provide educational support their access was restricted due to the measures which lead to problems
- Often the whole philosophy is that children are allowed to go to school right away, without knowing the language, so they can be exposed, immersed in the language and they cope - distance learning is opposite, they don't know the language, school, it is impossible to get them engaged
- During pandemic, great struggle with engagement
- There is internet in the registration centre, and computers too, but distance education is difficult for children because they have not spent enough time in school. distance education creates difficulties for children in the refugee centre and is not effective
- In the reception centres, usage of computers is complicated because of internal issues. They must be distributed to children and taken back because they have to be preserved but it doesn't happen all the time, students change. In some centres they use them, in some don't they keep them locked. In one of the centres there is no internet. Students outside the capital in external residence - it's hard to get in touch and provide support.
- First wave of coronavirus was shock for children and parents also, they have daily centre for children. They didn't have computers, they learned through smartphones, bad internet connection, they were lost. Second wave was better prepared, they knew who computers didn't have so they could organize.
- Not only the question one doesn't have access to digital devices, but the problem was also if you have many siblings, you need a lot of digital devices, some lectures are going simultaneously, if you have 3 children you need 3 devices if you want to participate fully.
- Parent working at the same time on the same device. How do we know who needs it?
- once they have a device and internet, they don't have knowledge to use them, also psychosocial support is needed.

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Good practices witnessed by the participants:
- State agency managed to buy in the summer 100 laptops for children in reception centres through EU funds. Month or two ago provided internet connection in the reception centres.
- Moe started buying computers for the schools which provided computers to their students.
- different charity organisations helped, provided laptops, tablets to the schools, Vodafone, some of the local providers provided WIFI
- educational mediators - they work for the schools and their role is to visit the families, ensure children are going to schools, make bridge between school and families
- Moe created username and passwords for all students, regular excuse why someone is not participating. It was difficult for teachers, now the teacher training made it better, MoE developed plan for the training. Small school in the village, close to town with largest RC, close to border, school leader has list of children without computers, and found company for internet and school paid for internet access.
- Most of the asylum seekers are accommodated in the state facilities, before covid 19 Serbia included high number of children in the education system, after breakout they found way through cooperation MoE, UNICEF, project, Greek platform for online learning, pilot project since September, in three centres with most families with children they got donation of tablets and made program for online learning for migrant children.
- children enrolled in elementary and secondary school, got donations from UNHCR in laptops, enough laptops, problem is room capacity, two kids in the same room. Internet connection sometimes can't reach enough.
- SLO Children provide contact when they come to the daily centre, they are in connection with schools, they communicate with schools, she calls school, then parents, they communicate and solve problem. It helps if you have personal connection with children and parents, they are not the number, individualized personal contact
- Ministry supplies some insufficient number of devices, some schools are self-organized, they ask parents who needs help then reach out to other parents, municipalities, companies
- Spread awareness that it is hard for refugee children, if they don't do their homework that first idea is not that the child is lazy but to see the wider picture.

Sphere of influence:
- Have someone to monitor work of children and provide online support for learning and technical support.
- Hired mediator to contact families and teachers, need for volunteering work that can provide child to child support in each case. Need for manpower.

3) Holistic support in education and dialogue with policymakers (April)

Obstacles which prevent countries to reach the goals were identified as follows:
- Some cooperation in government, but it could be better. More assistance needed when beneficiaries are enrolled in schools. Policies need to improve to have joint efforts.
- Collaboration with government is supporting extra lessons for languages

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- much depends on the state context if there is a consultative status - or not.
- it depends on the traditional relationship between organizations. There is no real collaboration between NGOs and govt, it is independent of each other and not structured. Everyone found their own way, but no collective organization. There can be good intentions, but how to come together.
- in the framework of SIRIUS, they had events, also with the Ministry of Education, but their target group of refugees and migrants is limited. The Ministry is almost all focused on access, but then it is up to the school. One training for teachers each year is organized, but it is limited to that. So very limited. But there is a lot of politics at play - so the government is not very open although the individual bureaucrats are open and friendly.

Good practices witnessed by the participants:
- In Ireland: We have a national Migrant Integration Strategy and a National Traveller and Roma Inclusion Strategy. Both of which have actions which are monitored by established stakeholder group
- the use of emotions works well, so go away from formal, legal, or intellectual language. As policymakers are very far removed from beneficiaries, it does make a big difference to show the human dimension.
- refugee children go to schools but with COVID a lot changed. 3 years ago, the govt with NGO cooperation was supporting between NGO, schools and ministries. Children went to school. Refugees are settled in camps, including those for families and for unaccompanied minors. NGOs were responsible for transporting the children to schools. But now child-save corners during the pandemic. Everything is online. The situation is good considering the circumstances. NGOs provided tablets for children, also mediators between schools and teachers as well as the children

Certain actions within the personal sphere of influence were discussed as an incentive for the participants to move to action within their own networks:
- Create collaboration between stakeholders through, for example, roundtables
- Bring refugees and policymakers together
- Build trust and rapport on local level
- Need to first start a conversation; if local policymakers don't want to talk even, nothing will change

4) Academic and social language in the absence of face-to-face school (April)

Obstacles which prevent countries to reach the goals were identified as follows:
- Threats to our identity - maybe we are threatened that we will lose
- Teachers are not and still are not trained in digital education for Greek students let alone migrant students
- Teachers are not interculturally competent
- Teachers are not well-paid - you are asking so much without giving anything back

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- Teachers themselves don't have the electronic devices or the high-speed migrant let alone the students (migrant students)
- Teachers are regular people too - how do we engage them, when they may have prejudices themselves
- We also need a signal from the system to the teachers that this is an important topic to deal with
- There are not enough multi-stakeholder synergies - but there are groups that work together (Bulgaria - NGOs work together) but it is more difficult to engage government
- No Universal assessment tool is available, so each organisation has their own method - and teachers in school do not have enough time to engage with these organisations' assessments
- No common standards between schools - because each school is working on their own -
- Lack of teacher's motivation to be involved
- No humanity in the production of narratives of migrants and refugees in the media
- In online education, students do not speak Polish and do not have social language or speech in groups, only in written and reading - how can you learn a language when you don't speak it?
- Problems also with local or native students so prioritising migrant students is not a priority for many teachers (1-2 students in 30)
- Even though enrolment rates were high, it has dropped by a third in some contexts since last year
- Not enough contact with teachers for refugees in reception facilities
- It is impossible to replace the role of teachers as native speakers in a digitalised way
- Situation in Greece is very similar - More than 30,000 children in Greece. And this problem in Greece existed before the move to digital curriculum. the digital issue is an added layer for us.
- Politics can get in the way and stop initiatives that have been started
- A paradigm shift is needed - in Slovenia we got a new curriculum for Teaching Slovenian as a second language but we lack the 'paradigm shift' for language-sensitive teaching

Good practices witnessed by the participants:
- Move away from 'language' perspective to communications perspective
- Activities with teachers that help you step into the shoes of a migrant or refugee or family on digital learning
- Organise summer schools - so that children have activities over the summer and working with non-formal providers to do this when Ministry of Education is not engaged
- Reaching families and parents is critical - asking parents and tutors and students to translate information and lessons.
- Language of instruction courses for families, particularly mothers - they find new friends, they create peer groups
- Find tutors from within the immigrant parents/mothers that are already present in the school
- Parents want to be involved - making a list of all the people who could teach something.
- Teachers often know what they could do but they don't have time
- Schools would interconnect and do peer-learning - students would connect to students in other schools - making opportunities for language to be spoken
- Teachers are ensuring that students can learn home language
- Janja activity in Slovenia where teachers sat in a classroom with a Macedonian lesson

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- Teacher training - 'Gibberish language activity' UNHCR
- UNICEF + Greek University has developed in Chemistry, Physics, Maths - 3 year in 1 - provided before
- Karl - training on Saturday - details below under these questions
- Each teacher to have a short course or opportunity to learn and be supported - a systematic solution
- Peer learning from teachers who have more experience - Trying to find a balance of what the student needs and where they want to go and
- "Migrants got talent" in Bulgaria - putting people in the public sphere that have talents and are pursuing great activities and we highlight them
- Julia has built a network to foster teachers who are interested and engaged on the issue of migrant education but not enough are interested
- Gelly Sport initiative
- Darko organisation developing a more holistic assessment for teachers and school of the young people they work with.
- Using new modalities and languages to connect people to communities - Sports is one, arts could be another
- Schools can open up and have NGOs or non-formal and extra-curricular activities with parents, refugees, migrants https://www.streetfootballworld.org/football3-against-xenophobia

Certain actions within the personal sphere of influence were discussed as an incentive for the participants to move to action within their own networks:
- Can we develop accelerated learning packages for children that have most school months or years during the pandemic?
- Can we help with the paradigm shifts - language is about communication and language learning should be about home language learning as well as language of instruction?
- Changing perspectives - how can we do this? presenting best or inspiring practices from other countries and on a European level - and show how things can work in different places - opening ideas and people's thinking
- Creating positive media. We must find a way to include media.

5) Pedagogical, curriculum and wider educational support for refugees in centres for newly arrived migrants (April)

Obstacles which prevent countries to reach the goals were identified as follows:
- No common approach for schools
- No accountability at school level, allowances are given but no accountability on how it is delivered. So, alliance can be given to other classes and activities.
- In covid-19 crisis, migrant students are left behind as the majority lacks means to access devices for online schooling. Especially in families with multiple kids, they all need access. The government did not anticipate having to provide these devices.

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- Enrol unaccompanied minors in school because they stay only very shortly in the country. They leave the country very quickly so there is not enough time to enrol them and to give them schooling opportunity
- Now that school is online, teachers are prepared to give support, but they use academic language which is hard for the children. Many exercises are too hard for the kids, and the teachers did not want to always change the language.
- Most migrant children are Albanian, and they don't know the Slovenian language, so the child must figure out everything related to language at school by themselves.
- reaching out families, response to online learning, value multilingual approach,

Good practices witnessed by the participants:
- That there is 1 teacher responsible for the migrant students to provide holistic support; learning and language support needs to be brought together.
- Proper training for teachers. It would be a great option for teachers to have courses in which they are taught trolls to help students
- We have instructions for all schools who have migrant students, seminars and training for teachers who become mentors for the migrant students and support them.
- Also, that all national organisations work together on the problem
- We have 1 network with educators, in which there is one teacher in every school who supports the migrant students and who also connects to the teacher collective to create an understanding. Also, teachers help to find books in student language and create a bridge between when the student is learning the new language while studying.
- So, either specific roles for teachers or support on what teachers can do in their classroom
- In 1 region where there is a larger reception facility, we have an education mediator who becomes the contact between the schools and the authorities and the parents of the migrant students so they can understand the learning path of the student. It creates a relation between the school and the families, parents are more responsible and interested in what is happening with the kids
- The educational mediator could also help during the covid 19 ciris, help find additional support in ever.
- In our organisation we have a social mediator who speaks both languages of the country and the migrant kids, she can help bridge and mediator between the parents and the school. Ex,: during covid 19 she explained what the school closures meant to the teachers
- teachers should teach the language of the course/topic, not just the content. So teach students the words of the content (ex.: teach in geography the words used) and we need special needs assistants in various languages sto help migrant students in that regard as well.
- We need additional classes in language and also other subjects. Children come with various educational backgrounds; we need to invest more in extra classes. Students should get proper help to address educational gaps.
- Ideally the training is included in teacher-training, now the training happens in the teacher's own time. Too many teacher training prep students as if we are still a monolithic culture.
- Students need to be supported through tools, for example: devices to follow classes online. The government needs to invest.

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Certain actions within the personal sphere of influence were discussed as an incentive for the participants to move to action within their own networks:
- Spread the example of a good practice: if you see something that works; spread the word.

6) Supporting parents and communities (December)

During the themed workshop, certain goals/reasons to ensure and increase access where identified:
- Holding communal activities in school
- Organizing different projects in communities which means communities in urban districts can connect to the school and all actors involved
- organise parental self-education meeting
- organise more meetings even during pandemic restrictions to keep the connection and bond between school actors and the wider community strong
- More activities together ex.: celebrate national festivals or events

Obstacles which prevent countries to reach these goals were identified as follows:
- Keeping in mind that not all migrants have families (such as unaccompanied asylum-seeking children) so we must also find ways to include them. Perhaps focus on a stronger community is more important in those cases
- Important also to remember is that not all students have the same living conditions: some live in better or worse areas in terms of access to digital education, support etc.
- If actors are passive there is often no leader to make community & families are often too closed-off form the wider community
- Language barrier plays a role
- Financing: to organize events and reach out a budget is often needed that is not widely available
- There needs to be political interest to some degree to drive community support

The group discussed certain policies/solutions which need to be in place to ensure the goals can be reached:
- Financial Subsidies for migrants in the communities especially when it comes to rent - this will help the family focus more on the educational aspect of their children.
- A more inclusive school policy that helps student feel belonged to the school which is inclusive of their parents.
- More incentives for professionals to attract parents to work in community building entities as ratio is still low when compared to number of migrants in Malta

Certain actions within the personal sphere of influence were discussed as well as an incentive for the participants to move to action within their own networks:
- Schools or teachers or community-centres/organizations can organise parents self-education meetings for parents who are interested in how to help with kids at school, organising a monthly

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parents' meeting to discuss how they can help with kids' education & discuss problems that come up in the class.

7) Teacher support and professional development (December)

During the themed workshop, certain goals/reasons to ensure and increase access where identified:
- Peer Learning, collaboration according to needs of the community (rural vs urban school for example)
- Greater autonomy for schools
- Flexible teaching: co-teacher for example, fast tracking models for in-service teachers, digital learning support (even after covid)
- Create a budget for new technologies and rise level of teachers trained in technology, both in-service and preservice training for teachers
- Provide digital equipment for refugees
- Additional support for students with extra needs through volunteers and ngo's so it does not all fall in teachers' shoulders
- Scientific: covid-19 pushed technology development process, would be good if inservice teachers are included in policy making as they have a practical perspective
- Support refugee students in easy languages, strengthen digital competencies of refugees and more resources are needed for technology access → multiplying groups, who could train other refugees in camp
- Teacher perspective: not too many different kind of digital resources introduced in class or in practice at once, teachers discuss this a lot: too much at once is not productive
- Teacher preparation (biggest problem in Croatia), and teachers cannot implement if they do not have enough preparation, information and resources, after evaluations use that info to change something

Obstacles which prevent countries to reach these goals were identified as follows:
- Teacher motivation and time
- Funding (funding cycles are different in every country)
- Not enough energy and space for teachers to learn while working
- Not enough psychological knowledge: Social-Emotional Skills (how to engage and motivate and how to move people forward)
- Organising trainings for teachers usually needs a lot of time to plan in advance
- Needs for national digital agendas in education
- also lack of knowledge about refugees Situation and obstacles to Access online learning within their housing situations
- Funding often depends on legislative periods
- How to contact/reach out our students during pandemic
- Organising trainings for teachers in usually needs a lot of time to plan, tailor-made trainings at schools are often difficult to plan due to lack of time and funding

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The group discussed certain policies/solutions which need to be in place to ensure these goals:
- Inservice and preservice training - autonomy of schools, funding and collaboration
- Training in technology for teachers and students
- Helping teacher with implementing technology (not too much at once)

Certain actions within the personal sphere of influence were discussed as an incentive for the participants to move to action within their own networks:
- Include students in learning path creating
- Creation of safe learning environment for students
- Teachers should get specific pedagogical and psychological training on the creation of a safe Learning environment where all students feel safe and able to share their ideas and their experience with no justice.
- Refugee teacher's preparation system. Solve the problems with teacher's preparation. The main difference is between teachers' preparation for refugees.
- Providing material in different languages
- Including native speaker teacher
- Increase the budget in relation with new technologies to overcome the technological gap
- Good practices of other countries using digital support.
- Training for teachers, access to digital devices for teachers and students, additional support for students with extra needs
- Teacher support should be granted concerning easy language either in the mother tongue and/or in English and other foreign languages
- According to my own experience as a teacher, I hope that not too many different digital means should be taken in practise at once.
- Autonomy of the schools to select training

8) Digital literacies of teachers and students (December)

During the themed workshop, certain goals/reasons to ensure and increase access where identified:
- Training for both groups, supportive digital material, access to digital equipment (i.e., tablets, laptops, WIFI).
- Parental involvement, if parents are not digitally literate, they need extra training to support their children, this otherwise, has a negative impact on children.
- There need to be sessions for both teachers/students, allowing for step-by-step training, incorporating different learners and processes.
- We need to consider that devices may be available (i.e., In Malta provide free devices to all students), but may not be able to use them as they don't have training. Additionally, there are issues around internet connection.
- We need to highlight where the problem occurs for teachers and learners, so that these can be addressed effectively. Schools need more ICT training.
- Very important focus on what works in different schools and share this.

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- Assess literacy of both teachers and students. Talking about EU framework: DigComp framework. Link: https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework Use this framework to target vulnerable children. It's useful as an evaluation resource.
- Include students and provide extra attention to these students (due to the gap), this includes socially vulnerable children.
- Clear economic gap between disadvantaged students and affluent students with regards to digital literacy. Affluent children are more literate with regards to digital education, as they typically use these devices more regularly.

Obstacles which prevent countries to reach the goal of ensuring equitable access to devices and internet were identified as follows:
- Teachers do not have enough training
- Digital learning is considered as a means to an end and not a real priority
- There is an exclusion of vulnerable learners.
- Lack of knowledge about what works in diverse educational settings.
- We work more at a national level, with a fit-all approach.
- We need to pay attention to resources that different schools are employing.
- Lack of knowledge of what works and how, lack of training in digital skills, lack of long-term strategies.
- Lack of digital action plan in schools, schools need to be used to raise competence levels across the whole school.
- Lack of support, teachers need a lot of support throughout the process.
- Motivation, teachers have a lot of extra stress i.e., 'semi social worker' COVID-19, digital literacy. Workload is too high.
- A lack of training prior to starting digital literacy.

Main obstacles:
- Teachers do not have enough training
- Schools are very diverse spaces, and therefore need tailor-made programmes instead of nation-wide
- Digital-literacy is seen as a solution to the COVID-19 pandemic, and instead should be seen as a tool for learning.
- General lack of knowledge about what works with regards to digital literacy, and why it works

The group discussed certain policies/solutions which need to be in place to ensure these goals:
- Need a lot of training for students and teachers (this is in regards of access digital devices)
- Need support accessing digital materials (i.e. laptops, wifi, tablets).
- Focus needs to be placed on disadvantaged students, as they are suffering the most.
- Parents need training around digital education, so that they can help their children as well.

Certain actions within the personal sphere of influence were discussed as an incentive for the participants to move to action within their own networks:
- We need to work with the schools, with regards to training for teachers and students.

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- To do this, at a policy level to provide these resources and finance (and education authorities can provide finance).
- Civil society also needs to provide training programmes, and work with migrant and refugee communities. Responsibilities are divided.

9) New education al technologies (December)

During the themed workshop, certain goals/reasons to ensure and increase access where identified:
- To increase knowledge about inclusive education and share in the community and policy
- To create games, playable stories, and books that primarily entertain but also have built-in stealth learning.
- To use technology only when necessary.
- To make sure there is no barrier to entry for children to have fun and learn. (Vision and mission are to make sure that tools are inclusive, make a transition easy and intuitive)
- To get connectivity in rural areas (is important about the software and the hardware)
- Teacher training in diversity management through ICT (A generation of teachers are born and raised in an analogic environment, their students are digitally savvy, they need to be aligned, families are not trained, parents will need to be trained.
- To learn, invent, and share- what have we doing, a policy that will lower the barriers at a technical level.
- Ensure parents are aware of potential offered by EdTech so learners can benefit fully
- Be able to rely on robust technology, have free access to WIFI and train all partners of education (teachers, parents, students) -- cooperation between students and teachers in digital competencies
- Upskill educators with the necessary skills
- Make the best use of what technology has to offer for the best of education system
- Collaborative learning through digital
- Explore and introduce artificial intelligence
- State should purchase subscriptions to online educational content creation systems to promote learning at home and to promote parental engagement in learning

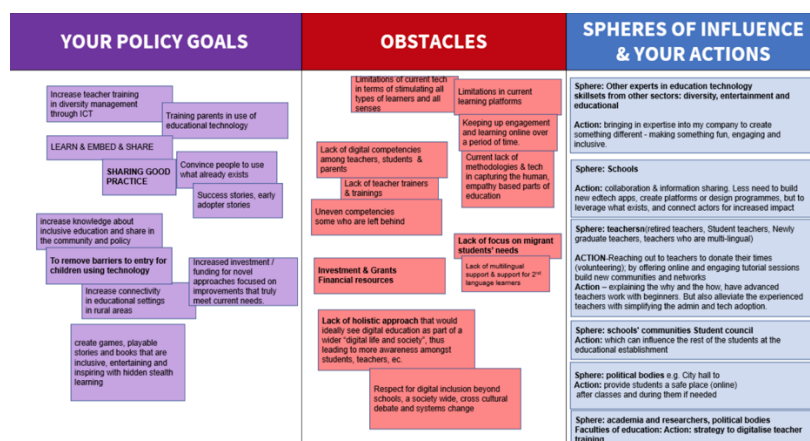Obstacles which prevent countries to reach the goals were identified as follows:
- The technology itself. Creating content and learning that fits all the senses. Keeping engagement over long periods of time.
- Lack of teacher trainers
- Resources- human and financial
- COVID-19 pandemic impacts refugees disproportionately (no access to the tech, parents may not afford tech, other factors within the home- learning environment
- Lack of digital competence, among teacher, parent, and students. Lack of parental support.
- Lack of focus on students with migrant background in EdTech development. Mainstream educational tools should take the needs of migrants into consideration, for example, English language learning tools.

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- Education cannot assume the whole digitalisation of a society; a more comprehensive approach is needed. It should be a collective process, across the society, cross-cultural and system change
- Lack of appropriate platforms for learning; the issue of parents' involvement; the issue of technical means.
- Lack of methodologies that take into consideration of lack of human interaction. The empathy component needs to be capture.
- Lack of commitment to use the available educational technologies by the different partners
- Finding time to train partners (and especially students)
- Public-private partnerships can be strengthened and more systematic
- Negative attitudes towards technology and resistance to change → strong component of cultural values
- Time to train parents to be able to support young learners
- How to find a way to update skills and tech in short time
- Cyber security, online safety and privacy → Partners might not be aware of digital citizenship issues such as cybersafe
- Access → not all families have access to internet or have necessary devices
- Unknown influence of technology on social-emotional development and the brain → long-term effects
- Identify competent resources who can develop support and train teachers and school staff

The group discussed certain policies/solutions which need to be in place to ensure these goals:
- To increase knowledge about inclusive education and share in the community and policy
- To create games, playable stories and books which primarily entertain but also have built in stealth learning.
- Teacher training in diversity management through ICT
- Action - collaboration. Less need to build new EdTech apps, create platforms or design programmes, but to leverage what exists, and connect actors for increased impact
- Key words about EdTech and inclusion: Intersectional approach and important for the future

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Certain actions within the personal sphere of influence were discussed as well as an incentive for the participants to move to action within their own networks:

- Other experts bringing in expertise into my company to create something different - making something fun, engaging, and inclusive. Experts including diversity, entertainment, and educational folks
- Work - developing and communicating evidence-based policy solutions for policymakers and various levels (state, local government, school leaders…)
- Action to co-create content that is engaging, fun, and has stealth learning.
- Reaching out to teachers (retired teachers, Student teachers, newly graduated teachers, teachers who are multi-lingual) ACTION- To donate their times (volunteering); by offering online and engaging tutorial sessions
- Faculties of education: a strategy to digitalise teacher training
- Action - collaboration. Less need to build new EdTech apps, create platforms, or design programmes, but to leverage what exists, and connect actors for increased impact. Explain the why better so that teachers are more likely to use it. Early adopters can have a positive influence in encouraging other teachers that might resist the use of new technologies.
- School level → we (organization that supports schools and teachers with EdTech) can offer training in digital technologies to parents and to promote awareness about digital citizenship issues
- Training teachers so I can include such perspectives in the classes
- Digital inclusion projects of civil society organizations organized in cooperation with schools → considering migration context and different languages - programs with children with and without migrant backgrounds
- National Schools Network for Intercultural Education → I can share resources and information available about tech Education
- Research project on families and digital technologies → results to come → equipment and training to families to use digital tools
- Universities → should promote the feminization of Technology by mentoring processes in secondary education
- EPA and our partners → we can forward suggestions to policy making people nationally and in Europe in general
- Urge government to equip people with necessary equipment and technology.
- Influence policy makers by: collaboration with UNICEF and European Commission - gather information from members (surveys) and share feedback → collect evidence and spread throughout network

10) National digital agenda (December)

During the themed workshop, certain goals/reasons to ensure and increase access where identified:

- Providing Learn Management Systems, Software for Personalisation, Special teacher Training on distance learning - for teachers as Coaches accompanying the learners doing their own tempo and way.

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- We need to ensure that National digital agendas address the key structural gaps revealed by the pandemic: such as digital divide - in terms of access, capacity, and application of digital resources, ensuring inclusion. Short-term emergency response needs to contribute to defining a longer-term vision of inclusion. (There should be an agreement on what should be included on the National Digital Agenda. Important that education and inclusion should be mainstream in the National Digital Agendas.)
- Better communication between schools and migrant/refugee families. - All the communication is now digital (has been 10 years), but it is not accessible for all the families. (More refugee families would need some central centres to ask questions about the educational system. Right now, all the information is spread around, so you need to go to different places to find it.)
- High-quality learning content, user-friendly tools and secure platforms which respect privacy and ethical standards.
- Agreement between all political sides on the basics, or at least constructive opposition.
- Schools need the Learn management system and a proper communication system with the parents and students.

Obstacles which prevent countries to reach the goals identified as follows:
- Unrealistic ambitions, untested assumptions, digital solutions not always coherent with on-the-ground reality.
- Lack of clarity, agreement, and priorities for education in general, and inclusion in particular.
- Language knowledge of the arrival country; At schools the time and energy resources are very limited: teachers are overwhelmed with their work because of several new tasks and systems that happened at the same time with cuts of resources and personnel.
- Opposition to the digitalization of school administration. Perception of digital tools as bureaucracy?
- Emergency responses are fragmented and do not capitalise on all the knowledge and tools that have already been created - for instance lack of connection between schools and EdTech communities.
- Commercialization of educational policy making.
- So, there is a need for better coordination and cross-sectoral collaboration.
- Federalism is a big obstacle because the financial support is not at one organisation. So there are very different types of Equipment and Software; teachers who don't like to Change their teaching.
- Long decision paths, no agreement, small equivalence between schools.
- Lack of resilience of education systems to shock, which creates the lack of diversity. Creating inclusive tools to make education more meaningful, etc. In times of crisis, when these will be handier, they are not working. We need to make sure that they are resilient enough.
- Attitude of teachers that have been doing it for a long time, and they don't want to change their way of doing it. They don't go or want to go to trainings for teachers, as they just want to keep doing it their own way.

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Certain actions within the personal sphere of influence were discussed as well as an incentive for the participants to move to action within their own networks:

- SIRIUS could find and highlight a few of these migrant/refugee-friendly learning management systems as well as one-stop-shops for education information for parents. We could organise a video/walk-through of these systems and interview the practitioners behind them.
- As a researcher, I can contribute to debate and policy processes with evidence on what works and what doesn't, what are the specific gaps in the system that needs to be addressed and facilitate the dialogue on who should do what.
- Help Schools to develop a School Agenda for digitalisation. This is the only way to involve all Players at one School. - Possibilities like MOOCs for motivating teacher Training.
- What we can do from our organisation is to continue to make parents' voices heard among policymakers. They sometimes (often) forget parents. P SEP
- To the problem of teachers thinking that they don't have to learn anything else: these teachers don't want to see that the world has changed, and they have to change to. We have to have certain documents, that no matter what the teachers themselves think about it, but they have to follow them. It's not the best way to motivate them, but it's a way to do it. (We need formal requirements and obligations to push school boards to take the first steps, which would ultimately speed up inclusion and inclusive digitalisation.)
- Peer learning.
- Additional Teams of psychologists, social-Workers, additional teachers who speak the language of the different learners.
- Initiate dialogues within our spheres of influence with policy makers. (Dialogue needs time, and now teachers don't have any time to do anything extra.)
- Reducing some other obligations or giving more resources (not just money but more people to share the work).

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Notes per country discussed in the country specific break-out rooms.

1) Poland

Main challenges arising:
-   There are very huge differences among schools and educational entities in terms of catering to migrant students' educational needs – there are schools/teachers very active in the field of migrant education, with specific practices already developed, engaged in development of teaching materials and various tools, however at the same time there are numerous schools without experience in this area, without specific measures in place, without knowledge and awareness regarding the needs of migrant students.
-   With growing numbers of migrant students in the Polish education system there is a growing need for activities related to migrant education, especially practical preparation of teachers to work with migrant students.
-   There is a need for systemic support and development of minimal/basic standards of practices regarding migrant education – a kind of framework with certain milestones and guidelines for different types of institutions, schools in particular. Such framework on the school level could cover issues related with e.g.
-   structuring of the support on the school level (e.g. intra-school working groups dedicated to migrant students),
-   presence and role of cultural assistants,
-   diagnosis of needs and competences of migrant students, observation guidelines,
-   teaching methods and strategies,
-   development of educational tools,
-   issues related to school-parent cooperation,
-   teacher training activities

Challenges discussed:
-   With the COVID-19 pandemic, distance learning and the numerous challenges the education system had to face, migrant education dropped even lower on the priority agenda of decision makers.
-   There is a problem of the lack of skills/knowledge, but also awareness among teachers and school heads in relation to education of migrants. At the same time teacher training opportunities in this area are confined. There are some teacher training Institutions with huge expertise in migrant education, providing valuable support but teachers are not always aware where to find the help they need, they are also more accessible in larger towns/cities.
-   Among topics which need special attention is methodical preparation to the teaching Polish as a foreign language.
-   There is a problem of not enough engagement of teachers of other subjects than Polish language in migrant education resulting from the lack of specialist knowledge, lack of awareness of the needs of migrant students among those teachers.

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- The term "inclusive education" (*edukacja włączająca*) in the case of Poland is commonly used and associated with education of students with disabilities. Migrant education is usually perceived as a different category. As a consequence, migrant education is excluded from various projects/programmes dedicated to "inclusive education".

Solutions discussed:
- Important role is played by institutions such as teacher training institutions, local authorities in bigger towns/cities which provide training opportunities to schools and teachers.
- The role of networks of teachers and other people engaged in the education was also discussed, however involvement in such networks varies.
- One teacher per school trained in this area is not enough – he or she needs some support from other colleagues, there are however positive effects of intra-school teams dedicated to migrant education, consisting of teachers of different subjects.
- Possibility of developing and introducing of minimal/basic standards regarding migrant education for schools - framework with certain milestones and guidelines helping, less experienced institutions (see point: *main issues and themes*).
- There is a constant need for development of educational resources and tools – for different educational levels and particular school subjects.
- Establishing contact with at least one local leader interested in the topic of migrants and refugees. This would help to make the issue of migrants and refugees more relevant.

Resources mentioned:
- The role of academia (academics, students) in migrant education was discussed as an important resource, insufficiently used. There are huge numbers of pedagogy students, linguistics students also including migrant students who could be engaged in supporting schools and teachers in working with individual migrant children. There are examples of such cooperation (e.g. pedagogy students form one of the universities running Polish classes for refugee children in one of the reception centres) with mutual benefits – for both schools and academia.
- There are information gaps and problems with access to and dissemination of various resources – different tools, teaching materials available to teachers and other specialists working with migrant students. There is still a need for a certain platform, gathering high quality materials on various aspects relating to the work with migrant children developed in recent years by different institutions, both governmental and non-governmental. This could be an answer to the lack of synergy in some fields, similar materials developed by different centres, or the poor dissemination of many valuable products. Such a platform could help to better advertise available resources and increase the use of already developed materials, at the same time helping to focus further works on the areas where are the largest gaps (e.g. teaching materials for different subjects).

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2) Serbia

Main issues and themes arising:
- Holistic Support in Education and Dialogue with Policy Makers
- Pedagogical, Curriculum and Wider Educational Support for Refugees in Centres and Newly-Arrived Migrants

Challenges witnessed:
- Lack of support, responding to the actual needs of children, capacity building training of all stakeholders involved in the providing support for refugee and migrant children.
- There is no common goal identified in order to have a systematic approach for education of refugees and migrants.
- Refuge and migrant children in transit countries face different challenges being here for a short period of time. Difficult to establish continuity in the educational system they are enrolled in or programmes of non-formal education supported by NGOs and FBOs.
- In online education currently there are no language mediators/translators enrolled in education of refugees and migrants. There is no plan of preparation for this new reality.
- Expectations on the results of children enrolled in education are too high.
- Dialogue between institutions especially policy makers is very much dependent on the individual contacts and interactions. Power dynamics!
- Lack of legal/moral responsibility for certain processes, including proper institutional reaction.

Solutions discussed:
- Empowering networking and reinforcing joint actions.
- Drafting a joint strategy on inclusive education for refugees and migrants in Serbia, including voices of different stakeholders working on the grassroots level as well as in formal education in dialogue with policymakers.
- Including cultural mediators/translators in the online education support through different projects. Translating online education resources, materials, texts.
- Raising awareness on the work and participation of NGOs and FBOs, including active participation of different stakeholders in planning for future education and integration policies.

3) Ireland/UK (and Italy)

Challenges witnessed:
- Language barriers. Without language no dialogue, no communication
- Communication channels (ex. Telephone, email, face to face): how to connect? What is best?
- Timetables, accommodate different daily schedules of working parents.
- Fearfulness of parents coming into the school. Consequence of previous life experience in authoritarian regimes. Schools have to communicate to the parents how education is being delivered.

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- Having a third-person that helps to develop a relationship between school and parents. (Language-center coordinator) Point of contact and mediation. 'Cultural navigator'

Solutions discussed:
- Use a combination of different communication channels. Be flexible. Also when it comes to teacher-parent meetings use telephone calls, whatsapp, texts.
- Home-school liaison person for needs (food, books, school materials). Have an outreach to hard to reach children.
- Cross-school organization and outreach to work with parents to inform them on what is happening. (Ex. polish school for polish speaking parents in Ireland). Very effective results. It helps teachers understand the different situations and problems.
- Scaffolding of topics -> dealing with different syntax and vocabulary.
- Support officer for parents to integrate them in society and the working situations. (Ex. write curriculum). It brings parents to schools and at the same time helps them integrate.
- Share experiences amongst teachers and parents, create a network.
- Report by Sevak: https://www.education.ie/en/schools-colleges/services/deis-delivering-equality-of-opportunity-in-schools-/
- In Ireland it is legally-binding to have communication with parents, so if they don't come to the regular meetings the teachers must organize an alternative meeting. Could be face-to-face but also online (less challenging). Inquire on the reason why the parents didn't come to the meeting, do not assume they didn't 'care'. Professional translators and interpreters are important and central to deliver good education. → cultural navigator to help in communication.
- Coffee mornings/ intercultural food evenings: informal way to build relationships.
- Yellow flag initiative or intercultural school stamp/award/certificate (Portugal example, Maja has experience) -> symbol of creating a 'league'/better school

Resources mentioned:
- Financial resources to fund translators and interpreters, outreach staff.
- Welcoming attitude, smiling, kindness, empathy, flexibility - to reassure, invite.
- Physical space in schools for events. Ex. Parents room, yoga for parents. → dependent on the principals.
- Encourage principals to create these dedicated spaces. Create a framework to bring principals together to shape new projects. Give them the opportunity to talk and discuss challenges in a forum. 'Sell' them on their personal gains and of the school as a whole, instead of 'helping migrants'. (Ex. chess championship with local press coming).
- Have a brochure for principals (A4 paper), personal contact (door to door) to kickstart communication.

4) Greece

Challenges witnessed:
- Refugees are not a State priority and recent changes in asylum policies (AMKA/PAYPAA) are making complicated the access or return to school to a great number of them

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- Difficulties in accessing digital education in particularly <u>for adolescents and young adults</u>
- Interrupted schooling due to several issues for many years
- Language issues

Solutions discussed:
- Get in contact with ESWG (Education Sector Working Group) led by UNHCR and UNICEF where all non formal education agents meet twice per month to prepare material for "summer schools"
- Involvement of local communities (Cities Network for Integration)
- Technical support by institutions (for example donations)
- Business sector and Municipalities to donate/borrow working spaces and devices
- Pledge for more capacity (residency and education) for unaccompanied minors reaching majority
- Learning software adaptable to mobile settings

Resources mentioned:
- Materials developed by ESWG partners
- HOPE network's resources to share or to adapt for compensatory education during the summer

5) Bulgaria

Challenges witnessed:
- Political will
- Lack of sensitivity (higher education, professional education, literacy)
- Lack of funding or badly developed national funding programmes
- Lack of flexibility of curriculum and limiting legal framework - strong centralization function of the Ministry of Education
- High dropout rate
- Quality of education
- Lack of dialogue between different Ministry departments

Solutions discussed:
- Awareness-raising campaign
- Identifying new allies (including joining common efforts such as Education 2030, etc)
- Humanizing the problems
- Meetings with new national stakeholders
- Supporting stakeholders to apply for funding

Resources mentioned:
- Accelerated Learning Curriculum UNICEF (from Gelly/Greece)
- Bulgarian curriculum for literacy (???)
- Published reports on a particular topic (through SIRIUS, EWSI, etc)
- Future reports (Quality of education; Literacy; Professional education; Unaccompanied minors)

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6) Finland

Action plans:
- Diversification of website information about Finnish government services using the most common foreign languages in Finland.
- Introducing digital training for immigrants in the study curriculum for schools
- All immigrant children in schools should have access to digital services
- Equal opportunities for all immigrants in education
- Synchronizing information systems for schools
- Increasing the % of immigrants in activities of non-formal education and digital education

Challenges:
- Uncertainties of COVID-19
- There has been an increasingly loss of contacts with immigrant students in Youth Centres
- Targeted goals for all educational levels in Finland might require lengthy time to assess level-specific needs and assets
- Unbalanced allocation of State funds for digital learning among immigrants has been observed for some Municipal

Resources and opportunities:
- Recruitment of consultants for digital training in the study curriculum
- Recruiting IT Specialists for information systems synchronization at schools
- Disbursement of State Educational funds for digital learning
- Passing of new laws and reforms on Inclusive Digital Education

Stakeholder assessment:
Finland is well known for its advanced educational system and laws that have huge potential for achieving the above action plans. The Finnish Constitution advocates for equal and quality education to persons of all cultural backgrounds. Reforms such as the Non-discrimination Act, Acts on Vocational and Educational Training, and the Integration Act, to name a few, have been vital to implementing some of the plans needed for Inclusive Digital Education. There is in general, great optimism towards this goal.

7) Croatia

Digital devices and connection:
  During the school lockdown and online learning there were numerous issues regarding the organisation of the learning that was organized through online platforms with daily lessons solely organized in the Croatian language. All the children whose mother tongue is not Croatian and who insufficiently speak or understand Croatian language were deprived of education.
For students coming from different vulnerable backgrounds (minority students, Roma students, migrant students, students coming from low SES families etc.) Ministry of Education made a deal with different

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telecoms to provide free broadband and SIM cards for those children. UNICEF has, in cooperation with the Ministry of Education, secured the procurement of tablets and SIM cards for the most vulnerable groups of children in an effort to support their education during the COVID-19 pandemic. Despite the fact that some of the children have received digital devices this does not mean that they have gained access to education. Technical equipment did not provide adequate professional support to teachers. In this sense, education authorities are obliged to build comprehensive education policy that will encourage inclusive educational experiences for all learners.

Supporting parents and communities:

The relationships between school and families, namely parents, are generally hard to build due to the several factors:
- language barriers,
- refugee (and migrant) parents carry much of the responsibility for the new start in a new society in which education of their children represents just one of the life aspects they need to adjust to,
- different practices of schooling in a new and a society of origin (language, script, organization of schooling, requirement from parents, parents involvement in children's education etc.) are the factors schools and the education system have started conversations about rather recently.

Teacher support and development:

During the lockdown, even though teachers gave the best from themselves in the circumstances of pandemic there were numerous issues regarding support to teachers:
- Lack of digital skills in order to use different online platforms, lack of direct learning via Google class (or other platforms) but mostly using different apps to send tasks and power point presentations to students
- Lack of funding for professional development of teachers based on their real needs
- There were no mechanisms to support teacher's wellbeing and their mental health influenced by the burn out many of them were facing.

Challenges witnessed:

The pandemic related measures, particularly social distancing measures, have affected refugee family, and migrant ones too. Those measures deepened the social practice of distancing and isolation of refugee families and moved them further along the lines of invisibility. Much awareness raising work is needed in order to ensure the best possible support for refugee families and quality education for refugee and migrant youth.

The period of closed schools and distance learning showed that all students are not equal and there was lots of issues in terms of equity especially within vulnerable groups of students such as students with special education needs, students coming from low SES families, students with migrant background or those students coming from national minority groups. GOOD Initiative, a citizens' initiative which advocates introduction of systematic and quality education for human rights and democratic citizenship in the educational system of the Republic of Croatia, submitted a complaint against the Republic of Croatia for the violations of Articles 28, 29 and 30 of the International Convention on the Rights of the Child (Official Gazette 12/93), pursuant to the provisions of the Optional Protocol to the Convention on the Rights of the Child on a communications procedure (Official Gazette - International Agreements No.

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2/2017) to the UN Committee on the Rights of the Child. The complaint refers to the violation of the right of access to education and the discrimination against children whose mother tongue is not Croatian (members of national minorities, children asylum seekers, children under international protection, foreigners under subsidiary protection, children foreign nationals unaccompanied by their parents, children foreign nationals with irregular migration status and children migrants) in the process of conducting distance learning in the conditions of a declared epidemic in the territory of the Republic of Croatia.

Solutions discussed:

Language learning and language related flexibility in teaching and learning is much needed and it requires more professional development and resources for teachers and schools if we want to build democratic school climate with no child left behind. Preparatory classes in the Croatian language should definitely be organized via online platforms, because children without live contact with the language quickly forget what they have learned and do not have continuity. The organization of these classes opens an important space for cooperation between the Ministry of Education in terms of setting up infrastructure and Civil society organizations that can ensure the continuous engagement of volunteers.

Although there is an impression that the technical equipment of refugee families was not an insurmountable obstacle and that schools, when they existed, successfully overcame it, care should be taken to ensure that refugee children have the same technical conditions as domicile children.

Teachers should be further educated and empowered to work with refugee students in the online environment. Experience so far shows that teachers have generally coped well, and that our teachers do not lack the motivation or will to work individually with children who need it. However, special and intensified care for refugee children must become part of the system and not rest on the enthusiasm of individuals.

Online teaching has shown that it is the classroom interactions of students that children (and teachers!) missed the most. This fact allows us to think about its social aspect in the design of online teaching in a possible second wave of the pandemic, and to include, as far as possible, direct interaction between teachers and students, in order to build and maintain social ties and relationships important for health and psychosocial development of children.

Resources mentioned:
- Action plan for the implementation of the distance learning (2020), Ministry of Education, Zagreb
- Pijaca Plavšić, E. (2020), Vodič za sretan povratak u školu, FSO, Zagreb
- https://www.irh.hr/izdvojeno/integracija-2/731-potrebe-i-izazovi-nastave-za-djecu-izbjeglice-u-online-nastavi-tijekom-pandemije-koronavirusa
- http://goo.hr/zasto-su-neka-djeca-ostavljena-na-pristojnoj-udaljenosti/

8) Lithuania and Estonia

Main issues and themes arising:

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Teacher training and professional development in terms of digital competences and usage of digital tools for meaningful learning were the key topics of discussion. Workshop participants underlined the importance of continuity of teacher preparation – initial teacher training and continuous professional development – the two dimensions should be both taken into account. The aim should be to seek that both teachers who are starting their careers and those who are already working in schools would have sufficient skills to apply digital content and tools in their teaching. Local evidence indicates, however, that while young teachers feel more and more confident with their digital comptences, the situation is much worse with already established teachers. This issue is becoming increasingly pressing as teacher population is aging.

Therefore, the key priority is teachers' continuous digital skills development. It is important not only to foster basic digital literacy of teachers but also to think about how the different tools can be applied and how they can help address the context-specific issues. The context-specific approach is particularly important in ensuring the inclusiveness of digital education as it is also known that teachers lack sufficient skills working with vulnerable groups. Professional development thus needs to go hand-in-hand with the development of competences for working with pupils from diverse and/or socially-disadvantaged backgrounds. This would allow distance or blended learning to involve more targeted digital tools and additional social support that is required to ensure the well-being of all learners.

Challenges witnessed:

In broader terms, the participants underlined that the application of EdTech in schools is sporadic and unsystematic. Many different apps and initiatives are being piloted and implemented but, in many cases, the initiatives are only project based and not sustainable. It is also difficult to get a comprehensive overview of what is out there and how it can be managed and applied successfully.

Another important challenge is the lack of a clear assessment of needs. In order to apply some technology-based or other measures to address the needs and issues, these should be very clearly identified first. It is not enough to only provide students with digital means but it is also necessary to think through whether and what effect it will have, and whether these tools are relevant for them. We need to take into account the different contexts and find out if our students and teachers have sufficient capacity to make use of the tools, find out whether these tools are suitable for the specific group, also whether they are age-appropriate. Teachers, teaching assistants, parents, and development psychologists need to have more time to get to know their students and the context pupils find themselves in, and apply measures accordingly rather than doing it the other way around. This applies to all students, in particular those coming from socially disadvantaged backgrounds.

The mapping of existing needs is also particularly important challenge for teachers' continuous professional development. There is a need to take into account and assess the context and conditions that teachers operate in. Such an assessment has to be done in collaboration with the school community in order to provide targeted and relevant support. Available training modules and courses should, therefore, be flexible and suitable to address different contextual issues and specific practices that can be applied.

Another indicated challenge is linked to providing support for teachers and sharing responsibility. We should avoid pointing out the lack of competence of one specific group, in this case, teachers. A more holistic perspective is needed instead, which would foster dialogue and cooperation between the whole school community to find ways to improve. It is necessary to acknowledge how difficult the sudden transition to distance and blended learning methods was and still is for teachers, for whom more moral

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and material support should be ensured. It is important not to blame them for having insufficient digital skills but rather to encourage and foster their motivation, and provide means to acquire such skills.

Solutions and resources to address the challenges:

A practical solution for addressing the indicated challenge would be creating and maintaining effective continuous digital competence development system for teachers. Such a system should include both the methodological application of digital means in teaching as well as digital communication competence development. It could work as a short-to-mid term practical solution that would involve broader community, including teachers, students, parents, development psychologists, municipalities, NGOs, researchers and EdTech representatives. This could be fostered by governmental mobile groups that would support the community collaboration and digital transformation of individual schools not only by providing teaching to a few selected teachers but by building necessary capacity within schools, helping them develop school digitalisation strategies. It would allow forming the necessary foundations on which the context-specific developments towards more inclusive digital learning would take place. At the same time, it was noted that digitalisation in schools should not be an end goal in itself but rather a tool to foster better collaboration between the different groups in the community, which would make the learning process more inclusive.

Another solution discussed is fostering the knowledge and uptake of practical assessment tools, such as SELFIE. Participants noted that such options, while allowing to assess the specific context and needs in a particular school, may also foster broader school-community collaboration. It is also essential to build a strategic vision that would be in place for at least several years. Additionally, mapping the needs should also involve assessing the strategies and initiatives currently in place to ensure the continuity of successful practices.

Indicators of success:

The final indicator of the provided solutions should be the student's achievements and well-being. The success of increasing teachers' digital competence can be measured by student attendance in lessons as it, at least in part, reflects the digital communication aspect of teachers' work. In terms of digitalising the curriculum and using digital means for teaching methodology, progress can be viewed in the context of national matura examination and the fundamental education achievements assessment (lit. PUPP) as well as international studies (e.g. OECD) results.

The workshop participants also indicated at least several potential interim indicators of progress. First of all, there would be a need to assess how often and how widely digital content is used in lessons. Presented solutions would also require to measure how confident and competent teachers feel in applying digital means in distance or blended learning; to what extent they are satisfied with the training; what are the advantages of it and what is still missing. Another measure would be to see how widely digital communication tools are used in school in general. This includes measurements of whether and how broadly digital tools are applied in internal school communication – between school leaders and administration; between teachers and other staff as well as externally – communicating with parents and the wider community. Finally, the diversification (in terms of number and different aspects of digital learning coverage) of continuous professional digital development courses/programmes/modules supply for teachers could also be one of the interim progress indicators.

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9) France

Challenges witnessed:

Access to information for migrant families (kids, parents) is difficult in our context. French is not spoken nor written by some families. It is therefore difficult for them to get information from NGOs that offer various activities that are very useful: help for homework, administrative appointments, French classes, sports or arts activities.

A first challenge is the access to internet. When we reach this goal (thanks to the SIRIUS network we succeeded in lending digital keys for connexion), information offered by NGOs, universities, schools are not always understood by the families.

Solutions arising:
- We should federate the NGOs at a local level for a start and build on them to give better access to digital tools.
- We should create a SOS digital tool for NGOs to communicate (between themselves, with schools).
- NGOs can also inform about family needs.
- This digital should also empower families: information for them but also possibilities to ask questions, contact NGOs and institutions.
- The app should be in different languages, with audio for families who do not know how to write nor read.

Resources mentioned:
- Noélie (civil servant), students in HUMANUM master degrees dedicated to the project

10) Slovenia

Challenges:
- Lack of formal support with language learning
- Focus on majority population (limited inclusion of minorities)

Recommendations:
- Sensitization for parents and teachers towards minorities
- Introduction of parent tutoring and cultural mediators
- Introduction of intergenerational activities
- Increase sustainability of practices also upon project closure

11) Austria

Challenges witnessed:
- Lack of time both for teacher and students (for preparation, exchange with colleagues, further training, etc.)

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- Distance learning in German is difficult, from a parents' point of view we felt we lost 3 months
- Motivation among students is dwindling or lacking due to extended period of online learning
- Teachers are often not aware of the workload and / or family stress of their students; They also don't know enough about the working environment and technical infrastructure (availability of internet, PC etc.) of their students at home
- Didactic preparation of digital lessons for elementary and secondary schools must be designed in a more differentiated manner // Requirements are different for both students and teachers
- From the students' point of view the amount of homework and new learning content is overwhelming mainly resulting from the impression that teachers are not liaising or coordinate within the team
- Implementation of distance learning varies at each school, some teachers coordinate with each other and use common platforms others don't
- Distance learning is much more difficult for elementary schools: age-appropriate digital platforms are -if available – quite costly, learning requires face-to-face lessons and mainly depends on the relationship with the teacher
- Distance learning is a challenge for students who do not yet speak German enough, as passive listening comprehension and active speaking are required, teachers are often inadequately prepared for digital language support, the state of Vienna has the capacity to develop new methods with the "Sprachförderzentrum" (Language Support Center)

Solutions discussed:
- Teachers need additional support, e.g. through additional pedagogical (social workers, psychologists etc.) and administrative staff (secretariat)
- Enhance resources for a so-called ebuddy system, a coaching system for teachers through experienced peers or digital experts; currently ebuddies can be found on the Ministry of Edu
- Introduce digital-pedagogical online consultation for teachers with an expert to explore best practices, tools and technologies on ways to enhance online teaching effectiveness and improve student learning across all types of courses and students.
- Create Networking opportunities for educators to share ideas, provide feedback, and build resilience
- Digital learning should already be part of teacher training
- in the area of further education and training there should be practice-related courses to develop digital competence, e.g. the Virtual University of Teacher Education offers a MOOC on Distance learning.
- Enhance team teaching and team coordination
- The same learning platform should be used at one school
- Students themselves often have a great deal of digital knowledge – teachers should "use" this resource and actively include it in their lessons
- Especially in times of crises, cross-departmental networking is key. In Vienna, e.g. Vienna Department of Education works together with the University of Vienna and the Municipal Department for Integration and Diversity

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- Introduce so-called "Mobile messengers"/teacher consulting teams: concrete support and professionalization of teachers, serve as contact persons in acute problem situations; services independent of school location

Resources mentioned (mainly in German):
- Online training for teachers on Distance learning, approx. 11,000 participants during summer holidays) https://www.virtuelle-ph.at/dlm
- University of Vienna: "Expertise in education for refugee teachers": https://www.postgraduatecenter.at/weiterbildungsprogramme/bildung-soziales/bildungswissenschaftliche-grundlagen-fuer-lehrkraefte-mit-fluchthintergrund/
- Free online tutoring in different languages for different subjects offered by the Vienna Department of Education and allumnies if the "Education for refugee ; https://www.bildung-wien.gv.at/unterricht/Lernhilfe-in-mehreren-Sprachen.html
- Multilingual app for translation and language learning: uugot.it
- Multilingual offers for digital learning: www.sfz-wien.at
- Support network for schools united in their determination to build an inclusive, multi-lingual school environment: www.voxmi.at/voxmi/english/
- Multilingual communication tool School Fox (users need to pay): foxeducation.com/schoolfox/
- Education platform of the Ministry of Education, including a buddy system: www.weiterlernen.at

Further resources for learning German or other subjects:
- German - Arabic
- https://www.youtube.com/watch?v=pmef3ndmS7o&list=PLb4LszRKRuSHBbEHGYi8GJHaBAxwYhSnc
- https://www.arabdict.com/de/deutsch-arabisch
- Maths
- https://mathe4alle.at/moodle/
- "German as a foreign language" https://eduthek.at/resource_details?full_data=0&resource_id=3588219&return_url=/resource_details
- https://www.deutsch4alle.at/

12) UK (Area of Leeds)

Goal 1: To increase the number of refugee and asylum-seeking children having access to digital devices and digital connection at home in Leeds by 50% in 1st Year, 80% by the 2nd year and 100% by the 3rd year.

Indicators of progress

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- Assessing and Monitoring school data at least 3 times a year- each term. School data will capture how many students have access to digital devices and digital connection at home. We will compare these figures each term to measure the progress of the intervention.
- Number of refugee and asylum-seeking students provided with digital devices through schools, third sector organizations and Local Authorities
- Percentage of refugee/asylum seeker families supported through a more inclusive national eligibility criteria for digital devices
- Amount of extra funding allocated to schools for digital devices and digital connection for refugee & asylum-seeking children through this intervention

Asset mapping
- Data: We can access data from participating schools. We can access data from third sector organizations and local authorities on the number of digital devices and internet connection that have been provided to refugees and asylum seekers
- Research: Surveys and focus groups for refugees and migrants (Families & Children) to explore their experiences with acquiring digital devices and digital connection. School surveys (Different school departments e.g., IT & schoolteachers)
- Experts and expertise: Contacts within Leeds City Council, Refugee Community Organizations, School leaders, Academies
- Advocates: URP, RETAS, Leeds Refugee Forum, Refugee Council, Migration Yorkshire, LASSN, Solidaritech, Digital Access West Yorkshire, ASYLUM Matters, MAP and Communities and Environment Team at Leeds City Council (LCC)
- Funding: We know the Government Budget for school funding for digital devices and internet connection for students. We can find out the amount of funding allocated to Local Authorities and third sector organizations to provide students with digital devices and internet connection
- Policy: We need the policy around eligibility criteria for digital devices and internet connection to be more flexible for refugees and asylum seekers. Refugees and asylum seekers are significantly disadvantaged, and this should be reflected at a policy level

Goal 2: To increase the number of refugee and asylum-seeking children having access to digital literacy support in Leeds by 50% in 1st Year, 80% by the 2nd year and 100% by the 3rd year.

Inidicators of progress
- Assessing and Monitoring the school data at least 3 times a year- each term to find out how many refugees and asylum-seeking students have access to digital literacy support
- Number of refugee/asylum seeker children supported through schools, third sector organizations and Local Authorities with digital literacy support
- Amount of extra funding allocated to schools to provide digital literacy support for refugee and asylum-seeking children

Asset mapping:

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- Data: Schools' data, data from Local Authorities and third sector organizations providing digital literacy support
- Research: Surveys and focus groups with refugees and asylum seekers (Families & Children) to explore their experiences with digital literacy support. Is it inclusive and suitable for EAL students? School surveys (Different school departments e.g., IT & schoolteachers) to explore the different methods of digital literacy support and their efficacy. Focus groups with digital literacy support organizations- 100% Digital Leeds
- Experts and experise: Contacts within City Council, Third Sector Organizations, Digital Literacy support organizations- 100% Digital Leeds
- Advocates: URP, RETAS, Solidaretech, Leeds Refugee Forum, Refugee Council, LASSN, ASYLUM Matters, MAP, Communities and Environment Team at Leeds City Council (LCC) and 100% Digital Leeds
- Funding: Government Budget for school funding (Digital resources), Charities and Social Enterprises funding allocated to support with digital literacy
- Policy: Policies- we need to see refugees and asylum seekers' need for digital literacy support reflected at policy level

Spere of influence actions:
- I will report today's discussion to LCC and discuss this further
- Get feedback from LCC about their discussions around
- Raising funds & resources to support refugees/asylum seeking families and children to access digital devices and connection
- Work with advocating groups/charities to conduct the research and collect relevant data
- Working to provide online tuition to refugees and asylum seekers

Goal 3: Equipping Parents and Communities with the necessary competences in digital literacy to function effectively in today's digital world. This will include the setting up of opportunities such as technology focused family learning events which will support learning at home, facilitate engagement with school and guard against drop outs.

Indicators of progress:
- An outreach person/s is established for each school/section/college to link to families.
- The set up of initiatives targeted at supporting and engaging parents of vulnerable groups, following pre-action surveys which identify such groups and the challenges they face
- Parents' success in accessing the platforms currently used by schools to enable children to access all the available learning materials
- Co-ordination between different departments such as the Migrant Learners' Unit, Digital Literacy Unit and members of SLT.

Asset mapping:
- Data: Need: Who are the ones who really need this? (find out through a pre action survey)

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- Research: Need: A strong research element needs to be factored in the piloting phase to establish the actual needs, cohort to be supported and intensity of support. The post action phase of the research will also indicate what ensuing results are seen as cascading into other areas from such an activity.Such areas can include educational achievement and ownership of learning.
- Experts and expertise: Need: Digital literacy, Migrant Community Leaders, support staff, local councils and social workers.
- Advocates: School Leadership Teams
- Funding: Need: Funding for research, module planning and delivery, provision of internet connectivity to families and devices.
- Policy: The action will work with the current frameworks and policy implemented locally.
- Support learners to acquire the necessary knowledge of offline digital learning features which can be integrated in their learning tasks.

(No individual country notes: Spain, Sweden, Portugal, Malta, Germany, Norway)

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