



Erasmus+, KA3: Initiatives for policy innovation –
Social inclusion through education, training and youth
Project number: 580228-EPP-1-2016-1-SI-EPPKA3-IP1-SOC-IN
3-year project: 31 December 2016–31 December 2019.
Project countries: Slovenia, Germany, Spain, Italy, FYR of Macedonia, Turkey

WP 2 Initial Study

WP 2-2 Synthesis Report: Identification of Preventive Measures, Ex-Ante Model of Intervention, Policy Recommendations and Good Practices

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Inclusion of Roma and Migrants in Schools
Trainings, Open Discussions
and Youth Volunteering Activities

<https://romigsc.eu>



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1 INTRODUCTION: GENERAL ASPECTS AND METHODOLOGY

Europe is a transnational society, which is also increasingly developing into a migration society. In the European Union, multiple nationalities, regional identities and also recognized minorities coexist and cooperate. The basic freedom of movement and right to work all over Europe is fundamental to the fabric of the developing European Union. This basic freedom is being used more and more by its citizens to allow them to make the best use of their individual potential. Migration helps to mitigate systemic or temporary difficulties, like changes in the economic structure, and even out demographic imbalances. Migration brings people together across traditional borders and migration helps European citizens to develop new perspectives.

The freedom of movement and choice of residence for the citizens of the European Union is new, but movement all over Europe is ancient. Even before nation states were formed, some as late as in the late 19th century, trade routes and wars, famines and religious persecution but also opportunities and promises made people move all over Europe. Mixed culture and mixed heritage is rather the norm than the exception in the DNA of Europe's citizens.

Minorities like Roma moved within Europe for a long time, sometimes voluntarily, but often forced by precarious economic opportunities, discrimination and exclusion.

More recently, the changes in Europe post 1989, civil wars in South-Western Europe, the Near East, economic decline in Northern Africa and the destruction of traditional economies in Africa have started a surge of refugee migration to Europe.

Considering that the European Union is an area of 28 nations and more neighbouring countries that lacks, contrary to the United States, a common language, common systems in institutions and sometimes everyday customs, migration cannot be expected to be without any problems, although in fact, problems tend to be more obvious and therefore more prominent than cases of smooth transitions. Different historical experiences, new conflicts and overlapping identities and loyalties add to the list of phenomena that have to be addressed in the migration and transnational societies of Europe.

1.1 The European Perspective

The European Union has followed active policies to foster the strengthening of a common European identity. The free movement of labour (§39ff and 43ff of the European Treaties) is one of the basic freedoms in Europe. As a consequence the European Union made the potential for large-scale migration within Europe a common policy. But also with regards to third country nationals the EU followed migration-friendly policies. While the concrete rules are up to the individual member states, the EU pursued policies to strengthen the rights of third country nationals. The treaty of Amsterdam and the treaty of Tampere (1997 and 2004) stipulated largely similar rights for EU citizens and third country nationals. A common agenda for integration (2005) set a framework of recommendations and common intentions for the integration of third country nationals (<http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52005DC0389&from=en>), stipulating principles as “two

way accommodation” of EU citizens and immigrants, respect for the basic values of the EU and the need for acquiring a *basic* knowledge of host country language (emphasis added).

The EU put education at the core of integration, stating that “Efforts in education are critical to preparing immigrants, and particularly their descendants, to be more successful and more active participants in society” (principle 5 op cit). Therefore the EC called member states to reflect on diversity in the school curriculum, to take into account the specific problems of young immigrants in measures to prevent underachievement and early school leaving and to improve the participation of young migrants in higher education.

Principle 7 called for a more intense interaction and cultural exchange between migrants and EU citizens. Principle 8 stated that the right to “practice of diverse cultures and religions” must be guaranteed, unless it is conflicting with other fundamental EU rights. Also immigrants must be included in all policy making and development of integration measures (principle 8). In 2005 the Commission had already clearly called for mainstreaming integration policies, in contrast to formulating policies which single out migrants, i.e., shaping policies which work for all in a diverse society (principle 11), while formulating clear and targeted policies to foster such institutions. All relevant stakeholders needed to be involved in such policies. The agenda subscribes to the earlier principle of the “Strategic Objective 2 of the Education and Training 2010 Work Programme ‘Facilitating the access of all to education and training systems,’” which encompasses the promotion of measures to increase social cohesion, of which the integration of migrants is a part. In order to foster the implementation of such policies in a framework in which national states have the legal responsibility for most implementation measures, the Commission ascribed to itself an important role in “supporting research and exchange of good practice” (ibid, p. 19).

More recently the “EU Integration Action Plan of Third-Country Nationals” has been adopted in June 2016, which builds on the principles cited above (https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/policies/european-agenda-migration/proposal-implementation-package/docs/20160607/communication_action_plan_integration_third-country_nationals_en.pdf).

Here education also is key to integration.

The Commission has already clearly stated in the first sentence of the document that “European societies are, and will continue to become, increasingly diverse.” The decision states the fact that in spite of prior efforts third country nationals continue to fare worse than EU citizens and calls member states to step up their efforts, in particular those with less experience in integration. Again the EC describes its role as providing coordination and support for appropriate policies.

As a starting point the EC claims that the costs of non-integration will be higher than those for effective integration policies (op cit, p. 4).

Of particular interest for the topic of this study is the general approach of the EC to follow holistic policies of diversity-friendly societies in contrast to singling out the group of third country migrants. The Commission states: “mainstreaming the integration of third country nationals is and should be an integral part of efforts to modernise and build inclusive social, education, labour market, health and equality policies, in order to offer meaningful opportunities for all to participate in society and the economy” (op cit, p. 4). Policies for groups like the Roma community therefore need to be discussed in this holistic context rather than “othering” such communities as an individual group.

Again the Commission emphasizes that the expectation to accommodate to the values and expectation of the host societies must be balanced by also offering opportunities, showing a welcoming attitude and openness to intercultural dialogue.

On education, the Commission calls for intense efforts.

“Education and training are among the most powerful tools for integration and access to them should be ensured and promoted as early as possible.”

While in 2005 the Commission stated that the learning of “basic” knowledge of the host country was required for integration, in 2016 it states that “Learning the language of the destination country is crucial for third country nationals to succeed their integration process” (op cit 7).

The Commission emphasizes the importance of early childhood education and the importance of work-based learning, particularly for those arriving later in their lives.

The Commission declares, among other points, to foster

- “peer learning events on key policy measures such as welcome classes, skills and language assessment, support for unaccompanied children, intercultural awareness...
- Support the school community in promoting inclusive education and addressing specific needs of migrant learners through the COM online platform School Education Gateway”

In strengthening their integration policies, the EC encourages member states to

- “Equip teachers and school staff with the skills needed to manage diversity and promote the recruitment of teachers with a migrant background
- Promote and support the participation of migrants' children in early childhood education and care”
- Increase the use of work-based training opportunities and opportunities to access the labour market and higher education (ibid p. 8)

Strong priority is also given to encouraging volunteerism for social integration and intercultural dialogue, combatting any form of discrimination and for fostering cultural expression (ibid. P. 13).

These approaches, most recently and already during the runtime of the RoMigSc project, have been detailed by the Commission in a follow up of the “Paris Declaration”(Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education, Paris, 17 March 2015)(Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on Inclusion in Diversity to achieve a High Quality Education For All 2017/C 62/02) Official Journal of the European Union 25.2.2017, <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=OJ:C:2017:062:FULL&from=EN>.)

In this paper, the Commission clearly focuses on two central terms “inclusion in diversity” and “equity” as basic guideline for education policy.

The Commission emphasizes that education for **inclusion in diversity**, expected to provide equitable results, must not target specific groups but provide a **system which works for all while offering diverse and appropriate opportunities**: “high quality education should be seen in a life-long perspective covering all aspects of education. It should be available and accessible to all learners of all ages, including those facing challenges, such as those with special needs or

who have a disability, those originating from disadvantaged socioeconomic backgrounds, migrant backgrounds or geographically depressed areas or war-torn zones, regardless of sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation;”

“Equity” needs to be achieved through a “high quality education and training for all based on inclusivity, equality, equity, appropriate competences and values also contributes to foster employability, entrepreneurship, innovative thinking, digital skills and competences and a learner’s holistic development for active citizenship” The Commission points out that “**equality and equity are not identical** and that education systems must **move away from the traditional ‘one-size-fits all’** mentality. Equal opportunities for all are crucial, but not sufficient: there is a need to pursue ‘equity’ in the aims, content, teaching methods and forms of learning being provided for by education and training systems to achieve a high quality education for all;” Therefore “education and training systems should **cater for the diverse needs, abilities and capacities of all learners** and offer learning opportunities to all in formal, non-formal and informal educational settings; there is a need for more support to teachers, educators and other teaching staff to operate successfully in training systems that allow for **flexible learning pathways** and that respond to the different needs, abilities and capacities of learners. Where appropriate, these learning pathways need to be **tailor-made, bottom-up and collaborative**; education and training cannot be seen in isolation from **social, political, historical, environmental and economic aspects**. The primary role of education and training policy should be cooperatively complemented and supported by other policy spheres in order to achieve a high quality education for all;” (emphasis added).

To this end the Commission has already recommended a number of quite concrete approaches, among them:

1. a **whole school approach** encouraging the engagement both with the whole school community (1) and with a wider range of stakeholders (2) alongside the community at large to deal with issues regarding which schools do not and cannot possess the relevant expertise. This will help to achieve inclusive and equitable quality education for all;
2. a **democratic and inclusive school culture and ethos....**
3. the **early identification and prevention of social exclusion**, bullying, early school leaving and early signs of radicalisation, which could lead to violent extremism;
4. in **flexible pathways, including the development of vocational skills and qualifications**, combining formal programmes, in-company training, digital and distance learning, validation of non-formal and informal learning, based on strong partnerships between vocational institutions, business, social partners and other relevant stakeholders;
5. **high-quality early childhood education....**
6. gathering **student feedback** on their learning experiences, together with inclusivity and equity provisions that try to compensate for different starting positions, i.e., provisions that go beyond equality of opportunity, to ensure inclusion in diversity and **progress towards equity**;

7. **digital education** in education and training programmes to enhance quality, equity and inclusion, aware that a successful implementation requires a combined approach including adequate content, infrastructure (1), support (2), and culture (3);
8. develop **different educational routes** leading to certification and promote flexible learning pathways...
9. **support teachers, educators and other teaching staff and foster their motivation and competences**, including for example emotional intelligence and social skills, deal with diversity through initial teacher education programmes and continuous professional development, including digital education, practical tools, ongoing support and guidance, while also encouraging a more diverse teacher force;
10. **cooperation** and innovative approaches between education and training institutions, local communities, local and regional administrations, parents, the wider family, youth field actors, volunteers, social partners, employers and civil society to enhance inclusion...
11. encourage closer **cooperation** and innovative approaches between education and other relevant areas, such as culture, youth, sports, employment, welfare, security and other channels of work on social inclusion; and, where necessary, develop **mutual support** between social, cultural, youth, economic and educational policies to ensure inclusion in diversity (5);
12. encourage various forms of evaluation and assessment to ensure that different forms of learning are accounted for;
13. consider the **use of curricula and pedagogical approaches that reflect social, cultural and other diversities of learners**;
14. higher education;
15. foster the **integration of third country nationals**, including recently arrived beneficiaries of international protection, in education, including through language learning;

To these policies, among others, the research implemented by the partners has provided an assessment of the situation in their respective countries and for these policies the best practices collected can provide inspiration, material for implementation as well as at some points some insights that may motivate a critical re-consideration of some of the policies.

To this end, in addition to the general discussion in ch. 2, the model presented in ch 3 and 4 refers to elements of this agenda. Ch 5 discusses recommendations to further detail these policies on a local, national and European level.

Finally, the selected good practices reported in ch. 6 all make reference to one or more of the fifteen points recommended by the Commission.

1.2 Education: Potential Contribution to a Cohesive and Diverse Society Requires Mainstreaming of Promising Initiatives

As stated in the EU policies quoted above, many of the migrants are of school age, and schools are in the focus of efforts to meet the challenges and opportunities of migration. In schools all issues of identity, culture, social situation, community development, creation of economic opportunity and conflict and cooperation, which confront the society as a whole, can be viewed and must be managed concretely.

Therefore the reform of educational systems, teacher training and school development are, or at least should be, one of the foci of policies to mitigate the challenges of migration. Surprisingly, this has been the case only to a quite limited level.

Educational outcomes of migrants and minorities are still below average, conceptional foundations are weak and resources are scarce.

On the other hand, all over Europe, teachers and schools have developed innovative and effective concepts to improve the situation for migrant and minority students in schools.

The situation is different among countries, but pedagogical challenges often are the same. An exchange of experiences and good practices as well as a deeper analysis of the challenges and attempts to create solutions can therefore be expected to contribute to better solutions for creating better opportunities for all in the migration and transnational society.

This is the core mission of the project RoMigSc.

One of such practices is the strong volunteer engagement that can be observed in all of the partner countries Slovenia, the Former Yugoslav Republic of Macedonia, Italy, Turkey, Germany and Spain.

There are good experiences with initiatives like Roma school assistants in Slovenia, intercultural training and volunteer training for students and acknowledgment of volunteer activities in the scope of university programmes.

Are such efforts validated by European experience? Do they add value? What can be learned? These are some of the questions the RoMigSc partnership set out to answer in order to develop its intervention by acquiring a solid understanding of the situation, challenges and innovative initiatives in the partner countries. The project aims to contribute to a standard model of migration- and minority-friendly schools, in particular in the field of teacher and volunteer training.

The development of such a model requires an overview of the current state of the partner countries, which all have very specific experiences. Much of the knowledge published, but also incorporated in organisational practice and practitioner knowledge, is not currently available to an international audience.

Therefore reporting the most relevant aspects of the national experiences, as reflected in national academic and non-academic literature in English, is highly relevant.

Additionally, the input of key informants and stakeholders, all of whom are highly experienced professionals with partly academic and partly hands-on experience, is a unique way of validation of practice.

The report at hand is the result of a collective effort of the partners, who followed a common methodology to collect and synthesize the required insights.

1.3 Methodology of Research and Content of Report

The partners collected information based on an agreed grid of guiding questions, which were discussed and adopted in the first partner meeting.

This research resulted in national reports. Preliminary results were discussed in the first partner meeting.

Focus groups of key informants discussed similar aspects and validated the preliminary results of the national reports in each country.

In order to make good practices available to an international audience, all partners collected a set of descriptions of good practices of migrant and Roma integration in schools as well as volunteer activity in this context.

The results of this research are presented in the document “Compilation of National Reports,” which is available on the website of the project.

The report at hand aims to synthesize the overall conclusions in a comparative perspective.

The report will discuss the particularities and commonalities of the national situations, risk factors, policies, cases of good practices and common principles of practices.

The conclusions for the project developments will help to develop a general model of intervention to be suggested as a working hypothesis for the project developments, as curricula for teacher and volunteer trainings, and for E-classroom and volunteer activity. Policy recommendations will also be developed for shaping the context of activities on the local, national and European level.

The report at hand is a “living” document. It has been developed in an iterative process of discussion among the international team, a preliminary analysis, suggestions for hypotheses of findings and conclusions and reflections and collegial validation among project partners and key stakeholders.

The report includes a discussion of the main aspects of migrant and Roma integration in schools (chapter 2). The aspects include the general situation, problematic phenomena, risk factors for underperformance, a discussion of teacher training and multiculturalism in curricula, policies and SWOT of these policies, volunteer engagement and key success factors for integration and diversity.

A discussion of main policy proposals concludes chapter 2. Chapter 3 suggests preliminary conclusions from the research for the project. It discusses commonalities and particularities of the situation.

The second part presents theses on the lessons to be learned from the project from the perspective of the coordinator of WP 2 and from discussion in the partnership.

Chapter 4 sums up a general model of intervention for the project, validated by the research. Finally chapter 5 discusses a number of recommendations for policy on the local, national and European level, each substantiated by evidence from the findings of our research.

The annex contains a compilation of good practices and presents some of such evidence.

2 MAIN ASPECTS OF MIGRANT AND ROMA INTEGRATION IN SCHOOLS IN COMPARISON

2.1 General Situation: From Intercultural Opening for Managing Temporary Challenges to Shaping Inclusive Education in a Diverse Society

The general situation of school-age migrants and Roma in the partner countries¹ of the RoMigSc project is diverse in quantity and quality, while the relevance of volunteerism for mitigating the challenges of migration is highlighted by partners in all countries.

Regarding migration in general, Slovenia, the former Yugoslav Republic of Macedonia, Italy, Spain and Turkey each face quite specific and limited challenges.

Germany is also developing into accepting itself as an “immigration society.” Spanning from work migration in the 60s, integration of native German migrants from the countries of the former Soviet Union and Romania, a high level of recent intra-EU migration and a surge in refugees since 2015, up to 30% of school-age inhabitants of Germany now have a migration background. The education system has responded by developing a number of ad hoc measures, pilot projects and initiatives, which in sum are quite substantial in quality and quantity but have not yet developed into a comprehensive education system adapted to the needs of an immigration society. Volunteer engagement has been a pillar of meeting acute challenges as well as a driver of innovation in the field.

In the other partner countries the challenges are more specific. While in Slovenia and the former Yugoslav Republic of Macedonia the number of incoming school-age migrants is quite limited, other partner countries deal with quantitatively relevant migrant populations.

For Italy the correspondents emphasize the transitory character of migration, as most migrants aim to move on to more northern regions. The specific challenge, as described by the correspondents, is to also meet the educational needs of learners who stay in Italy for a limited time.

In Spain, according to the partner report, unaccompanied minors mostly from Africa are the most relevant group. While these youth are taken care of within the general system of youth care and educational support for disadvantaged groups, the situation for young adults is more challenging.

Turkey is challenged by a high volume of refugees fleeing the civil war in Syria. While international organisations have taken care of the education of refugee youth in “Temporary Education Centres”, which have been teaching according to Syrian curricula in recent years, the focus has been increasingly on transitioning to the regular Turkish education system now that it has become apparent that the situation is not temporary.

¹The synthesis presented in the chapters to follow is based on the national reports and focus group reports, which have been elaborated by each partner. The synthesis follows a structure which is parallel to the structure of these reports. In order to improve the readability of the text, the synthesis does not use detailed individual references. Evidence for the statements can be found in the corresponding sections of the national reports, which include references to literature and informant statements. The responsibility for the synthesis is with the authors of this synthesis report, which has been reviewed by all partners.

In Slovenia and the former Yugoslav Republic of Macedonia the quantity of migration is limited, but nevertheless policies are currently being discussed and shaped. In the case of Slovenia, a previously quite homogeneous society is working to open up to the migration of some hundred young migrants from third countries (*98 children applicants for international protection and children granted international protection in Slovenian education system in February 2017*) and is actively developing strategies to integrate this group into the regular education system.

In the former Yugoslav Republic of Macedonia the few migrants need to find a role within a society characterised by the, sometimes delicate, co-existence of distinct ethnic groups within the state. Outgoing migrants and returning expatriates are relevant factors of society.

The situation of Roma children also is quite diverse among the partner countries. In all countries challenges of the situation of resident-Roma communities are complemented by more recent challenges from a surge in in- and outgoing work migration of Roma families throughout Europe.

In contrast to the other partner countries, in Germany Roma of German citizenship are not discussed as a distinct or “problematic” group. Work migrants from the EU with potential Roma background are discussed within the general phenomenon of intra-EU work migration, while applicants for asylum with a Roma background from third countries are discussed in this context.

In the other partner countries, the Roma community is regarded as a distinct and “hard-to-reach” group within the society, implying a number of challenges for the education system. Recent in- or outgoing work migration adds to this challenge in all of the partner countries.

In all of the partner countries volunteerism is a relevant phenomenon. Correspondents from all countries report that the challenges of migration and reaching out to the Roma community could not be met without volunteer engagement.

The traditions and organisational development of volunteerism are diverse. While in Germany, Slovenia and Italy volunteer engagement is a well established tradition, in Spain, the former Yugoslav Republic of Macedonia and Turkey the partners describe volunteerism as a still developing phenomenon.

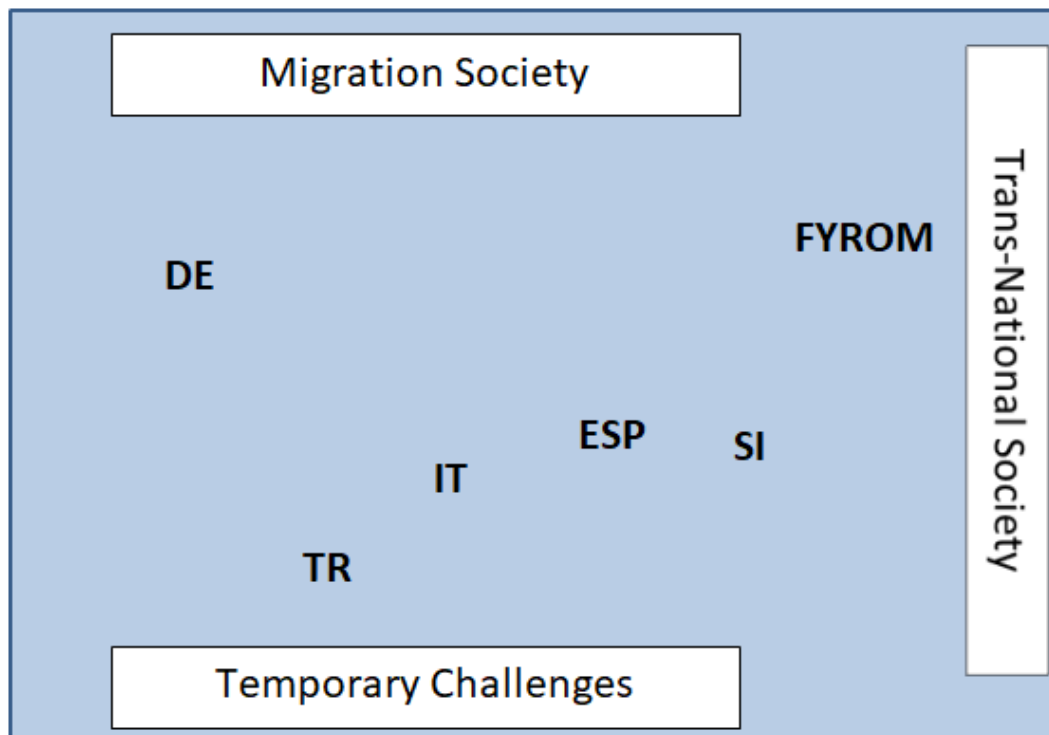


Figure 1: Variants of diversity: position of partner countries. Terms used: “Migration Society:” society characterised by in- or outgoing migration to a strong degree; “Transnational society”: society characterised by coexistence of several acknowledged national groups and minorities (among them Roma minorities); “Temporary challenges”: challenges from temporary and transitory migration (own presentation)

Table 1: Migrant Situation

Slovenia	The Former Yugoslav Republic of Macedonia	Italy	Turkey	Germany	Spain
<p>Migration from former Yugoslavia</p> <p>Limited amount of refugee children, among them unaccompanied minors</p>	<p>Prevalence of outgoing migration</p> <p>Irrelevant number of school-age migrants</p> <p>Some children from former Kosovo with undefined legal status</p>	<p>10x increase of foreign pupils in last 15 yrs.</p> <p>Refugees mostly in transit to northern countries</p>	<p>2-3 Million Syrian refugees, 880,000 children, > 50% of whom are enrolled in schools and temporary eEducation centres</p> <p>Acknowledgement that stay in Turkey will not be short term</p>	<p>Migration population from work migration in 60s and 70s</p> <p>Migration from Eastern European EU countries</p> <p>Refugee migration, among them unaccompanied minors</p> <p>30% of students with migration background, up to 80% in some metropolitan areas</p> <p>Improving educational success of migrants</p>	<p>724,000 foreign students in the education system</p> <p>Unaccompanied minors as most relevant and discussed group</p>

Table 2: Roma Situation

Slovenia	The Former Yugoslav Republic of Macedonia	Italy	Turkey	Germany	Spain
Well-integrated settled Roma population vs. mobile Roma population from ex-YUG countries	Large Roma population, mostly clustered in distinct neighbourhoods, affected by deteriorating work opportunities and social disintegration	Along with traditionally settled groups, large amount of work migration from Eastern Europe, often bad housing and social situation	Roma population exists, but no acknowledged minority with distinctive rights Partly unregistered nomadic population, very low school enrolment, poor general social situation	Along with traditional well-integrated Roma and Sinti population some amount of work migration from south-eastern European EU citizens. Along with some areas in social crisis, integration improving as stable work opportunities are found	Relevant (>700,000) trad. Roma population + new Roma immigration High mobility and persistence of traditional patterns like early marriage Access to group perceived as difficult General problematic social situation Visible progress from low base

Table 3: Volunteerism Situation

Slovenia	The Former Yugoslav Republic of Macedonia	Italy	Turkey	Germany	Spain
Significant volunteer engagement org by some large organisations and smaller initiatives	<p>Growing role of v</p> <p>Law on volunteerism 2008</p> <p>Relevant Roma self-organisation</p> <p>V work recognized with ECTS in some University courses</p>	Strong volunteer engagement in all areas org by civil and faith-based org	<p>Broad variety of NGO engagement in migrant and Roma issues</p> <p>Strengthening of rights based civil engagement needed</p>	<p>Volunteerism backbone of civil society.</p> <p>Comprehensive volunteer engagement in many areas, among them migrant integration</p> <p>Surge of engagement in 2015/2016</p>	<p>“Volunteerism is growing in importance</p> <p>Obligatory base training in v organisations</p> <p>Universities and state promote v</p>

2.2 Problematic Phenomena: Under-Performance, Early Dropout, Social Disadvantage, Lack of Language Education in all Partner Countries. Volunteers need to develop attitude of openness to diversity. Migrant and Roma inclusion in volunteering must be expanded.

In spite of the on the whole diverse general situation of migrants and Roma in the partner countries, all of them report quite similar problematic phenomena.

Except for the former Yugoslav Republic of Macedonia, where no migrant children attend regular schools, all partner countries report underperformance, early dropout and a in some cases high level of absenteeism compared to the average population.

In the countries with a more recent migration history (Slovenia, Italy, Turkey, Spain) these phenomena are interpreted as a consequence of a lack of language education and weak educational prerequisites of migrants. Again, Italy emphasizes the adverse affects of the “transit orientation” of most migrants.

In Turkey, the problematic phenomena are interpreted as consequences of a lack of intercultural competence and orientation in schools and teachers and a general lack of preparation of the mainstream school system. On the side of the target groups, traditional or poverty-induced behaviours like early marriages and child labour are not only problematic in themselves but also contribute to poor educational results.

In Spain a gap between the elaborated system for the protection of minors and a less developed system of education and integration of young adults is regarded as being highly problematic. The insecure status of migrants and refugees and weak transition systems to employment contribute to problematic outcomes as do dropout and sometimes illegal activities.

The example of Germany shows that the management of migration and a generally higher level of diversity in schools is a challenge that cannot be easily met in the short term. Also, second generation students with emigration background are underperforming and suffer from higher levels of school dropout. These outcomes, however, are mostly a consequence of an under-average social situation, which points to the need for a holistic approach of tackling diversity and disadvantages affecting students.

Also, in Germany, the integration of refugees and EU migrants who arrive at a later age is problematic because school success is dependent on a high level of proficiency in the host country’s “educational language” and on intensive efforts for integration. This can be based on the usually high level of motivation of the migrants. Cases of success and good practices of integration demonstrate that problematic situations can be mitigated if properly addressed.

Regarding the group of Roma students, problematic phenomena reported from the partner countries are also quite homogeneous. All partners report underperformance, absenteeism and early dropout rates, particularly for the more mobile parts of the group. Traditional behaviour like early marriages and motherhood is reported as contributing to the problem in Turkey and

Spain, and a generally sub-average social situation is reported for all partner countries, except in cases of well-integrated resident populations.

Volunteerism, despite its positive role and high potential, is also affected by some problematic phenomena.

A lack of coordination of activities and initiatives among volunteer organisations, but also among state institutions and policies is reported in all partner countries. Also the (lack of) training and an insufficient level of intercultural knowledge and attitude of some volunteers is reported in all partner countries to some degree.

Good examples of Roma self-organisation on a volunteer basis are reported from the former Yugoslav Republic of Macedonia and the other partner countries. Nevertheless all partner countries regard a too narrow range of societal background of volunteers as problematic. In particular migrants and members of the Roma community must be more actively included in the volunteering activities. In some countries the general concept of interculturality among volunteers is regarded as problematic. While in some cases an approach is taken which is based strongly on integration into a host culture, which is conceptualised as homogeneous and fixed, other approaches emphasise individual, sexual, cultural and other diversity. In this perspective, individual rights to individual development and the development of common democratic values beyond (presumed) pre-fixed ethnic or national cultures is emphasized. Both approaches regard each other as problematic and are therefore controversial in all of the partner countries. In particular, the reports from Germany and Turkey point to this controversy.

Table 4: Problems of Migrant Pupil's Situation

Slovenia	The Former Yugoslav Republic of Macedonia	Italy	Turkey	Germany	Spain
<p>Underperformance</p> <p>Increased dropout</p> <p>Main problem: catching up on language proficiency</p>	<p>No refugee/migrant children currently attend regular schools except at UNHCR migration hubs</p>	<p>Underperformance</p> <p>Dropout</p> <p>Low attendance of transit oriented groups</p>	<p>Low level of enrolment</p> <p>Slow integration to Turkish schools as initial planning was for short term stay and education in TEC to Syrian curriculum</p> <p>Intercultural orientation, regulation and procedures for migrant integration in schools not fully developed</p> <p>Child work and early marriages as consequence of poor social situation</p>	<p>Traditional migrant population (2nd 3rd generation): educational underperformance and higher dropout</p> <p>EU migrants: underperformance</p> <p>Refugees: High motivation and aspiration, but underperformance and integration problems</p>	<p>Unaccompanied minors from Africa most discussed group</p> <p>Lack of employment perspectives and weak educational prerequisites</p> <p>Gap between provisions for minors and adult system and legal status</p> <p>Lack of resources and concepts for vocational education and integration of young adults</p> <p>Insecure status</p>

Table 5: Problematic Phenomena in Roma Pupil Situation

Slovenia	The Former Yugoslav Republic of Macedonia	Italy	Turkey	Germany	Spain
Social disintegration and educational under-performance in mobile parts of Roma population	Underperformance, low school attendance reinforces social deprivation and prospects of integration into regular work	Under performance, low school attendance	Unregistered nomadic population with low school attendance. Child labour and early marriages	Underperformance and early dropout in work migrant Roma population	<p>Persistent absenteeism and dropout</p> <p>Positive development of enrolment in primary education, limited progress in secondary education</p> <p>Gender-based phenomena in dropouts of young women age 16 and re-entry in school at age 22</p>

Table 6: Problematic Phenomena in Volunteerism Situation

Slovenia	The Former Yugoslav Republic of Macedonia	Italy	Turkey	Germany	Spain
<p>Training and intercultural orientation of volunteers</p> <p>Coordination of initiatives and coordination with formal state and institutional structures</p>	<p>Good examples of Roma self-organisation must be more recognized by the general society</p> <p>A broader range of individuals must be involved in volunteer activities</p>	<p>Comprehensive coordination, training and preparation of volunteers needed</p>	<p>Coordination with state initiatives</p> <p>Full development of rights based on intercultural educational concepts and on common democratic values</p>	<p>Training of volunteers</p> <p>Concerns that volunteer engagement leads to thinning out of state funded provisions</p> <p>Need to integrate more migrants into traditional volunteer organisations and initiatives</p>	<p>V is a developing phenomenon</p> <p>Temporality of engagement limits effectiveness</p> <p>Fighting social exclusion less popular field of engagement vs human rights, ecology etc.</p>

2.3 Risk Factors for Underperformance of Migrant and Roma Pupils: Overall Social Situation, Misperceptions about Mission of Education and Imbalance of Requirements and Resources

In all of the partner countries a lack of proficiency in the dominant language, particularly the educational language (in contrast to the everyday communication language) is the most obvious risk factor for the educational success of migrants and parts of the Roma population. Looking deeper into the phenomena described by the partners, it becomes apparent that in all partner countries the educational success of migrant as well as Roma children is mostly dependent on the overall social situation of the parents and the respective community as a whole.

This correlation is reported by all partners on an anecdotal level, in part substantiated by quantitative and qualitative evidence from literature as well as on a focus group expert assessment level.

For Germany, the empirical evidence reported is quite elaborate. Data show that there is only a very limited effect from the migration background per se, but a very clear effect from the educational resources of parents, their income and overall social situation. As migrants, refugees and groups like seasonal migrant workers are overall in a lower social situation (to differing degrees), the educational results are also weaker but mostly similar to native populations in the same social situation.

Therefore the main challenge for the educational system is to compensate not so much for specific disadvantages from migration background, but rather for social disadvantages as a whole, which include individual risk factors such as the poor education of parents (and the resulting inability to assist with homework and a limited awareness of the value of education), weak language competences (resulting in an inability to understand and express thoughts in all of the subjects), bad health conditions (limiting the physical fitness for education), high mobility (resulting in a discontinuity of education), generally weak social capital (limiting the ability to find support and access), poor infrastructure (limiting physical access to education), etc.

As it becomes apparent from the reports, none of the educational systems of the partner countries has yet managed to fully live up to the challenge of compensating such social disadvantages.

While there are tentative measures to teach the dominant language and/or compensate for language deficits to disadvantaged youth in all of the partner countries, these measures are obviously too low in volume, too short termed and too late in the life cycle and therefore of limited effectiveness.

Teacher knowledge, attitudes and practices are mostly still oriented towards the traditional group of learners from the dominant parts of the population but not to an increasingly diverse group of learners. This assessment is even reported by the country most accustomed to migration and diversity, Germany. This is the case even as it is increasingly becoming the aim

of policy and education to focus on individual human rights, which implies all individuals have the right to adequate institutions, including education.

In many cases, the good practices reported by partners show that action taken by volunteer groups is at the forefront of innovation in education and support systems.

Many of the measures are aimed at mitigating the main risk factors like additional and early language support, intervention in the social situation of parents, improving the communication between parents and the school, mentoring and coaching schemes, as well as exposing students to role models from their own community.

In all cases, partners point out that there is a general lack of resources given the challenges described.

An educational system aiming to compensate for risk factors must necessarily be more resource intensive.

Adequate funding has not yet been provided in all of the partner countries.

Limited awareness of the demands and needs of heterogeneous groups of learners on the side of the education system and individual teachers and a general underfunding of the system therefore are additional risk factors to the educational success of socially disadvantaged non-traditional learners.

Limited resources and potential frustration of volunteers who are currently compensating the shortcomings of the mainstream education and support system as well as conflicting aims of individual support versus overall government migration and asylum policies are also risk factors to the future outcomes of education in socially disadvantaged learners.

Table 7: Risk factors for underperformance of Migrant and Roma children

Slovenia	The Former Yugoslav Republic of Macedonia	Italy	Turkey	Germany	Spain
<p>M: Language R: Low social status of parents</p>	<p>M: R: Romani language as barrier of inclusion Mobility of parents (seasonal labour) Low social status Poor health</p>	<p>M: Educational prerequisites of refugees Mobility Language R: Low social status of parents Mobility Language</p>	<p>M/R: Reorientation to integration vs short term provision of education in original language and curriculum Language problems Preparation of schools and teachers Poor social situation of families leads to child labour</p>	<p>M/R Social and educational situation and prerequisites of parents Language Educational prerequisites and generally unstable situation of refugees Contradiction between short term (earning money) and long term (full integration through education) goals of refugees and Roma Quantitative imbalance of educational resources and quantity of migration</p>	<p>M: Limited employment opportunities limit motivation Vocational programmes not well adapted to the needs of migrants R: traditional family patterns like early work and marriage, extreme poverty, unemployment of parents, migration, lack of documentation, geographic location Lack of awareness of importance of higher education</p>



Inclusion of Roma and Migrants in Schools
Trainings, Open Discussions
and Youth Volunteering Activities

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					Averse general social situation
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2.4 Teacher Training and Multicultural Orientation: Lack of Knowledge, Attitude and Practice. Lack of Systemic Approach

All of the partner countries accept that measures have to be taken to introduce new groups of learners to their education system.

Due to the quality and quantity of the respective challenges, the responses in partner countries range from individual measures, such as introducing preparatory language courses to introducing quite comprehensive concepts of diversity in education. All of the partner countries accept the general human right of access to education. The practical operationalisation as - among other factors – reflected in multicultural orientations in curricula of teacher training differs very much.

In Slovenia the challenge of educating non-Slovenian learners is a quite recent one. Prior to the current contingent of refugees, mostly migrants from the republics of former Yugoslavia had been integrated, facilitated by a level of understanding the formerly common Serbo-Croat language. Only a limited number of migrants from former Kosovo have reportedly been harder to integrate. Therefore the system is currently working to introduce teaching Slovene as a second language at a broader scale and to profile the respective teaching staff. While schools are currently responsible for all other measures for integration and have created a number of good practices in the field, there is no coherent system of defining and operationalising a multicultural orientation in education. Such a system is currently being developed, starting with a closer definition of the procedures to be taken to introduce migrant students. Advice from experienced school practitioners is being included in the formulation of policy. The partner reports that often there is a lack of multicultural orientation of teachers, as well as a lack of integration of concepts of multiculturalism in initial and continuing training of teachers.

In Turkey and Italy the challenge is quite similar, as previously quite homogeneous societies have recently been confronted with the challenge to integrate a relevant number of non-traditional learners.

This requires the development of a new mission for education that also needs to be operationalised and implemented through initial and continuing training and school development.

In Turkey the introduction of multiculturalism in curricula is at a very early stage. On a conceptual level the understanding of multiculturalism as multiethnicity is challenged by a concept of education for diversity based on common democratic values.

In Italy multiculturalism is not systematically integrated in teacher training, and reportedly many teachers lack the competence to deal with heterogeneous groups of learners. The former Yugoslav Republic of Macedonia is a case of a multiethnic society based on the co-existence of distinct groups. Education is organised by ethnically homogeneous groups and their respective language. Efforts are currently being made to minimise the monoethnicity of textbooks, and concepts of multiculturalism are a growing part of teacher training.

In Spain, on a conceptual level, multiculturalism is included in a general concept of diversity and compensating individual disadvantages. Because the operationalisation of the principle of achieving equality and equity is up to the educational policies of the autonomous regions, generalisations about the level of diversity training for teachers and its effectiveness are hard to make. Partners report that the manifold initiatives to support diverse groups of learners have been undercut by a withdrawal of resources from the federal state since 2013.

In Germany, the situation of multicultural orientation in curricula and teacher training reflects the country's struggle with its development into an "immigration country" during the last thirty years. As a result from the rise of the share of students with a migration background, multiculturalism and the aim of integrating migrants into the German society have been addressed in guidelines for teacher training on a conceptual level for at least thirty years. Many concrete measures, such as the systematic training of "teachers of German as a second language", have been taken. However, reportedly there has been a tendency to "delegate" the "special" problem of integration to such specialists. A general understanding of the changed mission and practices of an education system catering to a diverse audience of learners has not widely taken hold in practice. This is reflected in the limited relevance of multiculturalism as a concept and corresponding practice in initial teacher training. This training is highly decentralised and diverse, although guided by some framework recommendations by the standing conference of ministers of education. Furthermore the interest in continuing training is quite limited. While teachers say that they feel ill prepared for the diversity of learners, they also feel that their resources are already overstretched in a system that has not reacted to its more complex audience by expanding investments in education.

An abundance of material for supporting diverse groups of learners exists (language support concepts, fostering intercultural understanding in learners, material for refugee students on all levels, etc.), which has been developed as a reaction to acute challenges. Competitions in school development are quite popular and include criteria of interculturality in school.

Nevertheless reportedly the majority of teachers still feels that dealing with diversity is an exceptional and additional burden and overall are slow to accept diversity as the new normality.

Therefore in Germany, the country with the highest level of diversity in schools among the partner countries, an abundance of material, concepts and good practices can be found, but no generally accepted overall concept for a school that meets the needs of all of its diverse students and which effectively compensates for disadvantages, has been developed and universally implemented. Students are still measured in terms of the model of the "standard" case of a "white, middle class student with a functional family in the background." Individual and reactive measures are developed to mitigate individual disadvantages, but few systematic measures have been taken to create an education system that works for all. This is reflected by the training of teachers, which could be based on quite developed, if sometimes controversial, concepts, but is low volume, not obligatory and therefore more dependent on individual initiative and preference rather than part of systematic change management.

Table 8: Teacher training and multicultural orientations

Slovenia	The Former Yugoslav Republic of Macedonia	Italy	Turkey	Germany	Spain
<p>Schools and projects develop a multitude of successful initiatives, lack of systematic integration into coherent system</p> <p>Profile of teacher for SLO as 2nd language not defined</p> <p>Lack of multicultural orientation of teachers</p> <p>No systematic integration of multiculturalism in initial and continuing teacher training</p>	<p>Efforts to minimize monoethnicity of textbooks</p> <p>Education in mother languages (Macedonian, Turkish, Albanian) but not Romanesc results in separated homogeneous ethnic learner groups in a multicultural public life</p> <p>Growing awareness of multiculturalism in teacher training</p>	<p>No systematic integration of multiculturalism in initial and continuing teacher training. Many teachers lack competences to deal with heterogeneous groups of learners</p>	<p>Integration of multiculturalism in curricula in early stage. Balance between multiethnic understanding of multiculturalism and integration through common democratic values must be developed</p>	<p>Multicultural values part of recommendations for initial teacher training, heterogeneous implementation, weak level of participation in ongoing training.</p> <p>School development for anti-racism and multiculturalism based on voluntary competitions</p> <p>Profile of teacher of German as a 2nd language</p> <p>Despite the fact of a multicultural immigration society heterogeneity of learners is not fully accepted as the guiding principle of education in practice</p>	<p>Legislation (constitution) highlights equality (“we are all the same”)</p> <p>Emphasis on various difficulties rather than multiculturalism in specific</p> <p>After period of increased programmes to foster diversity the law on Improvement of Educational Quality (2013) ended most programmes</p> <p>Regionalised programmes to foster interculturality</p>

2.5 Policies and SWOT of Policies for Migrant and Roma Children Integration: On the Way to More Systematic Policies for Migration in Europe

There are formulated policies for the integration of migrant children in all of the partner countries, except in the former Yugoslav Republic of Macedonia, where the group is quantitatively irrelevant. While in most countries the regulations mostly describe concrete measures to organise the introduction of migrant children into the school system, such as language courses, in Germany and Spain more elaborate strategies to compensate for the empirically weaker educational outcomes of migrants exist to a degree.

For the group of Roma distinct policies also exist in some of the partner countries.

In Slovenia guidelines for the integration of migrant children have existed since 2009, which were updated in 2010 and 2012. Currently guidelines for integration in secondary schools are being developed. A two-year transitional period with additional language courses is foreseen. Programmes to improve the professional and leadership skills of teachers have also been introduced.

Italy works on the basis of guidelines and protocols issued by the ministry of education, which stress the importance of teacher training and of teaching Italian. A cap of 30% of migrants in classes has been introduced. Schools have to develop yearly integration plans, which often include the use of cultural and linguistic mediators.

Turkey has recently accepted the policy aim of providing “quality education to all.” The main policy is to phase out temporary education centres for Syrian refugees and to include them more and more in the regular system. This challenges schools to develop appropriate attitudes and procedures.

In Spain the constitutional principle of equality (“We are all the same”) is translated into policies to compensate for all kinds of disadvantages. For the most relevant group – unaccompanied minors – a defined process for care exists. Most policies are shaped by the autonomous regions, which often facilitate regional support networks that include the whole education community. The National Strategy for the Inclusion of Roma population in Spain 2012-2020 (Ministerio de Sanidad, Servicios Sociales e Igualdad, 2014) points out a number of goals to pursue in the field of education, such as: Pre-School (Support for attendance), awareness-raising and support for the participation of the families in the school, as well as the training of young people as social educators and promotion measures for work-family life balance. In Primary and Secondary school promotion of mediation programs between families and the school, with incorporation of Roma professionals, promotion of remedial, orientation and support programs to prevent absenteeism and drop out, strengthening of measures to help the transition between Primary and Secondary education and encouragement to Roma students with learning difficulties to enrol in specific educational programs exist, as well as promotion measures to avoid the concentration of Roma students in particular schools or classes.

Save the Children (2016) insist in the need to increase the expenditure on public education and scholarships, to develop a functioning public pre-school system, to provide school texts for free, and to simplify the access to free school lunch, among other recommendations.

In Germany educational policy is also shaped by the federal states (“Länder”), but a range of common policy aims and principles can be identified. Some of the most relevant in recent years include: expansion of day care and early childhood education to support early language learning. Also full day schooling (in contrast to the traditional half-day system) has been expanded in order to broaden the range of curricular and extracurricular activities for those students who cannot be fully supported by their families.

More recently, Germany reacted to the surge of refugee children entering the system at different age levels by a rapid expansion of “welcome classes” which focus on language learning. For older migrant youth, the establishment of “vocational preparation classes”, which combine language training with vocational preparation, reflects the high hopes Germany has put into the positive role of the German system of dual (mostly in-company work-based) vocational training. This form of training, which also allows linguistically challenged students to show and develop practical abilities and overall competences, has proven to offer excellent integration opportunities. These are increased by a high demand for apprentices in fields like traditional crafts (e.g., baker or plumber) but also care for seniors.

With regard to Roma, a holistic strategy is followed in Slovenia, which includes (on the project level) “Roma Assistants” and the provision of more learning materials in Romanesc. The reality of a multicultural society is accepted in policies and regulations.

In the former Yugoslav Republic of Macedonia the national Roma strategy follows a holistic approach. However, results are reportedly limited. The main criticism is the continuing isolated position of the Roma community within the mainstream society.

In Turkey there is no official state policy on Roma and many in the group are not officially registered, which limits their access to education and other services. Various private initiatives are not well coordinated with state policies.

No distinct policy for Roma other than the generally used social and education policies are reported from Spain, Italy and Germany. In the case of Germany, authorities state that such a policy would in itself be regarded as discriminatory and also the mainstream Roma organisations do not support setting up such distinct policies.

2.5.1 SWOT of Policies

All of the partner countries perceive some **STRENGTHS** in their national policies for migrant children and Roma children in schools, thereby pointing to the fields of further development and the importance of an exchange of experiences.

In the coordinator country Slovenia, the partner highlights the existence of highly effective individual projects. The responsiveness of the Ministry of Education to expert input is also regarded as a strength.

No distinct strengths of policy are reported from the former Yugoslav Republic of Macedonia. In Italy the partner sees the high public attention to problems of migrants and the many projects for these in schools as strengths worth mentioning. The protocol for the inclusion of minors also is highlighted as a helpful strong point.

The experts for Turkey mention the current awareness that a mid- and long-term integration is needed as a notable strength as well as the adoption of an expansion of quality education to all as a policy objective.

In Spain the partners see the universal access to education as a strength of policy.

In accordance with its long experience in this field of policy, a number of strong points that deserve to be highlighted have been developed in Germany's state policy according to the partner.

The school success of migrants, although worse than in the average population, has been "normalised" to the level corresponding to the social situation of families. While this is still not ideal, at least a migration background is no longer in itself a disadvantage.

The provision for compensatory learning of German has been expanded twentyfold in recent years. Increases can also be observed in early childhood education and support measures such as school social work.

The partner also regards the volunteer engagement and the political support for this engagement as a strength, although this engagement often compensates for weaker points of policy.

The main strength of educational policies in Germany relevant for migrants is the dual system of vocational training, which stands for a multitude of educational pathways and suitable professional profiles for a wide range of learners as well as for a direct access to the employment system.

COMMON points perceived as strength therefore include declared policies and innovation on the project level.

In spite of the strengths, all partners also sometimes describe quite serious **WEAKNESSES** in the current policies.

In Slovenia the partner regards the not yet fully elaborated systematics of legislation, regulations and politics as well as the speed of adaptation as a limitation.

In the former Yugoslav Republic of Macedonia the lack of integration of anti-discrimination regulations into national legislation (vs. the commitments made on international level) is seen as a deficiency.

Turkey and Italy both highlight the lack of teacher training as a weakness.

For Spain the partner reports that a discrepancy between the (good) provisions for minors and the integration efforts once these youth reach adulthood as the main weakness of policy.

In Germany, in spite of areas of strength, the analysis of results of prior efforts has revealed a number of weaknesses in these policies. Among these is the inability of educational policies to mitigate the dependency of school success with the social status of parents. Overall compared internationally, the weak funding of the education system, in particular in primary education, results in poor teacher preparation and training, and a slow or non-existent take up of innovative initiatives as increasing the share of teachers with migration background. closer cooperation between school and local employers and expansion of full-day and integrated secondary schools.

COMMON points of policy **weakness** perceived by partners are a lack of systematisation of policies, which leads to gaps in the logic of integration. The consequences are individual weaknesses such as a lack of teacher training and gaps in the logic of integration within the individual's biography. A fully systematic and balanced approach to integration is needed and to be funded by adequate resources.

The partners perceive a number of **OPPORTUNITIES** within the policy challenges stemming from the integration of Roma and migrant children. While not all partners discuss this point in depth, the statements from Turkey and Germany reveal that the challenge of having to deal with a high number of migrants forces the education system to deal with the mission and identity of the system. This is an opportunity to act on issues that have long been neglected or even denied. In the case of Germany a successful integration of migrants can contribute to mitigating the effects of demographical imbalances, which would lead to a scarcity of labour supply. In the case of Turkey the development of a modern understanding of identity, society and civil rights can be fostered by discussing the challenges of migration.

Concerning **RISKS** as a **COMMON** point the partners again highlight the risks of societal disintegration. One of the common perceived risks is that the closure of borders, insecure status of residence and limited educational and employment opportunities can push relevant groups of people into illegal situations, in which they can sustain their living only through illegal activities or by becoming victims of such activities (e.g., human trafficking).

Table 9: Policies

Slovenia	The Former Yugoslav Republic of Macedonia	Italy	Turkey	Germany	Spain
<p>M:</p> <p>The strategy for the inclusion of migrant children and students in the education system in the Republic of Slovenia (2007)</p> <p>Guidelines for inclusion of migrant children in kindergartens and schools (2012) 2-year transitional period for migrant children additional hours of Slovenian language (up to 120 hours) Integration in secondary schools not formally regulated</p> <p>Projects to improve the professional skills of leadership and teachers</p> <p>R:</p> <p>Profile of Roma assistants, Romanesc textbooks, seminars for</p>	<p>M:</p> <p>R:</p> <p>National Roma Integration Strategy (2014 ff) (NRIS)</p> <p>Comprehensive approach, limited results monitored by civil society</p> <p>Main criticism is continuing isolation from general society</p>	<p>M:</p> <p>»Protocollo di Acoglienza alunni stranieri«</p> <p>Annual school plan of inclusion.</p> <p>Guidelines of the Ministry for Public education (2006): importance of the teachers' trainings for teaching the Italian as a second language (L2)</p> <p>Importance of continuous trainings for teachers</p> <p>Importance of cultural and linguistic mediators (left to the autonomous decision of the school)</p> <p>Cap of 30% of share of migrants in classes</p> <p>R:</p>	<p>M:</p> <p>Quality Education for all is aim of policy</p> <p>Phasing out of TEC and integration in state schools</p> <p>Schools challenged by developing procedures and attitudes</p> <p>R:</p> <p>Parts of Roma population unregistered. Partly measures for social stabilization</p> <p>Rich variety of civil society initiatives, only partly coordinated with state policies</p>	<p>M:</p> <p>Expansion of day care and early childhood education to support early language learning and socialization</p> <p>Expansion of full- day schools</p> <p>Expansion of welcome classes and vocational preparation classes</p> <p>Commitment to multiculturalism and integrative education</p> <p>Encouragement and funding of project based measures for school social work and reach out to parents</p> <p>R:</p> <p>No distinct Roma policy, R covered in general integration policy</p>	<p>M:</p> <p>Constitutional principle "we are all the same"</p> <p>Policies for general compensation of any disadvantage</p> <p>Defined process for care for unaccompanied minors</p> <p>Creation of regional support networks incl the educational community</p> <p>Policy shaped by autonomous regions</p> <p>R: The National Strategy for the Inclusion of Roma population in Spain 2012-2020 (Ministerio de Sanidad, Servicios Sociales e Igualdad, 2014). points out a number of goals to pursue in the field of education</p>

<p>teachers and network for exchange of experiences</p> <p>Strategy of education for Roma in the Republic of Slovenia: optional subject Roma culture</p> <p>Professional standard for Roma assistants</p> <p>programmes addressing intercultural co-existence</p> <p>Educational texts (books) in the Roma language were published.</p> <p>Training seminars for teachers</p> <p>Acknowledgement of “multicultural society” as a fact and a principle of policy in regulations on education</p>					
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Table 10: SWOT

Slovenia	The Former Yugoslav Republic of Macedonia	Italy	Turkey	Germany	Spain
<p>S:</p> <p>innovative and effective projects, responsiveness of Ministry of Education to expert input</p>	<p>S:</p> <p>The standard operating procedures are in line with the domestic and international regulations</p> <p>Legislation includes Roma children in all areas of social life. There are laws governing their right to education, health care, social protection, etc.</p> <p>Employment of Roma population is assisted by foreign or domestic companies, where it is given the possibility to a meritorious and not party system.</p> <p>Volunteer work that Roma students practice</p> <p>Long-term policy interventions, financial support from international donations, increasing rate in schooling registration and rate for completion</p>	<p>S:</p> <p>Protocol for inclusion of minors</p> <p>Attention to problems of young migrants;</p> <p>Projects for inclusion of children in schools</p>	<p>S:</p> <p>Quality education as aim of policy</p> <p>Awareness that mid- and long-term integration is required</p>	<p>S:</p> <p>Migration background only an indirect factor in school</p> <p>20-fold increase in provision for learners without German language competences in recent years. Expansion of and legal entitlement to preschool education</p> <p>Social support through school social work</p> <p>Volunteer engagement</p> <p>Dual system of vocational training</p>	<p>S:</p> <p>Specific programs and support centers are used successfully at administrative level</p> <p>Diversity is considered in learning programs</p> <p>Professionals know how to develop and implement the different programmes</p> <p>Progression in time has been noticed</p> <p>Some migrants are well-integrated in several specific programmes</p> <p>Policies have clear objectives without distractions</p> <p>Follow-up and documentation of programs is available</p> <p>Some organizations such as Red Cross, Nazaret can attend to migrants when they turn 18 years-old.</p> <p>Spanish law: helps and supports family reunification</p>



					<p>There is a strong legal framework</p> <p>Roma specific:</p> <p>Parent associations in primary education (AMPAs)</p> <p>The Promociona program</p> <p>Social mediators as considered as personal references</p> <p>Job training workshops</p> <p>Roma personnel in inclusion projects</p> <p>Mediation program driven by private initiative</p> <p>Municipal financing and acknowledgement</p>
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Slovenia	The Former Yugoslav Republic of Macedonia	Italy	Turkey	Germany	Spain
<p>W:</p> <p>Slow responses to imminent problems</p> <p>Unsystematic and not fully defined policies and regulations</p>	<p>W:</p> <p>No domestic legislation against discrimination in spite of several initiatives</p> <p>No reference to anti-discrimination in education law</p> <p>Lack of trainings for those in charge of carrying out these procedures. Failure to comply with such procedures when dealing with migrant / refugee children</p> <p>Existence of unregistered children in the birth register, the phenomenon of discrimination and segregation in the schools, as well as the lack of access to health services</p> <p>No qualified Roma staff to serve in terms of health education, health care and emancipation of Roma women as well</p> <p>Many Roma are at risk of trafficking/forced labour</p> <p>Employment of Roma is extremely politicized.</p>	<p>W:</p> <p>Lack of professionalization of teachers for work with migrants</p>	<p>W:</p> <p>Inter cultural understanding only partly developed</p> <p>More teacher training needed</p> <p>Communication problems with parents</p>	<p>W:</p> <p>Social segregation</p> <p>School system reproduces social status</p> <p>Early selection reinforces segregation</p> <p>Poor and unsystematic preparation of teachers for heterogeneous groups of learners</p> <p>Underfunded primary schools result in classes too large in relation to educational requirements</p> <p>Too slow expansion of full-day and integrated secondary schools</p> <p>Low and stagnant share of teachers with migrant background</p> <p>Many practices on pilot-project level, not systematically mainstreamed</p> <p>Cooperation of schools and companies successful at pilot and private initiative level, but not systematically integrated</p>	<p>W:</p> <p>Ghettos by nationality in cities</p> <p>Misunderstandings in legal system lead to unlawful behaviours</p> <p>Administration lacks data to make meaningful changes</p> <p>Seasonality of migrants arriving to Spain (mostly during warm weather)</p> <p>For many migrants, Spain is a country of passage → they just want to obtain European citizenship, do not bother to integrate</p> <p>Some migrants have different identities in official registers</p> <p>When children are about to turn 18, if they don't obtain their papers, they're stuck in a limbo</p> <p>There is a lack of language support</p> <p>Complaints come from the public administration</p> <p>Lack of bureaucratic information regarding</p>

	<p>Majority of policy interventions for long term are unsustainable or barely sustainable. It requires additional efforts working with all stakeholders simultaneously in order to have an effect (parents, children, teachers and schools)</p>				<p>migrant children living in Spain</p> <p>Roma specific:</p> <p>Differences between groups</p> <p>Results of policy in keeping children in school</p> <p>Differences between genders:</p> <p>Disconnect with the Spanish population</p> <p>Police does not focus difference in the way males and females are treated</p> <p>Lack of socially successful Roma role models</p> <p>Women don't continue their education</p> <p>Little information available to the families</p> <p>Lack of responsibility in general (hot potatoes)</p> <p>Roma ethnicity of eastern countries: Difficult to keep in school and implement legal measures, Undeclared work, Difficulties getting papers.</p>
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Slovenia	The Former Yugoslav Republic of Macedonia	Italy	Turkey	Germany	Spain
O:	<p>O:</p> <p>Enhanced monitoring over the implementation of policies,</p> <p>Employment of Roma people in the state bodies, deadline for this strategy 2020</p> <p>Roma representation at all levels of government</p>	O:	<p>O:</p> <p>Integration of the large and relevant group of Syrian migrants can trigger the development of a inter-cultural understanding based on common democratic values</p>	<p>O:</p> <p>Migration can mitigate demographic challenges</p> <p>Highly motivated refugee learners</p> <p>Migration necessitates intercultural competence which is an attitude conducive to competitiveness in a globalized world</p> <p>The challenge of migration necessitates a generally more inclusive education system</p>	<p>O:</p> <p>Migrants are on the for specific supports</p> <p>Increased rates of schooling</p> <p>School-family communication is promoted</p> <p>Work-family balance is promoted</p> <p>Volunteering – accompanying minors (go out into the streets)</p> <p>Society is getting used to see migrants working regular jobs</p> <p>Derive another center with Spaniards → Integration</p> <p>Roma specific:</p> <p>Work orientation before going out of school is provided</p> <p>They want to go back to school as adults</p> <p>Outside schooling for the most prepared adults</p> <p>Catalonia good practices</p>



Slovenia	The Former Yugoslav Republic of Macedonia	Italy	Turkey	Germany	Spain
R:	<p>R:</p> <p>Closure of the borders triggered irregular migration, unregistered and unprotected from e.g., human trafficking</p> <p>No proper monitoring and protection of unaccompanied minors, risk of trafficking/smuggling</p> <p>Lack of successful integration of R. children in schools increases the number of children begging in the street</p> <p>Supported by the local Roma politicians for school segregation regardless of warning by NGS organizations.</p>	R:	R:	<p>R:</p> <p>Permanent exclusion of large groups from main stream society</p> <p>Failed provision of sufficient level of education leads to permanently reduced productivity and social costs</p> <p>Permanent segregation of society</p> <p>Social conflict and unrest</p> <p>Failure to provide sufficient pool of expert labour harms economy, particularly in rural areas</p>	<p>R:</p> <p>No social network for family support</p> <p>No jobs available</p> <p>Causal ambiguity of problems (solutions are difficult)</p> <p>Lack of public financing</p> <p>Critical dependence on private institutions</p> <p>Lack of support and coordination between the other public adm. at local, provincial, regional and national levels</p> <p>The Ministry of Education lacks trained personnel</p> <p>The public administration has little agility in administrative procedures</p> <p>Limited space in government issued flats</p>



					<p>Little institutional support for 18 year olds and older</p> <p>Repatriation costly</p> <p>Lack of prof. training</p> <p>Laws lacking development</p> <p>Disruption of legal systems</p> <p>Roma specific:</p> <p>Roma law interferes with Spanish law</p> <p>High school means no control by families)</p> <p>Lack of mainstreamed policies</p> <p>Roma ethnicity of eastern countries:</p> <p>Geographic mobility</p> <p>Minors are working (illegally)</p>
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2.6 Volunteer Engagement

Volunteering is described as a key ingredient for solutions to the challenge of migrant and Roma pupil integration in all partner countries.

In all partner countries, though on a varying level, volunteering is growing in popularity. Partners regard it as a key factor in developing a comprehensive civil society.

Perceptions of the society as a whole, however, are also reflected in volunteerism. Concepts such as multiculturalism, transculturalism or transnationality and/or diversity as well as the corresponding individual and organisational knowledge, skills and attitudes cannot be taken for granted in all of partner countries.

Nevertheless volunteerism has high potential in all of the partner countries.

In Slovenia partners report that there is high availability for volunteerism.

In particular there are notable volunteering and self-organisation activities in the Roma communities.

On the other hand an even higher level of organisation and coordination of volunteer efforts is needed and volunteers must be appreciated and acknowledged by the overall society to an even higher level.

In the former Yugoslav Republic of Macedonia there also is a growing role of the civil society in general and volunteerism in particular. A law on volunteering was adopted in 2008.

In the former Yugoslav Republic of Macedonia the Roma community is also known for frequent and diverse volunteering activities in fields such as health, education and community development, thereby contributing to a holistic approach to integration.

Training of volunteers working in these areas is common in the former Yugoslav Republic of Macedonia.

In Italy volunteerism is a long tradition. Faith-based as well as civil organisations organise relevant volunteering activities and also train their volunteers.

The partner highlights that there is no lack of volunteers and the availability to help out is a reflection of a generally open and welcoming attitude of the general population towards migrants and minorities.

In the case of Turkey partners give evidence of a rich variety of NGO activity in fields like social stabilisation, community development, consultancy to parents and language-education offers.

In Spain, although authors assessed voluntarism as being “in infancy” still in 2006 (Merino (2006), now an impressive number of 900,000 volunteers add to half a million employees of non-profit organisations. Today, the development of volunteering action is gaining momentum and there is a large support to give it a more qualified and qualifying view. Currently the sector suffers from widespread temporalism of engagement. Also the integration of migrants and minorities is not among the most popular fields of engagement. On the other hand innovative forms of volunteering like “cyber volunteering” are currently being developed. In Spain universities also encourage volunteer engagement in their students.

In Italy as well as in Germany volunteering is a traditional and strong part of the social fabric. On the one hand organisations like churches, the labour movement and other traditional organisations are responsible for large parts of the provision of social services, and work with employees alongside volunteers. One of these organisations (Caritas) in fact is the largest employer in Germany. On the other hand “new” social organisations have been forming since the seventies, which are more spontaneous forms of civic engagement. Both forms of organisation have carried the main burden of work during the recent surge in refugee migration.

In Germany the high level of availability for volunteering in this context is reflected in the positive general attitude of the population, mostly on the practical level of empathy and help, transcending political affiliation. Temporalism is an issue in this context as well. Most organisations do provide a level of training for volunteers and universities also encourage volunteerism in addition to the obligatory internships for students of educational sciences and related subjects.

Table 11: Volunteer Engagement

Slovenia	The Former Yugoslav Republic of Macedonia	Italy	Turkey	Germany	Spain
<p>Availability for volunteering high, but volunteers must be trained to work in multicultural environments</p> <p>Good organisation and appreciation of volunteers needed</p> <p>Successful volunteering activities within the Roma communities</p>	<p>Growing role of v. and civil society</p> <p>Law on v. in 2008</p> <p>High level of Roma volunteer engagement (health, education, community development)</p> <p>Training for volunteers in these areas</p>	<p>Rich variety of volunteer engagement of faith-based and civil NGO</p> <p>Volunteer engagement reflects welcoming attitude of the general population</p> <p>Rich tradition of volunteerism and existence of training programmes</p>	<p>Evidence of a rich variety of NGO initiatives in the fields of social stabilization of migrants and Roma, community development, consultancy to parents and complementary offers of language courses and social activities</p>	<p>Comprehensive volunteer engagement in all aspects of migrant, refugee, Roma integration</p> <p>Growing participation of migrants in volunteering activities</p> <p>Surge of volunteer engagement in refugee “crisis”</p>	<p>29,000 organisations</p> <p>Law on vol. from 1996</p> <p>900,000 volunteers and 529,000 employees in v organizations</p> <p>Biggest problem is managing temporality</p> <p>Areas other than social integration (ecology etc.) more popular</p> <p>Innovative forms like “cyber volunteering”</p> <p>Initial training for all volunteers</p> <p>Univ encourage v.</p>

2.7 Key Success Factors of Policies and Good Practice

There is a high level of consensus between partners about the key success factors in the integration of migrant and Roma children in schools.

The success factors discussed by partners have in common that a micro perspective on teacher education, curricula and teaching is insufficient to mitigate the problem of underperformance of migrant and Roma children.

A holistic perspective and an approach involving the general policy framework such as social, housing, migration as well as educational policy, is required. Only then better teacher and volunteer preparation can be fully effective.

Partners indicate that among the top success factors are:

- stable and predictable legal frameworks,
- community involvement and engagement,
- a multi-agency approach,
- encouragement of volunteer engagement, particularly involving the migrant and Roma communities themselves.

On the level of the educational system,

- acceptance of diversity,
- school development along this paradigm,
- comprehensive initial and ongoing teacher training,
- diverse and flexible educational pathways with credible bridge building to employment, in particular work-based learning,

are among the success factors.

In almost all cases the partners emphasize the need to reach out to parents and families and to make sure that there is a viable communication between schools and parents.

The latter is highly emphasized by the coordinator country, Slovenia.

The Former Yugoslav Republic of Macedonia report reflects on success factors in quite some depth. The experts emphasize the positive impact of the internationally accepted norms of non-discrimination. Two main factors have contributed to a gradual improvement of the situation of Roma background students: improved “hardware,” i.e., infrastructure, public transport and measures to improve the social situation of parents have contributed to some cases of success.

The second factor of success in the former Yugoslav Republic of Macedonia is the development of the civil society, including the self-organisation of the Roma community, which provides services conducive to education, social support and personal development.

The effects are measurable e.g., by a rise in secondary school attendance. This positive development is not equally distributed among regions and communities however. More research to identify good practices in the former Yugoslav Republic of Macedonia is needed.

In Italy the acceptance of refugees and diversity is also the starting point of a positive development. A stable protocol for the work with minors is an example of a stable legal and statutory environment, necessary for other agents and volunteers to work effectively. Interventions of these in Italy also successfully aim to stabilise the social situation and build on cultural mediation partly provided by well-trained volunteers.

Acceptance of diversity and integration as well as the development of stable rules are also viewed as the foundations to effective policies and practices in Turkey. Here volunteer engagement also contributes to social stabilisation and community building. The positive approaches are based on a modern understanding of democratic civil rights and attitudes, which define the approach to interculturality.

In Spain for Roma the correspondents highlight the legal framework and positive trends of students in primary education and early education. One-fourth of individuals who abandon their studies return to school at some point. For unaccompanied minors changes have been introduced in the child protection system, increasing the number of resources and places for their support, as well as adapting the procedures and protocols to meet their specific needs. It is imperative that measures for immediate attention from the moment of their being found and verified as minors are being set up.

In Germany the correspondent highlights the systemic approach in adapting the overall education system to the factual requirements of a migration society. Integration as well as improved diversity-friendly structures must be designed and implemented from early childhood education for integration into work-based training and employment. Diversity must be accepted as the standard situation for all agents. Some of the success factors for such a system are already identifiable, such as working with parents, diversity and flexibility in educational pathways. A multi-agency approach, which targets social and educational factors, a good coordination among these agents and an involvement of the well-developed volunteer scene are starting points for a more systematic approach.

Table 12: Success Factors

Slovenia	The Former Yugoslav Republic of Macedonia	Italy	Turkey	Germany	Spain
Outreach and work with parents key success factor	<p>Developing civil society including Roma self-organisation</p> <p>Growing awareness of internationally accepted standards of non-discrimination</p> <p>Numerous activities of Roma organisations in community and personal development and education</p> <p>Free public transport, scholarships and mentoring programmes as means to increase participation in secondary education</p> <p>Regional differences in quality of development point to yet undiscovered success factors (p. 62)</p>	<p>Stable protocol for work with minors,</p> <p>Stabilizing social situation of parents, providing infrastructure like transport</p> <p>Social and cultural mediation</p> <p>Good coordination, training of volunteer work, certificates</p> <p>Atmosphere of acceptance of refugees</p>	<p>Acknowledgement that long-term integration is required</p> <p>Development of rules and regulations for integration in schools</p> <p>Development of intercultural and democratic values and attitudes</p> <p>Integration of NGO engagement</p> <p>Social stabilization</p> <p>Consultancy and community building</p>	<p>Expansion of integration friendly structures like early childhood education and school social work</p> <p>Work with parents</p> <p>Integration of volunteer activities</p> <p>Diversity and flexibility of educational pathways</p> <p>Dual system</p> <p>Growing acceptance of diversity as “standard situation”</p> <p>Coordination of educational, social and youth support services</p> <p>Volunteer training by NGO mainstreams multicultural attitudes</p> <p>Good practices presented in the report are mainly targeted at building good</p>	<p>Roma:</p> <p>Legal framework.</p> <p>Normalization of Roma students in primary education,</p> <p>More early schooling of Roma girls and boys has also been observed.</p> <p>One-fourth of individuals who abandon their studies return to school at some point,</p> <p>Migrants (minors)</p> <p>Child protection system: increasing the number of resources and places</p> <p>Programs to learn the language or to approach cultural issues</p> <p>Employment-oriented training opportunities</p>



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				contact to migrant parents, forming inter- professional and inter- agency support networks, volunteer engagement to assist migrant, refugee and Roma children	
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2.8 Main Policy Proposals

RoMigSc partner's discussion of policy proposals spans both their own as well as proposals by relevant organisations. Recommendations include the micro as well as wider (meso and macro) policy level.

First, we will summarise the proposals for migrant children as well as the general diversity policy level, followed by Roma specific suggestions and finally proposals relevant for volunteering. Some of the recommendations are relevant for all of the sectors. This wider reporting of proposals which is discussed in literature and by the partners includes some which are discussed in literature and by the partners, but are not necessarily shared by all of the partners. This wider discussion therefore will be complemented by some key recommendations for the local, national and European policy level, which will be discussed in ch. 5. The latter will be updated throughout the project, as partners validate their recommendations in face of piloting experience, recent developments and stakeholder discussion.

Concerning migrants, all of the partners agree on the most immediate need of expanding language training for migrant children. The current volume and quality of such training is regarded as insufficient in all cases.

The second immediate proposal is to expand teacher training in all aspects concerning diversity and integration. Partners and relevant organisations in all of the partner countries state that current teacher preparation is insufficient for the demands of a migration society in general and the specific demands of refugee migration. Teachers are mostly only prepared for the standard situation of a quite homogeneous native country audience of students, which is less and less realistic. Nevertheless there are only limited offers of further training and in some cases teachers are so overburdened by coping with limited resources that even these limited offers are not much in demand.

In particular partners from Germany, Turkey and Spain point to the need for a systemic adaptation to the reality of a migration society.

In Spain the equality in diversity is legally accepted but not fully operationalised in practice.

For Turkey the partner suggests that the perspective of integration must be fully adopted. In Germany the acceptance of the reality of a migration society has sunk in in recent years, but the systemic implications are far from being fully implemented or even conceptualised.

From this starting point, the partners have synthesized a number of proposals, using their own insight as well as expert organisation input, which is fully referenced in the respective national reports.

In Slovenia partners claim that the expansion of language training and intercultural teacher training is urgent.

In the former Yugoslav Republic of Macedonia the partners claim that principles of multiculturalism must be adopted in the curricula. While migration is mostly outgoing, the multiculturalism of the country itself requires a more systematic education on multiculturalism, targeted at teachers as well as students. Returning migrants as well as foreign investors can be bridges of interculturality.

“Professionalization” i.e., matching the training of teachers with the factual requirements is the most urgent proposal for the situation in Italy.

In Turkey the building of the conceptual foundations of an integration policy is most urgent. Accessibility to schools, corresponding training of teachers and coordination with innovative practices of NGOs are proposed. The partner suggests that changes must not only be targeted at the group of migrants/refugees, but mainly at the system of the hosting country.

The suggestions for Spain are based on the principle that “migrant or foreigner are not educational categories.” The aim must be that the system works for all. In implementing this principle, however, it is suggested that the system is more agile in reacting to the concrete needs of clients.

In Germany there is a wide consensus between policy makers and experts alike on what should be done. The limitations and shortcomings are mostly induced by a lack of resources compared to the acute quantitative challenges and a very complex and time-consuming coordination of efforts in a federal system. Leading scholars, expert organisations and practitioners agree on the following points:

- expansion of educational infrastructure like early childhood education,
- full-day primary school and
- comprehensive secondary schools,
- further improvement of work-based learning within the dual system and expansion of successful innovations like vocational preparation classes,
- expansion and systematisation of reachout schemes to parents and improved communication of information about the complex but flexible educational pathways in Germany, highlighting the dual system as a valuable alternative to traditional university education.

In particular the Union of Teachers points to the need of improved teacher training based on a current concept of diversity. It is suggested that the understanding of “inter-cultural opening and integration” can be quite counterproductive, as it implies the integration into a pre-existing host culture. A wider understanding of diversity is needed (“we are all different”). Education must facilitate the development of individual talents and potential, independent from background. This requires a reform of the education system, school development and teacher training concerning knowledge, skills and attitudes.

Most of these recommendations on policy also apply to policies from which the Roma community would benefit. Nevertheless partners made some additional suggestions targeted particularly at Roma children.

In Slovenia partners point to the current policy reform in the field. In particular the position of Roma assistants should be systematised and expanded. All efforts should aim at a holistic improvement of the social situation and involvement of Roma organisations and parental involvement must be expanded.

In Italy the most immediate problem is forced evictions from housing, which destabilise the overall situation, and there are suggestions for them to be stopped. Improving communication between parents and schools, providing transportation and providing more joint activities between Roma and non-Roma students are further suggestions.

In Turkey the policy proposals are input by the Izmir Roma foundation, which suggests exposing teachers more to the actual living conditions and the social environment of Roma families, upgrading the equipment of schools in areas populated by Roma and expanding innovative projects and mainstreaming their results.

In Spain the partner points at the immediate need to mainstream and further improve measures to facilitate the transition from primary to secondary education. An expansion of mediation programmes between parents and schools and of orientation programmes are also suggested along with an expansion of preschool programmes for Roma children. The concentration of Roma students in particular schools needs to be avoided. As in Germany, resources for non-university education are below average and need to be expanded.

In Germany, where the Roma community is not discussed as a distinct group, the principles discussed for coping with migration apply in general. Good results are achieved when Roma families are introduced into the regular support systems, which is, after a transitional phase of orientation of newly migrating families, more and more the case.

Concerning policies for volunteers partners also agree on a set of policies, which should be introduced or expanded. Among them are: general promotion, appreciation and recognition of volunteer engagement and a better coordination of the very diverse and often highly innovative initiatives among each other and with state efforts in the same field.

Partners agree that in spite of the volunteer engagement, this engagement can never replace state efforts, in particular the state providing a dependent legal framework, dependable rights and freedoms and sufficient funding of regular structures. In addition to that, encouragement and funding of volunteer efforts is welcome. Often volunteer engagement requires a well-funded framework of professional full-time staff.

The activities in many cases must not only be targeted at migrants and minorities themselves. The civil society volunteer organisations should also target the host society. Training offers for their volunteers can be an important part of civic education as a whole, in particular sensitising diversity issues and providing a framework for making actual contact with non-traditional groups in the population. Here supporting self-organisation and community building, involving migrants and Roma in general, volunteering and civil society organisations as well as encouraging community specific organisations are generally suggested.

Table 13: Policy Proposals Migrants and Roma

Slovenia	The Former Yugoslav Republic of Macedonia	Italy	Turkey	Germany	Spain
<p>Partner's own recommendations:</p> <p>M:</p> <p>Expansion of linguistic preparation of students</p> <p>Setting of rules for integration of migrant children in secondary schools</p> <p>Empowerment of social and citizenship competences of professional staff in education</p> <p>R:</p> <p>National programme of measures for Roma:</p> <p>Systematisation of position of Roma assistants</p> <p>Programme for Children and Youth:</p> <p>Preservation of Roma identity and holistic improvement of the social situation</p> <p>FG on M:</p> <p>Boosting language education, first year</p>	<p>M:</p> <p>Attract foreign investment from refugees as well as from migrants returning to the former Yugoslav Republic of Macedonia</p> <p>Support hosting municipalities</p> <p>Integration of multiculturalism in curricula (58)</p> <p>Enforcing anti-discrimination principles (Roma Education Fund)</p>	<p>M:</p> <p>Partner's own proposals:</p> <p>Professionalization of teachers who work with migrants</p> <p>Expand language courses</p> <p>R:</p> <p>End of forced evictions from housing</p> <p>Ensure family unity</p> <p>Provide transportation to school</p> <p>Expand language courses</p> <p>Encourage joint activities of Roma and non-Roma students</p>	<p>M:</p> <p>Proposal of an inclusive education perspective:</p> <p>Increasing educational accessibility, improving the teaching quality and the pedagogical practice as well as education governance</p> <p>Practices of inclusive education policies can be supported by NGOs run by family and company foundations which will allow for more flexible practices.</p> <p>Public policies and NGO interventions should not only focus on the refugee groups but also the hosting societies.</p> <p>Effective coordination of public, private and non-governmental organizations is needed (ERG, 2017).</p> <p>R:</p>	<p>M:</p> <p>Areas of intervention:</p> <p>Expansion of educational offers and infrastructure, preventing segregation: the expansion of full- day school, early child education and day care centres and occupational preparation measures must be continued and increased (SVG 2017, p.140).</p> <p>Assuring early access to education and harmonised and expanded compulsory school attendance</p> <p>Educating parents about the school system and educational pathways</p> <p>Educating and training professional staff and volunteers, Training offers must be harmonised and expanded. Additional specialised staff, e.g. for language training, but also</p>	<p>Carabaña (2009):</p> <p>“Migrant or foreigner are not educational categories”.</p> <p>Demand greater agility in the procedures for regularization and resources for training and labour insertion.</p> <p>Any attention to diversity must be applied individually, according to the specific needs of the educational centre and pupils (Carabaña, 2009).</p> <p>R:</p> <p>Inclusive approach of Spain's universal social policies Strategy for the inclusion of Roma population</p> <p>Support for attendance to preschool and kindergarten (0-3 years), prioritizing those families in social exclusion risk.</p> <p>Awareness raising and support for the participation of the</p>

<p>should be planned for that, dedicated teachers FG R:</p> <p>Efforts to socialize R children</p> <p>Better interministerial coordination</p> <p>More work with parents</p> <p>Expansion of Roma assistants</p> <p>Employing Roma parents</p> <p>Promoting extracurricular activities for children</p> <p>More curricular elements for multiculturalism</p> <p>Integration of course on multiculturalism in university</p> <p>Promotion of volunteer engagement in schools</p>			<p>According to “İzmir Roma Foundation Problem Titles ”report; the problems related to the lack of educational equipment in the schools in Roma neighbourhoods must be solved.</p> <p>In “İzmir Roma Foundation Problem Titles” report, it is also suggested that the social projects related to the school attendance of Roma children need to be carried out in cooperation with the municipalities and the Ministry.</p> <p>Financial support should be given to these projects. The teachers should not only work at school but also their active participation in the field is needed. Financial and moral support should be provided in order to assure children to go to high school and university. Areas for cultural and sports activities should be established (İzmir Romanlar Sosyal</p>	<p>for psychological, socio-pedagogical and general consultancy must be trained.</p> <p>Improved networking of existing institutions and initiatives:</p> <p>improved evaluation (SVG 2017, p. 141)</p> <p>Unions:</p> <p>understanding of diversity as “inter-cultural opening” is outdated, as it implies an integration into a pre-existing culture, rather than a true diversity of cultures/backgrounds.</p> <p>A wider concept of diversity is needed, incl. gender, social background, health and other factors</p> <p>R:</p> <p>For policies conducive to integration the discussion provided in the chapter on general migration applies.</p>	<p>families in the school, as well as the training of young people as social educators.</p> <p>Promotion of mediation programs, incorporation of Roma professionals.</p> <p>Remedial, orientation and support programs to prevent absenteeism and dropout.</p> <p>Strengthening of measures to help the transition between primary and secondary education.</p> <p>Encouragement to R. students with learning difficulties to enrol in specific educational programs.</p> <p>Avoid the concentration of Roma students in particular schools or classes.</p> <p>Increase public expenditure in non-university education</p> <p>Develop a functioning public preschool system, provide school texts for free, simplify the access to free school lunch...</p>
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Table 14: Policy Proposals Volunteerism

Slovenia	The Former Yugoslav Republic of Macedonia	Italy	Turkey	Germany	Spain
<p>Partner's own proposals</p> <p>Promotion of volunteerism as part of citizenship education</p> <p>Involving more volunteers</p> <p>Paying volunteerism with recognition and respect</p> <p>Improvement of organisation of volunteerism to avoid dropout</p> <p>Reimbursement of cost</p>		<p>Partners own recommendation (95)</p> <p>Expanding v.</p> <p>Encouraging young volunteers</p> <p>Better coordination of work</p> <p>Support of v with training and mentoring</p>	<p>Strengthening the rights-based approach, diversifying the social base of non-governmental organizations and improving the informative work about volunteerism</p> <p>Effective coordination of public, private and non-governmental organizations</p> <p>Volunteering organizations should not only focus on the refugee groups but also the hosting societies (ERG, 2017).</p>	<p>Dependable political frameworks for the integration of migrants</p> <p>Consistent positions as the basis for critical dialogue with sceptics of the refugee policy in the population,</p> <p>Consistent coordination, networking and inclusion of all relevant actors</p> <p>Sufficient funding of sustainable and dependable structures (in contrast to supporting projects only)</p> <p>Overcoming administrative inhibitions of cooperation between</p>	<p>FOLIA-PVE (2010):</p> <p>To increase the capacity of social transformation of volunteers</p> <p>To widen the sector's sustainability margins</p> <p>To improve awareness and knowledge</p> <p>To improve the management of the volunteering cycle</p> <p>“Estrategia Estatal para el Voluntariado” 2010-2014: Use technology (as online volunteering)</p> <p>Find new, alternative ways to increase the volunteering action</p> <p>team working and collaboration between organizations, ensuring the active participation of the target collective</p>



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Erasmus+, KA3: Initiatives for policy innovation –
Social inclusion through education, training and youth
Project number: 580228-EPP-1-2016-1-SI-EPPKA3-IPI-SOC-IN
3-year project: 31 December 2016–31 December 2019.
Project countries: Slovenia, Germany, Spain, Italy, FYR of Macedonia, Turkey

				administrations and volunteers More integration of migrants and refugees to the various initiatives, promotion of civic initiatives other than traditional forms of formal civic engagement. (BMFSFJ: Zweiter Bericht über die Entwicklung des bürgerschaftlichen Engagements...p. 489 ff.)	
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2.9 Cross Validation of Partner Country Practice and Transferability of Practices to Partner Countries and Europe

After the national reports had been finished and the compilation of national reports had been provided as a synchronized and commented paper in August 2017, partners were asked by the WP 2 coordinator to analyse the national reports regarding the most interesting aspects as well as the identification of those practices that are transferable to their own countries and/or general European Union policy.

All partners used the opportunity to provide extensive comments, most in a >10 p volume. This feedback is documented in the project's common online space. The synthesis of the feedback is according to coordinator selection and understanding of the individual partner contributions.

On the whole partners assessed the reports as rich and interesting.

It turned out that partners were surprised by aspects such as the volume of migration challenges in Turkey and Germany, the transitory character of migration in countries like the former Yugoslav Republic of Macedonia and Italy and the common phenomenon of a general lack of specific training in interculturality and teaching of the respective language as a second language in all of the partner countries.

The experts from Turkey highlighted that practices discussed as relevant and promising in literature, like “Mother Tongue based Multilingual Education (MTBMLE)” are not mentioned in any of the reports and obviously do not play a relevant role in the partner country systems.

Partners mention a wide range of practices as transferable. Some of these practices are mentioned by almost all partners, while others are of more specific interest to only some of the partners.

Those mentioned by almost all partners (along with the general principle they are based on) are:

- Roma assistants in Slovenia: Mediation of social communication and education by mediators from the target community
- InMigraKIDs in Germany: Municipality-based involvement of migrant community volunteer translators, coordination of delegates for integration in schools, reach out to migrant parents
- Project CACTUS in Italy: adaptation to study material to B1 language level

These best practices are described in Ch. 6: SLR 1; DE M 5/DE R 5/DE V 1; IT M 1.

Roma assistants represent the approach to include target group representatives in reaching out to the target group among minorities and migrants. Facilitators work to bridge gaps between the official institutions and the target groups. Social inclusion is combined with improving access to official institutions such as schools.

InMigraKIDS in Germany works according to similar principles. Along with a bundle of mutually reinforcing initiatives, like the coordination of dedicated delegates for integration matters in schools, the pool of voluntary language mediators (more than 80 in more than 30 languages) stands out. With the help of the mediators, communication with parents becomes much easier for schools. Language mediators from the same community encourage communication and involvement in education.

Project CACTUS represents an effort for an intercultural opening of schools by providing learning material in an accessible level of language (B1) in contrast to high level educational language. This way, the standard actually appropriate for the learners is used in contrast to the standard traditionally expected but not working in the actual situation. Students can learn content rather than language based on their actual standard of language.

These and many other practices mentioned as notable and/or transferable share the notion that a smooth and seamless integration into a host culture cannot be expected from migrants and minorities. Empirically transnational spaces have emerged that call for an intercultural opening of institutions, building of useful competences without an exclusive focus on teaching at a native speaker level of the host country's language as a prerequisite to any other education or training.

Initiatives which facilitate the access to educational opportunities are much appreciated. This can be through the use of the appropriate level of language, a welcoming attitude on the side of the institutions, respect for the culture and language of origin of the individual as well as taking a multitude of potential educational and biographical pathways into account.

Many of the positive initiatives are about “bridge building,” i.e., overcoming gaps between groups through communication, translation and mediation and encouraging involvement and participation.

Although most of the initiatives are based on these principles of non-hierarchical communication and participation, at the same time many initiatives mentioned are also based on a clear and straightforward organisation of such communication and a transcultural opening. Starting with the appropriate understanding of equality in diversity (like in Spain), following a clear principle of dealing with occurring problems (like in Italy) and working on improving the coordination of all stakeholders and following an overall concept of “educational chains” (which prepare pathways for educational and social integration up to the full professional and social integration (like in Germany)), stakeholder coordination is a leitmotiv of many of the practices mentioned and highlighted by the partners.

Next to these practices, which already exist, at least on project level, the gap identified by the experts from Turkey--the almost complete absence of initiatives which are based on multilingual education--deserves special mentioning. In a society characterised by multiple and often non-predictable migration throughout the lifetime of the individual, a scenario of linear integration into a host culture, including its language, obviously is too one-dimensional.

Table 15: Cross Validation of Policies and Good Practices

Most interesting aspect...(I) X should pick up from XXX (country) (GP f XX) Europe should pick up from XXX (GP f EEU) Transferable Good Practice *	Slovenia	The Former Yugoslav Republic of Macedonia	Italy	Turkey	Germany	Spain
Slovenia	X	I: Remarkable improvement of enrolment of Roma in education GP: Scholarships for Roma students Inclusion of parents in school environment	I: Low enrolment of Roma, Unsystematic volunteer engagement GP f SI: Good, defined protocol for inclusion Roma mediators CACTUS project Migrant Integration Portal Project ZeroSei – it covers 32 specific extracurricular actions targeting all children aged 0-6 and their families	I: Insight of partners that inclusion must not reemphasize differences Low level of general social situation of most Roma Important role of volunteering GP: Municipal approaches like quota	I: Struggle of system to understand diversity, Positive role of dual system in integration through practical work Network of teachers with migrant background High level of v and v training GP: Training and profile of teachers of German/SI as a second language	I: Appreciation of diversity Partly good integration of Roma, partly bad social situation Increasing volunteerism GP: School meditation Certification of competences and increase of employability for volunteers



					Teaching German along vocational content (vocational integration classes) Long term structures and support to encourage volunteerism InMigraKIDs Haide!	
The Former Yugoslav Republic of Macedonia	I: Roma assistants, additional language hours for migrant students Pol f the former Yugoslav Republic of Macedonia: Roma Assistants Bussing Pol f EU: Roma Assistants Promotion of volunteerism among minority groups	X	I: Free English courses for Italians provided by refugees Laws on teacher training and cultural mediation Inclusion on class level Pol f the former Yugoslav Republic of Macedonia: School access for all staying on territory School assistants Zero Zei programme Pol f EU: GP: CACTUS project: secondary school content rewritten to B1 level	GP: Clearing textbooks of discriminatory content Work with parents School breakfast Prohibition of discriminatory content in textbooks should be EU law	GP: Inter-agency cooperation Policy of non-discrimination Continuing school development Increasing enrolment in preschool education InMigraKIDs Interagency cooperation NGO tradition: Campus Asyl, AAA, Social integration of Roma Neu-Köln example for work migrants	GP: Understanding of equality and equity Law on education stating equal support for all students with special needs in education (SEN)

			http://il2studio.integrazioni.it			
Italy	<p>I: Openness to integration in schools Roma Assistants</p> <p>GP: all above; recognition of prior learning language hours in school Social mediation in Roma neighbourhoods</p>	<p>I: Support for Roma university students</p> <p>GP: ECTS points for courses on volunteering USAID Roma scholarship</p>	X	<p>I: Quota for Roma in job and health card</p> <p>GP: Common education for Syrian parents and children (family literacy) Voluntary activities with Roma</p>	<p>I: Perception as migration society, migration as resource Social and economic activation of migrants School development School Social Work, transition classes)</p> <p>GP: transition classes InMigraKIDs School Social Work</p>	<p>I: Principle of equality in diversity</p> <p>Policies on unaccompanied minors</p> <p>GP: Promotion of volunteering in universities Cyber volunteering</p>
<p>Turkey</p> <p>Overall observation: »None of the countries seem to have effective model about Mother Tongue based Multilingual Education (MTBMLE) practices, although research proves that this is</p>	<p>I: Lack of motivation of teachers to serve migrants as common problem in partner countries</p> <p>GP: Advisory board to Minister of Education composed of experienced practitioners Individual solutions in schools transition period</p>	<p>I: support provided in transition hubs</p> <p>GP: National long term plan Cash transfers in frame of decade of Roma integration</p> <p>GP: Workshops by Roma alumni for sec school students</p>	<p>I: transition country, lack of relevant skills of teachers</p> <p>GP: Protocol of integration incl max quota and language level assessment, training of teachers, language mediators English courses taught by refugees >CACTUS project< >Tutti Ascuola<</p>	X	<p>I: High quantity of challenge from migration Intercultural sensitivity of parents Gap between innovation on project level and general system GP: Declaration of university presidents on intercultural education “valuable together” material (BLLV)</p>	<p>I: lack of specific teacher training as common phenomenon in all country</p> <p>GP: Cultural mediators</p>



critical for inclusive education.”	Roma school assistants				instructional letters by Bavarian inst. for school dev. Transition classes >Vocational integration classes< for students up to 25 >School social work< incl. parent cafe	
Germany	I: Holistic Roma Policy, openness to integration of migrants in schools GP: Roma Assistants	I: EN as informal common communication language among students GP: EN as common communication language among students to support trans-national spaces	I: Competent legislation GP: CACTUS project: secondary school content rewritten to B1 level http://il2studio.integrazioni.it	I: Huge challenge of millions of refugees accepted GP: Education centres, if reformed to trans-national approach	X	I: Republican principles of human rights and diversity GP: Education system based on equality and equity in diversity
Spain	GP: Integration in school on school initiative Textbooks in Roma language Encouragement of Roma volunteerism Inclusion without losing cultural roots Roma Assistants Mosaik initiative	I: Revision of policy with UNICEF assistance Policies for ESP: Mediators Teacher training	GP: CACTUS ZeroSei IRIS	I: Coping with high number of refugees Development of volunteer work GP: Breakfast program TOG training programme	I: NGO tradition is benchmark Individual involvement in solving social problems Migrant Roma not perceived as special group	X



Inclusion of Roma and Migrants in Schools
Trainings, Open Discussions
and Youth Volunteering Activities

<https://romigsc.eu>



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	Language learning in school	GP: Roma scholarships for university Enrollment in pre school			GP: six areas of intervention disclosed by SVG illustrates set the path for the modelling of inclusion policies Dual system of training to integrate migrants to work Full day schools Principles of Standing Conference on Multiculturalism in teacher training >Schools without racism< >Parent café< >InMigraKids< >Campus Asylum< >Dikhen amen!< >Phiren Amenca<	
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3 CONCLUSION FOR ROMIGSC MODEL OF INTERVENTION

3.1 Commonalities and Particularities

3.1.1 Commonalities

None of the partner countries currently has an educational system fully capable of ensuring the full and equal participation of migrants, refugees and Roma as far as outcomes are concerned.

While the right to participation in education is legally guaranteed in all of the countries, the factual chances of educational success are limited by a number of risk factors, such as the general social situation of families, educational prerequisites of the student and its parents, proficiency in the educational language of the host country and others.

In all partner countries it is the main challenge for the educational system to compensate not so much for specific disadvantages from migration background but for social disadvantages as a whole, which include individual risk factors such as the poor education of parents (and the resulting inability to assist with homework and a limited awareness of the value of education), weak language competences (resulting in an inability to understand and express thoughts in all of the subjects), bad health conditions (limiting the physical fitness for education), high mobility (resulting in a discontinuity of education), generally weak social capital (limited ability to find support and access) and poor infrastructure (limited physical access to education), etc.

While in some countries, in particular in resource-rich countries, a number of measures have been taken to compensate for the weaker chances of educational success through more early childhood education, full-day instruction, additional language learning offers and integrated social and educational policies. Major deficiencies remain however, even in these countries. Critics claim that such adaptations have been reactive and low volume, while the challenges of a “migration society” would require a systemic change of the educational and social system as a whole.

A higher level of migration is inherent in the model of the European Union. Initiatives for the mutual acknowledgement of learning outcomes and initiatives for the mobility of students are indicative of this fact. Nevertheless it must be regarded as an “elephant in the room,” an obvious fact, which is rarely fully realized, that Europe’s population in all of Europe’s regions, as well as individual biographies, will be much more transnational. Therefore the controversial discussion about refugees and other third country nationals risks overshadowing the necessities of reform, which would be present anyway, even if refugee immigration could be minimized.

To a higher or lesser degree, while official laws and regulations acknowledge the principle of a multicultural society or at least intercultural coexistence, the factual situation is still targeted at an audience of learners which is conceived as being from a homogeneously national, if not regional, white, “standard” family, functional for supporting the educational success of the student as well as his/her basic socialisation.

Even in comparatively homogeneous societies like Slovenia this “standard” situation is changing ever more rapidly. In countries like Germany, a highly diverse audience of learners with migration background is much more of the factual standard in many regions now. Yet systems and, even more, the mental models of educators are slow to change.

The needs of “non-standard” learners are often still perceived as a “deviation” from what “should be” instead of the starting point of appropriate educational concepts.

Systems are adapted reluctantly and incrementally in order to prevent a complete breakdown of the system, and introductory courses and language learning offers are expanded. However no sweeping reform to adapt the general system is reported from any of the partner countries. Such adaptation would have to take a situation into account in which a high degree of migration has already taken place, and more is to be expected, if the principle of free movement of labour is upheld. Repeated migration from refugees seeking protection from war, famine and prosecution will also have to be addressed.

Finding a positive answer to such needs will be the test for the sincerity of European humanistic declarations. Also the existence of groups within the population who are obviously in a persistently precarious situation is not acceptable, and education must make a contribution to mitigating the problem.

3.1.2 The Need for Transnational Education

Based on the experience of stakeholders, concepts of learning must be better adapted to the different patterns of migration. Migrants themselves must be included in planning the aims of learning. A perspective that focuses exclusively on an implied aim of integration in the sense of assimilation into the host country is misplaced, at least for large parts of the migrant population. While some migrants are looking for permanent migration, others in fact are looking for temporary protection or temporary opportunities for employment. These groups have learning needs very different from those who aim for permanent resettlement.

An in-depth discussion of the implications of this insight is beyond the scope of this report. Some of the implications that can already be identified include learning content and maintenance of language. Competences useful in the country of origin must also be accessible.

For those in the still unclear situation of further migration, improving proficiency in one of the “international” languages like English can increase opportunities. Learning subjects like STEM is currently dependent on a good mastery of the host country language. A better use of digital media, which allows for multilingual teaching and the validation of knowledge, could contribute to acquisition and validation of internationally acknowledged competences. For example like internationally used MOOC, web content like the Khan academy, but also the common international schools which teach to nationally as well as internationally accepted curricula should inspire discussion about educational approaches which address the needs of a transnational population.

3.1.3 Mainstream of Current Reform

Because the current system has proven to be unable to contribute to the equity of educational results, the appeal to the target population of students, parents and teachers also cannot be expected to be of much help. Rather better systemic solutions along with adequate resources must be found in order to guarantee the rights of each individual European citizen to an adequate and realistic access to suitable education, independent from background, “culture” and pattern of migration.

In spite of these systemic limitations, the high level of engagement of schools, teachers and volunteers as well as some valid policies which have been developed, mostly as ad hoc answers to imminent challenges, along with some elements of general reform, has yielded a number of practices and policies that have proven positive effects and therefore can be part of more systemic future solutions.

In all of the partner countries the main measure to integrate children into schools includes transition periods of a given number of years, which consist of language learning offers and a somewhat flexible grading of the students. While this, to a degree, can work on the level of preschool and primary education, as younger children learn more quickly, even there the acquisition of educational language, in contrast to everyday communication, usually takes longer than the transition period granted. The problem is even greater in secondary and tertiary education.

In all of the countries studied, multicultural orientation in teacher education is reported as a substantial deficit. While in some of the countries, like Germany, the greater acceptance of being a country of immigration has been followed by introducing elements of multicultural knowledge into the curricula of teacher education, the implementation of these principles is generally low volume and fragmented. Furthermore, the theoretical foundations of such training are still weak, partly contradictory and the subject of political controversy.

In all of the countries studied, continuing formal and non-formal training of teachers in general, but specifically in dealing with diversity, is reported to be weak and fragmented. Often teachers work with already strained resources (such as high student/teacher ratio), leaving only minimal space for “additional” activities. Therefore initiatives like school-based school development are mentioned by all of the partner countries, but a sceptical assessment of the thoroughness and effectiveness of such initiatives prevails.

Flexibility in finding practical solutions, a high level of engagement of teachers and a welcoming attitude in general towards migrant and other “non-standard” students is reported as the general attitude of schools and teachers in almost all partner countries.

In all of the countries studied, the social situation of parents is reported to be a strong determining factor of school success in children. This is true for all migrant populations as well as for Roma. The school systems have in no case been able to fully compensate for the disadvantaged situations of students in their families. Families still play the decisive role in the general socialisation, language learning, motivation, providing general stability and security, basic values and resources. While in some of the countries studied, offers like day care,

kindergarten, after-school activities, etc. have been introduced or expanded, the effects on the educational success seem to be more in the long term.

The school and other offers have not yet been assessed as fully compensating disadvantageous conditions in families and neighbourhoods. In many cases social segregation in the sense of clustering less privileged students in distinct neighbourhoods are reported. Such clustering leads to a lack of role models, lack of prospects for sustainable employment and the prevalence of a “culture of poverty,” which lowers the motivation of obtaining an education as well as the chances of educational success.

There is a broad consensus among all of the countries involved that only a holistic approach, which includes measures for the social stabilisation of parents, improvement of chances for employment and better work conditions, stable and sufficient housing, community and neighbourhood development, guidance and consultancy and a sufficient volume, consistency and duration of measures, can positively improve the situation. A multi-agency approach is required in all cases, i.e., better networking and cooperation among actors in various legal and statutory responsibilities, according to an agreed overall concept.

In countries like Germany the concept of “educational chains” i.e., a conscious facilitation of transitions between several steps in individual biographies, between early childhood and full societal integration, has been adopted. Migration and a late entry into specific chains of integration through education must be mapped in order to design a system of successful transnational transitions. While the concept has only been reported from Germany, given the phenomena reported, it seems to be applicable in all of the partner countries.

Partners also agree that involving the disadvantaged groups in such initiatives is a precondition to success. Cases of such successful involvement are reported from all of the partner countries.

3.1.4 The Role of Schools

Because schools, due to universal obligatory school attendance for children, are a universal contact point to state and societal organisations as a whole, they can potentially be a hub for such holistic approaches or at least an important part of them.

While the reports from all of the partner countries indicate the factual importance of what schools do or do not, a conscious adoption of such a role is reported only in some best-practice cases (e.g., the “School without Racism” initiative or the “German School Award” or the role given to schools in these initiatives).

Such a role would require a new perception of the teacher role, targeted school development and high volume and active training and networking with additional actors, which is currently not the standard in the countries studied.

Being able to play such a role presupposes the insight into the desirability and necessity of such a role as well as the willingness to develop a matching role profile.

For all of this, the insight into the basic concepts of diversity, interculturality and inclusiveness as a mission for schools is necessary.

Developing and expanding teacher development along such principles is therefore reported as a necessity in all of the partner countries. The necessity for development extends to the levels of knowledge about basic concepts, operational measures, cases of good practice, competence (reflected practice of effective and conductive teacher practice) and attitude (the acceptance of and willingness to contribute to the development of a diverse and inclusive society).

3.1.5 Strong Volunteerism

In all of the partner countries volunteerism plays a strong and positive role. While in countries like Italy, Spain, Germany and Slovenia there is a strong tradition of partly faith-based (e.g., Caritas and other catholic organisations as well as their protestant counterparts) and volunteer engagement in social care as a whole, in all of the partner countries new initiatives add to the traditional ones.

Civic initiatives in the field of self-organisation and self-help, to a growing degree also from the side of the “target” populations, have developed a multitude of innovative initiatives and formats of support to migrant and minority students, often in a holistic perspective. Initiatives to improve the communication between the school and parents, to assist students with homework and to provide orientation and encouragement can be observed in all partner countries.

Almost everywhere partners assess that the formal state system would be insufficient to cope with the challenges and that volunteer work prevents the system from collapsing. Many of the initiatives point to innovation that also needs to be adopted by the regular system, such as expanded language learning opportunities, communication and social learning, general social work and community organisation.

In all of the countries, universities encourage and partly acknowledge the volunteer engagement of students. The engagement of young people typically is high, and voluntary work is regarded as a valuable opportunity for social learning and personal development.

3.1.6 Particularities in Partner Countries

Slovenia is a country with a high level of homogeneity in its population and a distinct language spoken by its population of just over two million.

While there is a substantial Roma minority, some of it well integrated, some still mobile and some not fully integrated, migration other than from the republics of ex-Yugoslavia, with which Slovenes are connected through a long, if at times conflictual, common history, is low in volume. While Slovenia is fulfilling its international commitments in receiving adult and minor refugees, it has not yet been discovered as a target country of other migration to the degree matching its recent economic success and status as the major success story among the former socialist states. The challenges of migration are solved with pragmatism, flexibility and good organisation, but the perception of being an intercultural country in an European and international context does not seem to be fully common and accepted as part of the national identity, which has been shaped by emphasising a distinct Slovenian identity in the struggles which led to the dissolution of Yugoslavia.

Slovenian pragmatism has kept acute crises as well as political populism at bay, nevertheless the full meaning of interculturalism and diversity needs to be discussed more fully. Concepts

have to be operationalised and translated into concrete concepts for the management of more inhabitants and students of nationalities other than Slovenian with obviously weaker language competence in Slovenian educational language.

Regarding Roma integration and volunteerism, Slovenia can build on strong traditions and good structures and organisations, including Roma self-organisation. These initiatives seem to be scalable to a high degree, such as the good practice of Roma assistants and Roma teachers.

The former Yugoslav Republic of Macedonia is a country shaped by the coexistence of multiple cultures. Multiculturalism therefore is the standard situation for all state and non-governmental organisations as well as the society as a whole, which is being regulated by a complex system of rights and privileges. Some of the conflicts, as well as the social deprivation of minority groups like the Roma community, have led largely to the former Yugoslav Republic of Macedonia being a source of migration.

Multiple measures to mitigate the problems of the Roma minority exist, all of them building on the principles of community building, social stabilisation and improvement of working opportunities.

Reportedly at universities the multiculturalism of at least four different groups has led to the establishment of English as a common denominator of communication, as well as the growing adaptation of European values and orientations among the academic youth, aiming to build a European identity to complement those identities inherited and those re-emphasized during the recent periods of conflict and struggle.

Italy has impressed Europe by providing rescue, help and support for the refugees in the Mediterranean. Italy carries much of the burden put on the border countries of Europe by the Dublin system. This is backed by many examples of outstanding volunteer engagement and a welcoming attitude towards foreigners which at first glance seem to be coming from a completely different cultural background but are in acute need.

Next to refugees, who are mostly planning on continuing their journey to the more northern regions in Europe but often also stay longer than planned, working migrants from Eastern European member states of the EU are increasingly common. Among these groups are also Roma, which add to those families of Romanesc origin which already have lived in Italy for a long time.

Italy therefore is realising the reality of an increasingly diverse population, also in its schools. The perspective or perception that the stay in Italy will be only transitory in many cases prevents the development of mid- or long-term integration concepts on the side of the institutions but also the migrants themselves. The development of such realistic mid- and long-term perspectives therefore is a particular challenge for migrants in Italy as well as for the institutions and organisations that support them.

Education in transition, also guaranteeing the right of education to those who do not plan to stay in the long run and providing it in a way that will be useful in the case of further migration, return to the country of origin or staying in the long run, is a particular challenge for the Italian educational system.

Reportedly this challenge has up to now been managed with a high degree of acceptance and pragmatism but also with a lack of systematic concepts, training and innovation.

Outstanding volunteer engagement has mitigated some of the most acute problems but cannot obviously replace systematic government action in many fields.

Turkey has accepted a very high number of refugees from the civil war in Syria, among them 880,000 children. While the initial perception had been that they would stay only short term, more and more the need for integration into the regular school system and society as a whole is acknowledged.

This integration has been adopted as an aim of policy. Concrete measures need time to take root however. In face of a tradition of a strong emphasis on national identity and unity, interculturalism based on common democratic values needs to be developed and practiced by schools and the civil society. Meeting the challenge of integrating such a high number of refugees can be a particular opportunity for discussing such concepts and for developing unique solutions. This could contribute to a more proactive integration of groups like Roma, which mostly are in a problematic social situation but have remained on the fringes of society and education in the past. Coping with these challenges has encouraged a vivid and growing community of NGO initiatives, which have developed benchmark initiatives that can be scaled and integrated into regular school activities.

Spain The correspondents point out that a Roma population has existed in Spain for centuries. However, the characteristics of this autonomous group differ from those of “gypsy” youth that come from other Eastern European countries, especially between 2002 and 2008.

On the other hand, approximately since 2002, Spain has experienced a new phenomenon: the arrival of unaccompanied asylum seeker children (UASC), especially from Morocco and other African countries, who come to Spain for economic reasons.

There is also a number of migrant children originally from Latin America and other areas, however their presence has been decreased since 2008 due to the economic crisis that hit Spain and which led the families to return to their countries of origin. This tendency is turning since 2014 (INE, 2016).

Educational centres are increasingly welcoming pupils from very diverse geographical and cultural backgrounds into their classrooms and, although they value this cultural pluralism in a positive way as an enriching value for coexistence, capable of promoting attitudes of tolerance and respect among pupils, they are also aware that the arrival of these groups in the centres entails the emergence of new educational challenges.

Although a regulation exists to favour inclusive education in the schools and the attention to special educational needs, the different studied actions are not generalized, rather being an answer to the initiative of specific persons and/or groups especially sensitized with the problem.

Germany is currently in the phase of accepting itself as an immigration country. In addition to a strong community of working migrants whose educational integration has still not been fully completed even in the second and third generation, Germany fully accepts its humanitarian commitments to provide protection to those prosecuted in other countries. Germany has decided to welcome almost two million refugees in an emergency situation in which the regular rules of the European asylum system obviously have been ineffective in order to prevent unacceptable suffering. Many of these refugees seek protection in Germany and are in one way or the other entitled to some form of protection. They have to find a reasonable place within the German society as a whole and as most of them are young and also in the German educational system. Work migration within Europe, mostly from countries in restructuring and with an unacceptable level of systemic unemployment, is a third source of quantitatively relevant

migration to Germany. While there is no identification as »Roma« in Germany, some of these migrants may be identified in their home countries as being part of the Roma minority.

While, therefore, the German education system has been confronted with quantitatively relevant migration for at least 45 years and substantial, if slow, progress has been made, the more recent developments have revealed that the system is quantitatively overcharged and qualitatively still insufficiently prepared to cope with the fact of heterogeneity and diversity at a large scale, at least if measured against the standard of equal opportunity and full integration into society according to each individual's talents and potential.

Many initiatives pointing in the right direction and being evaluated as effective, like the expansion of day care, kindergarten and preparatory classes, can be further upscaled. The system is nevertheless lacking a qualitative leap to systemically fit the demands of a diverse society.

Comparatively weak funding of primary education in particular as well as other restraints of resources as well as a slow pace of reform, partly due to the fragmented federal system and multitude of educational pathways, have contributed to a below-demand performance.

One particularity of the German educational system, which, in the assessment of many experts, deserves international attention and can be particularly useful for migrant integration, is the strong vocational track of education in the "dual system." Combining the practical training of youth in the workplace in real companies with additional theoretical instruction in vocational schools has proven to be more accessible to students without excellent educational German than other tracks of education. Because this form of learning has been much upgraded in recent years, along with providing excellent employment prospects and being a pathway to academic tertiary studies, the discussion about educational reform for a migrant society should look at these experiences.

Vocational schools in Germany nowadays are a laboratory of multiculturalism and diversity and have developed particularly interesting concepts like vocational preparation classes, along with a multitude of supplementary offers to support the personal and social development of their students. It seems to be particularly notable that in most of these schools a sense of multicultural understanding and solidarity within the community of students has developed.

Other cases of good practice from Germany include holistic approaches of integration, which often include community development, school social work and reaching out to parents and others. In many cases these initiatives are bundled in municipal integration concepts, which not only guide the activities of multiple agencies, but also the development of knowledge and attitude of all involved, up to the society as a whole.

3.2 Conclusions for Model of Intervention

In the chapter to follow the project will conclude what it has learned from studying the details of the situation of migrant and Roma children in its own and other partners' countries, from problems identified and interventions currently practised. It will conclude what the opportunities and shortcomings of current policies are and which good practices, among those studied, deserve mainstreaming, as they are also useful for the situation in the respective partner country.

Such more general reflection is needed, in spite of the specific topic of the project. Teacher and volunteer training and volunteer activity are quite limited and targeted.

Both teacher and volunteer training must be based on a wider perspective on the field of intervention. As the national reports as well as the reflections in this synthesis report have shown, the knowledge, skills and attitudes to be formed by teacher training need to be founded on a solid understanding of the situation, of migration and diversity, of options and principles of intervention and the requirements for the teacher's competence building.

Therefore, in this chapter the main principles, on which a more detailed and operationalised curriculum and selection of material for teacher and volunteer training must be built, will be laid out here.

These principles are presented as a set of theses. These theses have been proposed by the authors of this syntheses report as a first draft in version 1.0 of the report.

They have been discussed by the partners in the third partner meeting in Alicante in November 2017 and have been adapted by the coordinating author, taking into account additional written comments and suggestions.

The result of this discussion will be further validated by the national advisory boards during the first half of 2018.

The general principles have been used to inform the overall model of intervention of the project, which will be explained in chapter 4.

3.2.1 General Insights

- The “migration society” as well as “trans-national societies” are a reality in Europe, even independent from refugee migration. Migration of labour within Europe is a fact acknowledged and encouraged by the European treaties.
- The transformation of economies after 1989, the development of a European labour market with free movement of labour and the migration of third country nationals have induced fundamental changes in the social situation of the general population as well as minorities. Parts of the populations have lost traditional means of reproduction and the social situation has deteriorated for many. This has induced migration.
- Minorities like Roma in some cases form distinct social groups within Europe, which have particular educational requirements.
- Therefore in many places and in multiple context trans-national spaces (Mecheril) have emerged, which can not be viewed or addressed from a perspective of assimilation to the majority population or “culture.”

- Education therefore must not be conceptualised from an assimilation perspective, but must take such transnational spaces into account.
- The education systems have not sufficiently adapted to the reality of the migration society, but are almost exclusively designed to service a homogeneous “standard” population of the (former) majority population in each country.
- Migrants and minorities are therefore disadvantaged within these systems, as deficient outcomes indicate.
- All citizens in Europe have the right to equal access to education which meets their needs.
- Educational systems must serve the population which exists, not the population which existed.
- Therefore “integration” is a controversial concept while “diversity” is more and more accepted as a framework concept for education.
- Diversity reflects that individuals are diverse in regard to talents, sex, gender, physical and intellectual capabilities, geographical origin, cultural background of parents and other diversities.
- Evidence suggests that an exclusive perspective of “culture” as a determining factor of educational success is highly misleading, while the social situation in general is a strong predictor. A holistic approach therefore must consider all factors of diversity, not exclusively migration or cultural background.
- Living in diversity requires the acceptance of diversity by all members of society as well as by state law and institutions. The acceptance of each individual’s civil and democratic rights to development, including forming its own identity (incl. sexual orientation, choice of partner, affiliation to family and community among others) and accepting these rights in others.
- Individuals must not be viewed predominantly as members of a specific cultural or national group.

Based on these insights, the following principles should be used for designing the general concept for the teacher and volunteer training within the project and selecting its content.

3.2.2 General Principles

- Teacher as well as volunteer training should be based on the insight that migration is a reality and it should be accepted as a standard situation in a transnational society.
- Being useful for the factual population in the migration and transnational society should be accepted as the general mission and core of professionalism for schools and individual teachers alike.
- “Diversity” within the framework of individual democratic individual and civic rights in contrast to “integration” into a presupposed host “culture” should be used as a framework concept for an up-to-date “migration pedagogy” (Mecheril), which can be useful also to guide education in a trans-national society.
- The acceptance of diversity is the acceptance of individual differences and not the definition of individuals by their supposed determination by cultural or national background.
- Working with diversity in education therefore must avoid the “othering” of individuals due to such supposed background or “identity”.

- Practical necessities of developing abilities that are useful in the current host society must be combined and balanced with development of competences that will be useful in the original home country as well as all over in Europe. Models like “International Schools”, which are widely used by high income and highly mobile international experts for the education of their children, can give some insights into the framework for an education with an international perspective.
- The potential of digital media for teaching and validating competences in a transnational and multilingual learning environment must be more widely used.
- Competences for a migration society cannot be developed on individual teacher competence level alone.
- The development of teacher competence must be part of school, education system and overall social system development. The competence for participation in school and system development must therefore be part of teacher competence development.
- Europe is characterised by a dynamic evolution of societies and therefore the mission and methodology of education is also changing. The educational system must be constantly reformed.
- Teacher training is not a one-time period but teacher learning is life-long learning. Adequate attention and resources must be used for this learning and reflection of practice.
- Learning adequate competences cannot be limited to knowledge alone, but must include actual reflected experience in diverse national, cultural and social settings.
- International good practices must not only be communicated, but experienced.
- Teacher and volunteer competence can be defined by the knowledge, skills, attitudes and practice (for the framework concept see lit cit in national report Germany, SVR Lehrerbildung 2016, content of items listed below adapted and enlarged by RoMigSc partners), which need to be developed. Some key points that have been identified in literature and key informant input as being particularly relevant include:

a) Knowledge:

- fact of migration society
- concepts of diversity, multiculturalism, transnationality, integration, patterns of racism (othering, biologism etc.), individual civic rights and democratic values
- awareness about the impact of language standards for the performance in all subjects
- methods of using appropriate language levels (ability to communicate clearly with diverse target groups)
- difference between everyday language and educational language
- awareness about language prerequisites and overall competences of pupils
- knowledge about how competences from another language context can be transferred
- basic knowledge about cultures of origin, religions and traditions (to aid understanding), awareness of risk of “othering” (defining and singling out individuals by their presumptive “cultural” background)
- knowledge about factors of discrimination and risks, awareness of living situation of parents, patterns of economic and social reproduction and avoidance of negative stereotyping



- knowledge of concepts of diagnostics of competences, focused on identifying strengths and potential
- practices and good examples of language support, school development, coordination
- b) Skills:
 - analysing learning prerequisites
 - identifying talents and potential
 - communication skills
 - trust-building skills
 - cooperation skills
 - teaching and developing host country language in all subjects in a motivating manner
 - flexibility
 - adaptability
 - ability to react to diverse learning prerequisites, through adapted access pathways to learning opportunities, through flexible structures, through differentiated media, individual learning arrangements and individualised support (on class and school level)
 - use of digital media to individualise learning content, speed and methodology, including providing multilingual means of learning and learning outcome validation
 - leadership skills
- c) Attitude:
 - realism (acceptance of what is, not what should be) empathy,
 - positivity
 - orientation to potential, not deficiency
 - acceptance of diversity as fact not as a burden
 - pedagogical openness and curiosity
 - empathy with every child
 - patience
 - appreciation of abilities and competences of students of all backgrounds
- d) Practice:
 - actively participate in school development to develop diversity competence and practice
 - stand up for all students, not only the students in the “majority”
 - support the language competence in original language, host country language and internationally used communication language(s) of all pupils with or without migration background during the whole school career
 - use tools of linguistic diagnostics
 - integrate experiences not only of standard host country background families, but diverse experiences in teaching and learning materials
 - participate in training and active reflection of practice
 - avoid “othering” (labelling, stereotyping)
 - include diversity of background and talent in teaching staff
 - use diagnostics of individual strengths

- know and work with volunteers and relevant organisations
- build knowledge and network of relevant actors for transitions (persons in relevant institutions, companies, supportive NGOs etc.)
- use multiple media for own learning and teaching

Teachers should know and be trained in overall concepts in which teachers and volunteers should participate, based on competences such as:

- school development: implementing diversity at school level
- continuing reflection of educational needs and current good practice
- developing and using a repository of material to be integrated in training and collegial supervision
- inter-school exchange, exchange with relevant organisations, particularly social work, etc.
- international exchange programmes
- own experiences of interculturality (work and study abroad)
- participate in relevant competitions, school networks, auditing schemes to motivate and pace targeted change and development

Volunteers:

Much of the knowledge, skills and attitudes as well as guidelines for practice described for teachers applies for volunteers as well. In addition the practices described by partners and partner country's situations point to some additional topics that should be included in volunteer training:

- encourage and acknowledge volunteerism
- professionalization of organisation through training and organisational development
- develop background and rationale of activity, develop mission and general orientation statement
- train awareness and provide exposure to relevant situations
- involve students of education, social work, digital media design
- appreciate and recognise volunteer efforts. Compensate and reimburse if services are provided which develop a regular support structure
- provide opportunities to reflect activities and cope with challenging situations
- sum up lessons learned
- support individual growth of volunteers
- develop standard operating procedures
- know and reach out to non-traditional groups of volunteers, including those with migration and minority background
- support self-organisation of non-traditional (migrant and “minority” groups)
- form partnerships for mutual support of initiatives and use synergies
- reflect on the appropriate balance between self-organisation along distinct identities and inclusive mainstreaming of organisations

The materials developed, collected, recommended and tested within the activities of the RoMigSc project model have been selected according to these principles and have contributed in various ways to implementing concrete practices along these guidelines.

As the materials used have been selected from third sources, and/or adapted to various regional and target group needs, not all of the material follows the described principles in a consistent way.

Each of them is compatible overall with these guidelines however.

A critical analysis and use is therefore recommended. An active adoption rather than a one-to-one application will be critical for active teacher, school and volunteer learning.

4 MODEL OF INTERVENTION

The model of intervention used in RoMigSc builds on and extends the work done as part of the initial study at hand, in particular, identification of the main problems of the current situation in the partner countries, current policies on a school and policy level, teacher training and volunteer activity and existing best practices in addressing these issues.

The model is based on a structured Theory of Change planning process, which has involved all partners in order to:

- identify key issues or reasons for shortcomings
- prioritise key issues for the project intervention methodology
- specify expected outcomes as a result of the application (testing) of the project methodology
- discuss activities that can achieve these outcomes based on evidence from literature, stakeholder involvement (Focus Groups, Advisory Boards) best practices (IO2) and on the professional experience of partners
- agree mechanisms of change linking key issues, activities and expected outcomes.

Overall, the RoMigSc model of intervention specifies:

- the target group – the characteristics of teachers and volunteers to be involved in the pilot projects
- the guiding principles and main contents of the trainings for teachers and volunteers
- expected outcomes – the short, medium and longer-term outcomes the methodology is expected to achieve among teacher and volunteers
- The elements of the intervention, including:
 - the activities delivered as part of it
 - the duration of these activities – over what period and how often
 - the location of activities – where the activities are delivered
 - the mode of delivery – whether they are delivered in a large or small group or just one-to-one
 - delivery personnel – who is expected to deliver the activities
 - the main principles of content
 - the expected mechanisms of change underlying the agreed Theory of Change – a formulation on how the intervention is expected to address the priority issues identified via the planned activities to bring about the expected outcomes.

This methodology, including the core intervention measures, will be tested in pilot projects in Slovenia, the former Yugoslav Republic of Macedonia, Spain and Italy, based on principles developed by partners and described in the report at hand.

The pilots aim to explore issues in implementing the methodology and whether and to what extent it is able to achieve its intended outcomes – with the aim of formulating a reviewed methodology.

The main aim of this activity (initial study) has been to work with all partners to review the situation and state of the knowledge in each country and to agree on the main principles and good practices of the methodology to be piloted as part of the project. This involved:

- face-to-face discussions with partners as part of the project start-up meeting (March 2017)
- drawing on good practices in the field as visited on occasion of the learning activity in Regensburg (March 2017), Maribor and Murska Sobota (June 2017), as well as those identified and described by partners in their respective national reports and good practice templates
- study of national literature to identify common risk factors for under-performance of migrant and Roma children, to identify existing best practices in the reduction of these risk factors (Dec. 2016 – Sept 2017). The results are accessible in the document > RoMigSc-ISOB WP2_2_Compilation of National Reports_XX.docx< on the website of the project, which will be updated with new information throughout the project, if necessary
- a theory-of-change workshop with partners as part of the third transnational project meeting (November 2017) which prioritised key issues, specified expected outcomes, discussed the most effective intervention activities and agreed mechanisms of change linking key issues, activities and expected outcomes.

This chapter presents the results of this iterative process in the form of a methodological outline of the proposed intervention, covering the main elements outlined in Section 1 above.

4.1 The Target Group

The project application form identified the following broad target group for the intervention:

- Roma and migrant children in schools
- teachers in schools
- volunteers involved in working with migrant and/or Roma children

The results of the research affirmed the selection of these target groups as relevant and promising.

Also the planned national seminars, which aim to reach out to additional stakeholders and organisations and policy makers at various levels is reaffirmed by the results, as it has been shown that the results of teacher and volunteer activities can only be implemented if a favourable legal and statutory framework is provided along with sufficient resources.

Only a multi-agency approach to tackling the problem from a holistic perspective, including social and housing policy, employment and general community development, can be effective. Developing policy recommendations as well as reaching out to policy makers is therefore a core part of the project.

It is recommended that the discussion and common planning for action be guided from the general principles, which have been elaborated as a conclusion from this report.

4.2 Expected Outcomes

Selection of outcomes: As described above, an initial discussion (March 2017) and workshops with project partners (June and November 2017) were used to identify the key issues explaining why migrant and Roma students are underperforming in the current educational system.

While a range of structural factors such as economy, education and practice in schools have been identified as limiting factors in all activities, the training of teachers has been affirmed as a viable point of intervention.

All national reports find that the current quality and quantity of initial and ongoing teacher training is insufficient for the purpose of providing better educational opportunities to migrants and Roma.

The teacher competences listed above have been identified as being promising for educating a diverse audience of students with better success. This expectation has been formed by the literature, expert input and good practices studied.

This exercise resulted in the following key priorities:

- ensuring that teachers are aware of the knowledge, skills, attitudes and practices described on p.70ff, so they can start a process of developing these competences for themselves as well within a systematic school development, including sufficient and regular training and peer consultancy
- ensuring that volunteers are equally aware of such competences as well as of the ways to acquire them
- ensuring that volunteer activities by students are guided by the principles identified and therefore experience conducive deployments in volunteering activities
- ensuring that a repository of material, which is suitable to support such learning, is available, among other forms as E-classroom material and that this material is widely used
- ensuring that relevant organisations and policy makers are involved in an open discussion and dialogue on the principles developed as well as using the best available corresponding practices

Issue	General Intervention	Corresponding Evidence of Relevance	Corresponding Activity of Project	Output	Outcome
Lack of diversity orientation in teacher training	Improving concept of teacher training	Ch. 2.4	Providing principles for a model of introductory training for teachers, outlining core guidance programme of competence development Piloting the training	Training guidelines Supporting material E-classroom Teachers involved in partner countries	Availability of a concept of diversity orientated teacher short training, based on European state of the art insight and practice Contribution to European discussion on developing an education system for the migration society
Lack of training practice	Outlining core points for training, providing resources	Ch. 2.4	Developing model of short training and piloting incl. material and learning space Piloting with large group of core actors	Concept for short training Collection of material E-learning classroom	Better awareness of importance of diversity orientation Formation of individual competence development plan Openness to school development and related activities Availability of appropriate material More appropriate teaching practice Improved conditions for migrant and Roma children in schools
Lack of diversity orientation in volunteering training	Improving concept of volunteer training	Ch. 2.6	Developing main guidelines of model of volunteer involvement and training	Key concepts for volunteer training	Volunteer training is based on key insights of European discussion on diversity orientation and volunteer involvement
	Providing concept and material for introductory volunteer training		Developing piloting and evaluating volunteer training	Volunteer training guideline and supporting material	Volunteers aware of main concepts of diversity and support for and involvement of migrant and Roma children in mainstream education
	Organising pilot volunteer activities		Organising pilot volunteer activities	Volunteer activities implemented	Upgraded quality of volunteering Volunteering supports principles of diversity in education in the migration society
Lack of diversity orientated policies on school, local, national level	Reaching out to relevant stakeholders	Ch. 2.5	National stakeholder seminars	National seminars organised	Main stakeholders involved in dialogue and motivated for policy reform More and better policy options available to policy makers and civil society policy shapers More consistent and resourceful policies planned and implemented



5 RECOMMENDATIONS FOR POLICY

The elaboration of policy recommendations is ongoing throughout the project. An extended selection and validation of policy recommendations will be part of the partner meeting in Naples, May 2018.

The policy of the European Commission and member states has most recently been synthesized in the paper “Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on Inclusion in Diversity to achieve a High Quality Education For All” (2017/C 62/02) Official Journal of the European Union 25.2.2017, <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=OJ:C:2017:062:FULL&from=EN> (see p. 5 of this report for a discussion).

The chapter to follow makes reference to the recommendations pointed out in 15 individual paragraphs, as C 1, C2 etc...

5.1 Local Level

Policy
<p>Follow a multi-stakeholder multi-agency approach</p> <p>Most of the partners report good results from a close cooperation between all relevant actors on local level. The Commission strongly emphasizes this point in C 10 and C 11 of the paper quoted above.</p> <p>Various actors have different approaches and competences which have to be used in a targeted way. In particular a closer cooperation of youth support services and schools and of schools and employers has been in the focus. In many places voluntary work is integrated in such cooperation. Bridging gaps between several different legal and institutional systems remains a challenge.</p>
<p>Develop a plan of integration on municipal level</p> <p>In some places, e.g., the City of Regensburg (Germany), which has been visited by the project, all efforts are conceptually joined in a municipal “Concept for Integration,” which describes the logic of mutually reinforcing measures, common values and principles of action, as well as the division of activities, inventory of resources, aims and measures. The plan should clearly lay out the philosophy of inclusion in diversity and inspire a discussion about a common identity in the common living space in contrast to national, cultural or ethnic identity. Based on a common sense of belonging common measures and a welcoming attitude to newly arriving citizens can be developed.</p>
<p>Support schools, provide additional resources, planned and contingency</p> <p>As expressed in the concept of “the whole school” municipalities and local communities must take the responsibility for schools and schools must support the communities, independent from legal responsibility and funding schemes. As municipalities are highly affected by the</p>



outcomes of education, including the social consequences of failed educational strategies, they must develop an interest in the success of education. Many municipalities have taken a facilitating role in joining actors and stakeholders, encouraging volunteer support for education, setting the tone of the civic debate about welcoming various groups, religions and migrants. In many places communities also have provided additional funds, such as funds for school social work, after school activities etc.

Support volunteers and encourage civil society

Communities thrive on volunteer activity. Policymakers can do a lot to support and encourage such engagement. Volunteer activity by policymakers themselves can set an example of proper civic attitude. Signs of appreciation and support, public exposure and praise for activities can be important immaterial support. Encouragement and support for exposure of pupils and students to volunteering activities, i.e., in the scope of internships and common volunteer action of school classes, students etc. can help to make volunteering a “standard behaviour” of the good citizen. Volunteerism cannot exist without a material framework. Municipalities can provide funds for infrastructure, manpower for the coordination of activities, providing municipal resources like facilities, communication channels and the like. For migrants and diverse, non-standard groups of the society, such support and encouragement is particularly important. Only when minority and migrant initiatives also feel that they are welcome and “seen” by the policy makers, they will develop a feeling of belonging and contribute to tackling common societal challenges.

Network teachers, initiatives, social workers and volunteers to learn from each other

Municipalities can also play an important role in developing the competence of teachers, social workers, public servants in all agencies, volunteers and students, by encouraging, supporting and funding schemes of exchange of experience, mutual job shadowing, workshops, information and common further training. A viable and effective interpersonal network of actors often follows from such activities, next to the smoother coordination of activities.

Support and fund school social work

One of the initiatives highlights most by the partners are various forms of school social work, i.e., deploying social workers in schools, sometimes funded by municipalities, sometimes by other state funds. Such initiatives contribute to various recommended policies such as C 1; C 2; C 3C 6; C 9; C 10 and C 15. School social workers are bridge builders between education and the general social setting, school and the ethnic communities. They offer extra-curricular activities like anti-violence training, girl's groups, cooperation with parents, intervention in critical situations etc.

While the evidence is clear and practitioners highlight school social work as one of the most essential innovations of recent years, the resources are still scarce in many places, social workers overcharged by a too high number of cases and disadvantaged by much lower payment compared with teachers. Practitioners agree that local money put here is money well invested.



5.2 National Level

Policy

All policies must address the overall social situation and social opportunities

As the experience reported by partners demonstrates, measures in education alone cannot be expected to have good results. A stable social situation, sufficient livelihood and sufficient infrastructure (housing, transportation) are prerequisites of educational success. In all countries studied educational success is closely related with the social situation of parents. National policies therefore must work to provide sufficient livelihood and economic opportunities to parents. As an immediate measure, schools must compensate for shortcomings of the social situation of parents, if necessary in cooperation with other agents. Measures can include expansion of presence in schools through full-day schooling. Expansion of early childhood education and day care. Distribution of food and healthcare via schools. Organisation of extracurricular activities, also during term breaks. Schools can provide access to other institutions as employers, government agencies, volunteer organisations, which would be inaccessible for the individual and its family itself. Therefore the research by the partners affirms the importance of the C 1 “whole school” recommendation. Schools must be places of holistic integration, not only of education. Schools must do whatever it takes to achieve equity, not only provide equal offers for very different students.

In order to be able to do so, a campaign is needed to make this changed mission very clear to all concerned, including in the first place the teachers. In addition to that, funding must be increased. In many of the partner countries funding, particularly for primary education, is below OECD standards. Good results cannot be expected if resources are inadequate to the much increased challenges. Insufficient resources cannot be compensated even by the best teacher training and awareness. Only through a lower teacher-student ratio, resources for organising cooperation, adequate hardware and infrastructure, time for further training and collegial reflection, can the recommendations by the EC be implemented.

Base all education policies on a sufficiently complex understanding of the facts of a migration society

While political concepts of dealing with migration are controversial in most countries of Europe and the academic discussion on diversity, racism or anti-racism can be perceived as less than helpful by some, the fact of societies being shaped by migration to a large extent is hard to deny. Migration inside the EU alone will necessitate fundamental reform of education and participation in communities. The EC has proposed a viable concept of “inclusiveness in diversity” within the common values of individual rights and democracy, to which all member countries have subscribed. This concept must be regarded as binding and must be promoted more widely. It must be the basis of all training and education for educators and volunteers as well as government agents. Within this concept there is, as the partner reports from the different countries illustrate, a wide range of interpretation, from following a concept of integrating migrants into a guiding culture, shaped by the Christian-Judeo heritage of Europe, as followed, e.g., in the German state of Bavaria, up to claims that in migration societies there are emerging “transnational” spaces, which are distinct from the respective host culture (including adapting to the language of the host country only to a pragmatic



degree), while being fully appreciative of and respecting the common European values and individual rights. National policies should be aware that these seemingly contrasting concepts are not as mutually exclusive as they seem. In fact they reflect different individual and group situations. While a full integration into a host community may be a desirable goal and will always be a conscious or subconscious two-way process, for many living in Europe, migration nowadays is a repeated, if not permanent situation, be it international experts, be it migrant workers in search of viable economic opportunity or be it refugees looking for temporary protection, which may be transformed to a deeper immersion in the host society later on. Migration policy and the corresponding educational policies must take account of all of these various situations.

Policies which focus exclusively on full and immediate integration into a host country and culture, including full linguistic integration (= basing all education on a high level of proficiency in the host country language) are under-complex and therefore unpromising.

Also countries currently faced with migration only to a very limited degree (or mostly in the form of outgoing migration) agree facing diversity in the form of multiple “cultures,” religions, minorities and ethnicities in one state. The same principle of inclusiveness in diversity applies.

Provide adequate resources

All partner reports unanimously claim that the education system as a whole is underfunded vs the needs identified. The education system is charged with many more and much more complex missions in the current situation of growing diversity, societal and economic changes and technological revolutions. Resources must be vastly expanded, starting with early childhood education.

Only if regular systems are sufficiently funded, innovative concepts can be mainstreamed. Only if sufficient regular funding is provided, can teacher and volunteer training be scaled up and the content of the training be used.

Encourage experimentation and flexibility to cope with new problems, adapt and mainstream bottom-up solutions. Create transnational educational spaces

The developments in a migration society are complex and sometimes hard to predict, as was in the case in the surge of refugee migration 2015 and after. Therefore the education systems must be made systemically adaptable by allowing a multitude of educational pathways and approaches. Such a diverse educational landscape can nourish elements which can then be upscaled when needed. This has been the case when efforts on project level to make the system of dual vocational education in Germany more accessible to diverse learners, among them those with weak academic achievements, could be quickly upscaled in response to the surge of refugee migration.

When discussing the current developments in migrant and minority (Roma) education, partners noticed that educational concepts which focus exclusively on integration into a host culture, including basing education exclusively on the host country language, may be insufficient.



As the increasing respect of the Romanesc language is an important part of promotion of Roma education, education in the native language as well as in “international” communication languages (like English) might be more conducive for the educational success of certain groups of migrants.

Those migrants who aim to return to their home countries or continue to migrate to other countries, as well as European citizens who change their place of living multiple times during their career, might not be served well by education only in one of the lesser used European languages. Models of “International Schools” exist, which currently target an audience of mobile expert families as well as particularly globally oriented elites for sometimes high fees. The concept of transnational education must be made available to broader audiences. Internationally accepted degrees and certifications must be developed and implemented.

Expand research and experimentation

While the effectiveness of individual pilot projects, be they national or international, is often doubted, the research done by the partners as well as the repository of good practices collected (which often have been funded by “experimentation” programmes) shows that such initiatives have yielded a rich repository of good practices that illustrate the effectiveness of many of the recommendations given by the EC. Upscaling the funds for such experimentation, as well as those for the analysis approaches and outcomes, can further increase the options available to policy makers. On the level of practitioner formation and the creation of a common European community of research practitioners the actual experience of good practice in the scope of capacity-building activities has proven to be particularly fruitful. Such exchange and capacity building should be further expanded. National programmes for experimentation and piloting should include an analysis and actual experience of European best practice as mandatory elements of the programmes.

Invest in teacher education and international exchange, encourage international perspective as a prerequisite for competent teaching

Knowing about interculturality and diversity cannot replace experiencing it. Partner reports and discussion notice that a majority of the teaching staff in schools is socially quite homogeneous from the mainstream majority population. Rarely actual experience with steady elements of diversity, such as volunteering in various social settings, experience abroad, etc. is not currently an obligatory part of teacher education or a relevant selection criterion. There are many hints though, that exactly such experience can build the competences that teachers nowadays need. Therefore states should consider to encourage and plan to include such experience in initial and further teacher training.

Define teacher competence requirements accordingly, emphasize communication, empathy, social emotional, adaptability competence

As already claimed in the paragraphs above, the mission of education nowadays is wider than the building of knowledge or even than building individual character. Schools need, according to the concept of the “whole school” (C 1) to build bridges to communities and



employers, interact with a range of other agents, educate, communicate and mediate. The competence profiles for teachers must be adapted accordingly.

The partner reports and best practices include examples of descriptions of such competences for interculturally competent teachers and schools.

In many countries these are not currently universally applied, as the training of teachers is fragmented and even the most important competences are not obligatory to have.

Extend digital media use in schools, fund and encourage development of digital media in education

As the EC mentions in C 7, the use of digital media can enhance the opportunities for diversity friendly education. As the partner country reports illustrate, the growing diversity of students stretches the limits of what can be done by individual teachers to customise and tailor training programmes (cf. C 4, C 8, C 13). E.g., the use and maintenance of competences in the original native language and the use of this language to build knowledge in general in subjects like STEM can rarely be done by host country teachers. Also learning prerequisites are very different and digital media can assist individual learners to catch up with, e.g., language learning. Digital media can provide instruction any time and any place. They are therefore a powerful tool to mitigate current shortcomings and dilemmas. As reported by the partners, the use of digital media is currently far from usual practice in schools in all of the partner countries. Lack of funding, cultural inhibitions from the side of teachers with a traditional perception of their mission and plain lack of resources for innovation and experimentation are bottlenecks of rapid implementation of the many good offers available. A concerted effort, at least on national level, to achieve acknowledgement of learning and also results via the use of digital media could be a strong incentive for a wider use of such media.

5.3 European Level

Policy

Reinforce efforts to “Europeanise” education: education must prepare for the migration society at all levels.

The research presented in this report affirms the recommendations given by the EC. However, the recommendations, while valid for the situation of a singular migration to a host country and a permanent stay in this country, need to be expanded to take into account situations of multiple migration, returning to countries of origin and continuing migration of labour, followed by economic opportunity. While residence in a specific space will be the standard situation for the majority of citizens, transnational spaces without a clear identity between the dominant culture of the respective place and larger parts of its actual inhabitants, are about to expand, and education must take account of this development. With this background, the partners suggest to increase research and experimentation in the field of transnational “European” education, including multilingual education.

Parallel to the efforts in university education, such as the recognition of learning outcomes and certificates, this must be expanded to school and vocational training, including mobility



Given the limitations of an education exclusively centred on the dominant culture and language of host or majority cultures and the growing acknowledgement of minority cultures and languages, as well as transnational spaces and populations, which cannot fully be attributed to any culture and space, a certification of learning outcomes, including school exams and vocational certificates, which can be acquired all over Europe, as well as potentially digitally in a virtual space can be a vision for future development.

Barriers to pursuing educational careers during phases of migration also should be lowered and recommendation C 4 ad C 8 (flexibilisation of pathways, different educational routes) should also be discussed under the aspect of supporting forced or voluntary international migration.

Therefore as a principle **School education must be useful everywhere in Europe and prepare for migration**

The EEU should support school education which prepares for education not only with regard to fostering cross cultural competences and an openness to diversity, but also by fostering competences and learning content which is useful in international situations. An expansion of teaching the most common international communication languages and a closer coordination of the content of teaching in STEM subjects can contribute to such competences. International experiences in school and vocational education should be made obligatory in order to make coping with situations of transnationality and diversity the new standard. The EU should support economically weaker countries in providing such opportunities.

Recommendations for teacher training and teacher profile

The partner reports found that teacher profiles adequate for the needs of a migration society have been developed in some of the partner countries. Due to the slow turnover of teaching staff and a fragmented training of teachers and rather low volume and unsystematic further training, more needs to be done to train teachers and expand the teacher profile in ways supportive of the policies recommended by the EC.

Practical initiatives to build competences by informal learning and “action learning” are therefore of particular importance. The EC therefore should encourage and fund initiatives of conductive school development, like competitions, long-term development and expanding the role of schools in their communities. Given the current already overstretched resources of schools and teachers, only a expansion of resources and an expansion of incentives, particularly for those initiatives which include international exchange and partnering, partnering with NGO and volunteers, building bridges between schools and employers and using actors from multiple backgrounds, such as social work and vocational training, including crafts, etc., should be encouraged more. While all of these initiatives exist to a degree, the level of outreach to the actual schools and impact made there obviously leaves room for expansion, as none of the reports mention the participation in such programmes of the schools studied as an important element of training and innovation.



6 SELECTED GOOD PRACTICE

The tables to follow provide information on good practices on migrant and Roma inclusion/fostering diversity in schools. The practices have been selected by the partners. Partners have considered the feedback provided by partners within the partner meetings as well as in written feedback to the national reports when selecting the practices.

The grid in which the practices are presented is based on the system used in the European Commission “Repository of Promising Practices of labour market integration and social inclusion of asylum seekers and refugees across EU Member States” (<http://ec.europa.eu/social/main.jsp?langId=en&catId=1208>) and therefore compatible with this database.

The individual tables are named to the system as follows Country (SI, the former Yugoslav Republic of Macedonia etc.) Target Group (M = Migrant R = Roma); 1, 2, n number of practice. Where the practice is relevant for multiple target groups, multiple codes are assigned.

The box “EU policy relevance” refers to the number of recommendation given by the Commission and the member states in the paper “Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on Inclusion in Diversity to achieve a High Quality Education For All 2017/C 62/02) Official Journal of the European Union 25.2.2017, <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=OJ:C:2017:062:FULL&from=EN>) (see p. 5 of this report for a discussion). The reference is marked as C XX (“Conclusion XX”). The reference to the respective recommendation has been made by the author of this synthesis report.

6.1 Good Practices Slovenia

SIM 1	
Field	Information provided
Partner Organisation	IRŠIK, SLOVENIA
Author of Information	Anica Novak Trunk
E-Mail	anicanovak@yahoo.co.uk
Title of the policy or measure (original language)	Razvijamo medkulturnost kot novo obliko sobivanja/ Izboljšanje usposobljenosti strokovnih delavcev za uspešnejše vključevanje učencev in dijakov priseljencev v vzgojo in izobraževanje
Title of the policy or measure (English)	Interculturalism as a new form of coexistence/ Improving the qualifications of professional staff for more successful integration of migrant pupils and students in education and training
Country	SLOVENIA
Name of the responsible body or organisation	ISA institute Osnovna šola, Koper
Geographical scope of the responsible body	Schools in Slovenia



Name and roles of other organisations involved	The project involved a consortium of 65 Slovenian schools (primary and secondary schools). In the network of schools, 52 additional schools were involved.
Start year of implementation	2013
End year of implementation	2015
EU policy relevance	Multiculturalism in schools/ improving skills of teachers for working in multicultural classes/ approaching integration of migrant children in schools C2; C 9; C 10
National integration policy relevance	Multiculturalism in schools/ improving skills of teachers for working in multicultural classes/ approaching integration of migrant children in schools
Policy area	Education
Specific policy, integration of Migrant/Roma area/problem area being addressed	Approaching integration of migrant children in schools
Aims and objectives of the policy or measure	The activities of the project were focused on four main objectives: - ensure the successful integration of immigrant children into the new environment - by establishing multipliers (13) and the school network to ensure long-term results - Successful integration of immigrant children - through the establishment of a network of schools, contribute to providing wider accessible support to teachers for the successful integration of immigrant children
Main activities/actions underpinning the policy or measure	The project involved a consortium of 65 schools and trained 13 multipliers that carried out direct educational activities with the migrant children. In the network of schools, 52 additional schools were involved. <u>The project included two main activities:</u> I. Professional training for professionals - the multipliers (13) took place in four modules of 64 hours in total. – 1.module: "Preparing school environment for the reception and integration of migrant children" – 2.module: "Native language and paths for learning Slovenian" – 3.module: "Intercultural dialogue and acceptance of diversity for successful integration into life" – 4.module: "We learn from each other - together we succeed" Multipliers transferred gained knowledge among school workers and in the network of schools. II. Implementation of the immigrant children program Activities of direct work with immigrant children and their families and training activities for professionals. 31,946 hours of direct work



	<p>were carried out (70% with children and immigrant parents, 30% with professional workers).</p> <p>Within the framework of the project, the model of Integration of Immigrant Children was developed and tested:</p> <ul style="list-style-type: none"> – introductory classes - before the beginning of the school year (20 hours of Slovenian language learning and integration into the new environment) – Follow up classes - during the school year (individual programme or individual plan of activities for students which includes several activities: add hours of Slovenian language, additional help to students, workshop on multiculturalism, involvement in activities of local environment, extra-curricular activities ...) <p>Within the project, the schools developed a set of best practices. Here are some of them: 1) The use of interactive teaching materials in a multicultural classroom, 2) Help among peers, tutoring and volunteering, 3) Involvement of migrant children in extracurricular activities and conducting workshops about intercultural dialogue 4) Workshops for Parents and Children –“strengthening the families.”</p>
Geographical scope of policy or measure	Network of Slovenian primary and secondary schools (all regions)
Target groups	<p>Multiplicators –teachers</p> <p>Pedagogic workers</p> <p>Migrant children and their parents</p>
Outputs (products/direct result of activities) and outcomes (impact made, wider results) of the policy or measure	<p>As already stressed, a model for the Integration of Immigrant Children was developed and tested in frame of the project:</p> <ul style="list-style-type: none"> - introductory classes - follow up classes <p>On the basis of the results of this project (<i>Interculturalism as a new form of co-existence 2013-2015</i>) and of the project(<i>Inclusion of children of migrants in education 2008-2011</i>) , the Ministry of Education, Science and Sport prepared recommendations of a two-stage model for the integration of child applicants for international protection and children with international protection into the educational system: a.) <i>introductory hours</i>, b.) <i>individual programme with additional hours of Slovenian language</i>.</p> <p>a.) Before the school year begins, it is recommended that migrants attend 20 hours of introductory hours (<i>Slo. uvajalnice</i>), mainly focused on learning the Slovenian language and getting familiar with the new school environment.</p> <p>b.) During two school years (2-year transition period), migrants are included in the individual programme with additional hours of Slovenian language (up to 120 hours) – <i>nadaljevalnice</i></p>
Key challenges faced/addressed	In reality (outside the project/s’) introductory hours are implemented only if schools have more migrant children and migrant children



	<p>receive an insufficient number of hours for learning Slovenian language.</p> <p>So there is need for more hours of Slovenian language to be financed by the Ministry for Migrant Children/ the approach on integration of migrant children shall be solved systematically on state level</p> <p>Currently the new project is being held on interculturalism - Challenges of Intercultural Coexistence 2016-2021 (as continuation of the project <i>Inter-culturalism as a new form of coexistence</i>/which is also described in practice No.2), and the model of this project will be given to the Ministry for Education, Science and Sport for assessment/consideration</p>
Key conditions for success	The approach on integration of migrant children shall be solved systematically on state level
Source of funding/Resources used	EU- European Social Fund Ministry of Education Science and Sport
Method/type and results of assessment (if any)	
Link to website, background information	http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/kadri/tif/Razvijamo_medkulturnost_kot_novo_obliko_sobivanja_-_Zbornik.pdf
Contact details	

SIM 2	
Field	Information provided
Partner Organisation	IRŠIK, SLOVENIA
Author of Information	Anica Novak Trunk
E-Mail	anicanovak@yahoo.co.uk
Title of the policy or measure (original language)	<i>Izzivi medkulturnega sobivanja –Za medkulturno sobivanje</i>
Title of the policy or measure (English)	Challenges of Intercultural Coexistence
Country	SLOVENIA
Name of the responsible body or organisation	ISA institute OŠ Koper
Geographical scope of the responsible body	Schools in Slovenia



Name and roles of other organisations involved	15 schools in the consortium and 75 partner kindergartens, primary & secondary schools & student dormitories
Start year of implementation	2016
End year of implementation	2021
EU policy relevance	Multiculturalism in schools/ improving skills of teachers for working in multicultural classes/ approaching integration of migrant children in kindergartens, primary & secondary schools C3; C 5; C 9; C 10; C 11
National integration policy relevance	Multiculturalism in schools/ improving skills of teachers for working in multicultural classes/ approaching integration of migrant children in kindergartens, primary & secondary schools
Policy area	Education
Specific policy, integration of Migrant/Roma area/problem area being addressed	Approaching integration of migrant children in kindergartens, primary & secondary schools
Aims and objectives of the policy or measure	<p>Project goal:</p> <ul style="list-style-type: none"> - to improve the qualifications of professionals for more successful integration of immigrant children into the Slovenian educational system - to contribute to greater opportunities for successful education in the greater social inclusion of migrant children - upgrade the results of the project Interculturalism as a new form of coexistence/ Improving the qualifications of professional staff for more successful integration of migrant pupils and students in education and training (2013- 2015) - implementation of the program: facing the challenges of intercultural coexistence <p>Project general aims:</p> <ul style="list-style-type: none"> - systematisation of work position of multiplier: the project foresees 15 multipliers –teachers (each multiplier covers 6 educational institutions) - additional hours of Slovenian language for migrant children of 4 years and more - 3-year transition period in primary school - Regarding secondary schools, 120 hours of Slovenian language outside classes are foreseen (2 months) <p>The programme will be tested in 2017/18 and then submitted to the ministry as a recommended model</p>
Main activities/actions	Activities:



underpinning the policy or measure	<p>I. implementation of the program of professional training of multipliers for the implementation of the program: facing the challenges of intercultural coexistence</p> <p>II. implementation of the program: facing the challenges of intercultural coexistence:</p> <ul style="list-style-type: none"> a) implementation of activities with immigrant children (introduction, individual program, follow-up course of Slovene, learning Slovenian language for parents of immigrant children, activities for preserving mother tongues and culture of immigrant children, intercultural socializing of children and parents, volunteering, events for strengthening interculturalism) b) training of pedagogic workers including school leadership (75 local consultations)
Geographical scope of policy or measure	Network of Slovenian kindergartens, primary & secondary schools, dormitories (all regions)
Target groups	<p>Multipliers –teachers</p> <p>Pedagogic workers</p> <p>Migrant children and their parents</p>
Outputs (products/direct result of activities) and outcomes (impact made, wider results) of the policy or measure	<p>The programme will be tested in 2017/18, the model will be submitted in assessment to Ministry for Education, Science and Sport.</p> <p>During the 3-year period, 90 schools will be involved in piloting model.</p>
Key challenges faced/addressed	<p>The project foresees:</p> <ul style="list-style-type: none"> - systematization of position: multiplier - more hours of Slovenian language for migrant children in kindergartens (children under 4) - establishment of 3-year transition period in primary school (existing two-year transition period is not enough ...) - for secondary schools intensive course of Slovenian language is foreseen after class 8 for a period of 2 months
Key conditions for success	<p>The programme will be tested in 2017/18, the model will be submitted in assessment to Ministry for Education, Science and Sport.</p> <p>During the 3-year period, 90 schools will be involved in piloting model.</p>
Source of funding/Resources used	<p>EU- European Social Fund</p> <p>Ministry of Education Science and Sport</p>
Method/type and results of assessment (if any)	It is expected that project will involve altogether 4500 migrant children and 6000 pedagogic workers



Link to website, background information	http://www.medkulturnost.si/
Contact details	

SI M 3	
Field	Information provided
Partner Organisation	IRŠIK, SLOVENIA
Author of Information	Anica Novak Trunk
E-Mail	anicanovak@yahoo.co.uk
Title of the policy or measure (original language)	Le z drugimi smo
Title of the policy or measure (English)	Only (with) others are we
Country	SLOVENIA
Name of the responsible body or organisation	ZRC Sazu Slovenian Educational Institute
Geographical scope of the responsible body	Slovenian schools
Name and roles of other organisations involved	Other organisations involved: <ul style="list-style-type: none"> • Slovenska filantropija • Humanitas – društvo za človekove pravice in človeku prijazne dejavnosti • LOGOUT – center pomoči pri prekomerni rabi interneta in sodobnih tehnologij • Diwan – društvo za kulturo in umetnost • Društvo za razvijanje prostovoljnega dela Novo mesto – DRPD NM
Start year of implementation	2016
End year of implementation	2021
EU policy relevance	Training of pedagogic workers on intercultural competencies C 9; C 11
National integration policy relevance	Training of pedagogic workers on intercultural competencies
Policy area	Education
Specific policy, integration of Migrant/Roma area/problem area being addressed	Multiculturalism in schools



Aims and objectives of the policy or measure	<p>Aim of the project is to train 10,000 pedagogic workers; to raise the awareness among pedagogic workers on importance of intercultural competencies for work in multicultural classes</p> <p>Main objectives of the project:</p> <ul style="list-style-type: none"> – strengthening social and civic competences – raising awareness of a diverse, multicultural society – expanding examples of good practices – sensitization for various forms of discrimination, intolerance and violence – raising the ability to use new pedagogical strategies and forms and methods of work
Main activities/actions underpinning the policy or measure	<p>Different seminars on interculturalism will be organised in all Slovenian regions.</p> <p>The following seminars are being offered (each 16 hours):</p> <p>integration, Slovenian, intercultural education and education zero tolerance of violence respectful communication, conflict resolution human rights, volunteering, healthy lifestyle intercultural relations and integration in educational practices</p>
Geographical scope of policy or measure	Implementation in all Slovenian regions: seminars will be organized as trainings at schools, regional trainings (in all 12 regions), national trainings
Target groups	teachers, educators, school counsellors and school leadership
Outputs (products/direct result of activities) and outcomes (impact made, wider results) of the policy or measure	Approximately 10,000 pedagogic workers (teachers, educators, school counsellors, school leadership) in kindergartens, primary and secondary schools, student dormitories, at popular universities are expected to be trained in the field of social and civic competences
Key challenges faced/addressed	Enhancing intercultural competencies of school workers
Key conditions for success	
Source of funding/Resources used	Ministry of Education Science and Sport EU- European Social Fund
Method/type and results of assessment (if any)	
Link to website, background information	https://lezdrugimismo.si/sl
Contact details	ZRC SAZU (Inštitut za slovensko izseljenstvo in migracije): http://isim.zrc-sazu.si/sl#v



	Pedagoški inštitut: http://www.pei.si
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SIM 4	
Field	Information provided
Partner Organisation	IRŠIK, SLOVENIA
Author of Information	Anica Novak Trunk
E-Mail	anicanovak@yahoo.co.uk
Title of the policy or measure (original language)	Potencial študentskega tutorstva za razvoj medkulturnega dialoga
Title of the policy or measure (English)	Potential of student tutoring for development of intercultural dialogue
Country	SLOVENIA
Name of the responsible body or organisation	University of Primorska, Faculty of education
Geographical scope of the responsible body	Students' practice in primary school with migrant children (in this case primary school from Koper)
Name and roles of other organisations involved	/
Start year of implementation	? (case from 2014/15)
End year of implementation	? (case from 2014/15)
EU policy relevance	C 10, C 11; C 14
National integration policy relevance	
Policy area	Education/ developing the intercultural competencies among students –future school workers
Specific policy, integration of Migrant/Roma area/problem area being addressed	
Aims and objectives of the policy or measure	Cooperation between students tutors, migrant students, and the wider school and university environment as a very effective catalyst for intercultural dialogue, which needs to be encouraged.
Main activities/actions underpinning the policy or measure	Students: Students of BA study program - Education Sciences (University of Primorska, Faculty of Education) Description Within the seminar work of the course Intercultural Education in Education (course of 2 nd year at BA level), students could select between the following two options:



	<p>a.) reading and interpreting texts on the topic of interculturalism in contemporary society <i>or</i></p> <p>b.) one semester (3 months) of planning and implementing learning assistance to the selected migrant student in a primary school. The option b.) was decided by ¼ students. Students carried out the help to migrant students. Implementation of the help and progress of the migrant student was documented in weekly written reflections.</p> <p>Each student became a tutor to one student migrant. The students tutors met with the selected migrant student for three months (once a week for 2 hours).</p> <p>During the meetings, tutors offered help to migrant students; explained the more difficult parts of the subjects, directed them to independent tasks and also helped them to learn Slovene.</p>
Geographical scope of policy or measure	
Target groups	<p>BA students of programme: Educational studies (2nd year of studies)</p> <p>Primary school migrant students</p>
Outputs (products/direct result of activities) and outcomes (impact made, wider results) of the policy or measure	<p>Due to meetings with student tutors, the pupil's sense of involvement in the new environment and, consequently their self-esteem strengthened, which had a positive effect on the level of their communication in Slovene.</p> <p>Students' experience is a great potential for recognizing learning difficulties and the quality of immigrant pupils. Through work with migrant students, students' tutors developed fundamental intercultural competencies and gained valuable practical experience.</p> <p>As important (intercultural) experiences / competences / knowledge acquired by student tutors, a multi-perspective empathy, and communicative skills were pointed out.</p>
Key challenges faced/addressed	<p>Assessment by IRŠIK and ISSBS:</p> <p>Such a practice is very valuable for future school workers. And it is also important to include the courses on interculturalism as obligatory courses within study programmes that educate future school workers. The course at the BA programme on Intercultural Education in Education (including practical work of students with migrants) seems as good practice.</p> <p>In this respect it would be necessary to include such (or similar) courses (including obligatory practice in multicultural school environment) as obligatory within all study programmes that educate future school workers (teachers, psychologists, school advisors/consultants ...).</p>
Key conditions for success	Assessment by IRŠIK and ISSBS:



	There is a need to include such (or similar courses) within all study programmes that educate future school workers (teachers, psychologists, school advisors/consultants ...). Our society is becoming more and more multicultural. Intercultural competencies are something that every teacher shall have, and shall be able to transfer to the children in order to reduce discrimination, xenophobia, stereotyping and racism (whether he/she teaches Roma, migrants minorities, children from different religions, children of parents with different sexual orientations). In addition, in multicultural classrooms, teachers need many intercultural competencies to work with children whose language, learning styles, behaviour, thinking and academic skills may differ a lot from those of the so-called mainstream students. The inclusion of courses on intercultural competences in the curricula of study programmes for teachers is therefore of crucial relevance for better inclusion of disadvantaged children in classrooms.
Source of funding/Resources used	
Method/type and results of assessment (if any)	Implementation of the help and progress of the migrant student was documented in weekly written reflections.
Link to website, background information	http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/kadri/tif/Razvijamo_medkulturnost_kot_novo_obliko_sobivanja_-_Zbornik.pdf (pages 101 - 107) University of Primorska, Faculty of Education: http://www.pef.upr.si/
Contact details	

SI R 1	
Field	Information provided
Partner Organisation	IRŠIK, SLOVENIA
Author of Information	Anica Novak Trunk
E-Mail	anicanovak@yahoo.co.uk
Title of the policy or measure (original language)	Uspešno vključevanje Romov v vzgojo in izobraževanje – uvedba romskega pomočnika
Title of the policy or measure (English)	Successful inclusion of Roma in education and care - introduction of Roma assistant
Country	SLOVENIA
Name of the responsible body or organisation	1 st project for introduction of roma assistants: 2008-2011, coordinated by Zveza romov Slovenine 2 nd project for introduction of roma assistants: 2011-2014, coordinated by Pupil University Kočevje 3 th project coordinated by CŠOD (Skupaj do znanja) 4 th project coordinated by CŠOD (Skupaj za znanje)



Geographical scope of the responsible body	Roma assistants in the areas with Roma population
Name and roles of other organisations involved	Other organizations involved are mainly primary and secondary schools with Roma pupils in Slovenia
Start year of implementation	1. ST PROJECT: 2008 2. ND PROJECT: 2011 3. TH PROJECT: 2014 4. th PROJECT: 2016
End year of implementation	1. ST PROJECT: 20011 2. ND PROJECT: 2014 3. TH PROJECT: 2015 4. th PROJECT: 2021
EU policy relevance	Strategy for inclusion of Roma children in schools/ it is also in accordance with Europe's 2020 strategy which aims to push below 10 % the rate of early school dropout C 1; C 5; C 10; C 11;
National integration policy relevance	The projects follow the solutions written in the Strategy of the Education of the Roma Population in the Republic of Slovenia (from 2004)
Policy area	Education
Specific policy, integration of Migrant/Roma area/problem area being addressed	Roma assistant: poor command of the Slovenian language and unsuccessful integration of children can be eliminated or mitigated by the introduction of a Roma assistant, which will help children overcome the emotional and linguistic obstacles and will represent a kind of bridge between kindergarten, school and Roma community.
Aims and objectives of the policy or measure	The main goals of introducing the Roma assistant: to better achieve the standards of Roma pupils' knowledge in elementary schools, to reduce the dropout rate of Roma children and Roma pupils in kindergartens and primary schools, and to ensure the highest possible transition from primary to secondary school, enable more effective inclusion of Roma in pre-primary education in accordance with the solutions presented by the Strategy of education and care in the Republic of Slovenia.
Main activities/actions underpinning the policy or measure	The strategy for enhanced inclusion of Roma students in educational processes, adopted in 2004, provides for the work position of a Roma assistant as an important measure for raising the school achievement and attendance of Roma children. The role of the Roma assistant is to help children overcome emotional and linguistic impediments prior to inclusion in kindergarten or school and to act as a liaison between the kindergarten or school and the Roma community. By adopting a professional standard for the Roma assistant (in 2007), the first normative foundations for the systemic



	<p>placement of the Roma assistant into the education system were given.</p> <p>In the years 2008 -2011, the project Successful Integration of Roma Pupils into the Education System I, which included 31 Roma assistants (project financing) was implemented.</p> <p>Between 2011 and 2014, the project Successful Integration of Roma Pupils into the Education and Training System II, which aimed at rewarding the goals and results of the first project was implemented.</p> <p>In 2014-15 the project Acquiring Knowledge Together was held.</p> <p>From 2016 to 2021, the project Together to Knowledge has been carried out. In 2016/17 there were 26 Roma assistants employed. They work in 31 elementary schools and 9 kindergartens.</p>
Geographical scope of policy or measure	Roma assistants in the areas with Roma population
Target groups	Roma children & their parents, Roma assistants
Outputs (products/direct result of activities) and outcomes (impact made, wider results) of the policy or measure	<p>The Roma assistant proved to be a positive measure for raising the social capital of the members of the Roma community. The inclusion of Roma assistants in schools, which include a larger number of Roma pupils, significantly contributed to the increased presence of Roma pupils in classes and to increasing the contacts of pupils' Roma parents with the school.</p> <p>In the framework of the projects, Roma assistants have been trained to obtain a higher level of education. Roma assistants received education and training in the Romani language, history and culture, pedagogy, didactics ... Some Roma assistants are also studying at HE level (main area: preschool education)</p>
Key challenges faced/addressed	
Key conditions for success	
Source of funding/Resources used	Ministry of Education of the RS, European social funds
Method/type and results of assessment (if any)	The introduction of Roma assistants is important instrument. But until now, the position of Roma assistant has only been found within the framework of the projects. It is important that the position becomes systematized.
Link to website, background information	<p>Link for project 1: http://www.eu-skladi.si/kohezija-do-2013/skladi/primeri-dobrih-praks/op-ropi/uspensko-vkljuevanje-romov-v-vzgojo-in-izobraevanje</p> <p>Link for project 2: http://www.ric-nm.si/si/projekti/zakljuceni/uspensko-vkljuevanje-romov-v-vzgojo-in-izobraevanje-ii/</p>



	Link for project 3: http://skupajdoznanja.si/o-projektu/ Link for project 4: http://www.csod.si/stran/skupaj-do-znanja
Contact details	

SI R 2	
Field	Information provided
Partner Organisation	IRŠIK
Author of Information	Anica Novak Trunk
E-Mail	anicanovak@yahoo.co.uk
Title of the policy or measure (original language)	Iniciativa Korak za korakom
Title of the policy or measure (English)	Initiative Step by step
Country	Slovenia
Name of the responsible body or organisation	Pedagoški inštitut
Geographical scope of the responsible body	Regions with Roma population in Slovenia
Name and roles of other organisations involved	Because the initiative includes various projects, there are different types of organizations involved within this initiative (mainly kindergartens, research institutions...).
Start year of implementation	
End year of implementation	
EU policy relevance	Inclusion of Roma children in quality preschool programmes/Early inclusion of Roma children in education C 2; C 9; C 10; C 11; C 13
National integration policy relevance	Strategy for inclusion of Roma children in schools (2004) Inclusion of Roma children in quality preschool programmes/ Early inclusion of Roma children in education - inclusion of Roma children in kindergartens at least 2 years before the primary school begins (at age4); main purpose of early inclusion in education system is to learn language (Slovenian and Roma) and socialization in educational institution, which provides children with experiences and patterns that help them to be better integrated in primary schools.
Policy area	Education and care
Specific policy, integration of Migrant/Roma	Inclusion of Roma children in quality preschool programmes/ Early inclusion of Roma children in education



area/problem area being addressed	
Aims and objectives of the policy or measure	The main aim of this initiative is ensuring inclusion of Roma children in high quality preschool programmes and to encourage enrolment of Roma children in kindergartens at least 2 years before the compulsory school begins.
Main activities/actions underpinning the policy or measure	In the framework of the initiative, the Pedagogical Institute has several projects. The cornerstone - the goal: to empower professional workers in order to be more equipped with skills to get closer to the family; to support professionals to ensure that their practice is of high quality; to perform mentoring for professionals and managers; to formulate various recommendations for Roma children – development of suitable materials for Roma children and their families
Geographical scope of policy or measure	Areas with Roma population
Target groups	Roma children and their parents, professionals who work in educational institutions
Outputs (products/direct result of activities) and outcomes (impact made, wider results) of the policy or measure	According to the evaluation made in 2013, it has been confirmed that 2 main factor have impact on success of roma children in schools: <ul style="list-style-type: none"> – inclusion in kindergartens (including regular attendance) – cooperation of parents with school
Key challenges faced/addressed	Roma children in quality preschool programmes, contributing to early inclusion of roma children in preschool education (at least 2 years before the primary school begins)
Key conditions for success	
Source of funding/Resources used	Different sources (as initiative includes various projects): national and EU funds
Method/type and results of assessment (if any)	
Link to website, background information	Pedagoški inštitut: http://www.korakzakovom.si/kategorija/za-vrtec-in-solo/projekti
Contact details	

SI R 3	
Field	Information provided
Partner Organisation	IRŠIK, SLOVENIA
Author of Information	Anica Novak Trunk
E-Mail	anicanovak@yahoo.co.uk
Title of the policy or measure (original language)	Projekt –Skupaj za znanje



Title of the policy or measure (English)	Project - Together to Knowledge (2016- 2021)/the development of support mechanisms for acquiring knowledge for members of the Roma community; the project is a continuation of the project Acquiring Knowledge Together that ended in 2015.
Country	SLOVENIA
Name of the responsible body or organization	ČSOD, Slovenia
Geographical scope of the responsible body	Activities in the areas with Roma population
Name and roles of other organizations involved	
Start year of implementation	2016
End year of implementation	2021
EU policy relevance	EU 2020 C 2; C 4; C 5; C 6; C 9; C 10; C 11; C 13
National integration policy relevance	I. The project is implemented under the 2014-2020 Operational Program, 9th priority axis: Social inclusion and poverty reduction; Priority investment 9.1 .: Active inclusion, including the promotion of equal opportunities and active participation and the improvement of employability; specific objective 2: Empowerment of target groups to approach the labour market and specific objective 3: Preventing slipping into poverty or social exclusion and reducing health inequalities. II. Strategy of the Education of the Roma Population in the Republic of Slovenia
Policy area	Social inclusion and poverty reduction
Specific policy, integration of Migrant/Roma area/problem area being addressed	Social inclusion and poverty reduction
Aims and objectives of the policy or measure	The purpose of the project is to develop (upgrade existing and establish new) support mechanisms for acquiring knowledge for members of the Roma community. In previous projects, some support mechanisms for gaining knowledge for members of the Roma community have already been established, namely <u>Roma assistants</u> , who serve as support for Roma children at school or kindergarten and as a bridge between the school or kindergarten and Roma settlement, <u>Roma educational incubators</u> , in which educational, creative and sporting activities for school and preschool children are carried out in the environments where the members of the Roma community live, as well as <u>out-of-school activities</u> in which Romani children learn about the world outside the Roma settlement through outdoor learning. The past



	<p>project “Acquiring Knowledge Together- Realizing the Objectives of the Strategy for the Education of Roma in the Republic of Slovenia” has managed to integrate the established mechanisms into a meaningful system, and the purpose of the current project “Together for Knowledge” is to upgrade this system by further developing the mechanisms already in place and establishing new mechanisms in the weaker areas, in the areas of preschool education, the inclusion of Roma parents in educational activities, the integration of educational activities with activities in other areas (social, employment, health, culture) and, accordingly, the upgrading of Roma educational incubators into multifunctional centres and the promotion of knowledge as values among members of the Roma community through all project activities, and especially through the continuing education of Roma assistants. The purpose is also to extend the system to several locations where these mechanisms are needed. The purpose of the project is in line with the current Roma Education and Training Strategy in the Republic of Slovenia.</p>
Main activities/actions underpinning the policy or measure	<p>Key activities:</p> <ul style="list-style-type: none"> – upgrading Roma educational incubators to Roma multifunction centers – upgrading the activities of multifunctional centers by strengthening the field of work with preschool children – Roma assistants (26) and improving their educational structure – out-of-school activities (main goal of these activities is to offer children possibilities that cannot be offered by school and parents, eg., camps) – the establishment of integration systems for Roma children in regular kindergartens for easier transition to elementary school with the help of Roma assistants, activities in multifunctional centers and out-of-school activities; – involvement of Roma parents in the educational activities of Roma assistants, multifunction centers and out-of-school activities; – raising social and cultural capital and promoting knowledge as a value in the areas where the members of the Roma community live; – linking the activities of education and care of Roma with other activities in the field of integration of the Roma community into the local environment and the wider society.
Geographical scope of policy or measure	Areas with Roma population



Target groups	<ul style="list-style-type: none"> - Roma children that attend kindergartens or school - Roma children who do not attend kindergartens - Roma children any youth no longer involved in education - parents of roam children - Roma assistants
Outputs (products/direct result of activities) and outcomes (impact made, wider results) of the policy or measure	
Key challenges faced/addressed	The main purpose of our project is to provide assistance to Roma children and their parents with integrating into the system of education and also acquiring new knowledge outside the school premises.
Key conditions for success	
Source of funding/Resources used	EU-European social fund Ministry for Education, Science and Sport of RS
Method/type and results of assessment (if any)	
Link to website, background information	http://www.skupajzaznanje.si/kontakt/
Contact details	

S I R 4	
Field	Information provided
Partner Organisation	IRŠIK, SLOVENIA
Author of Information	Anica Novak Trunk
E-Mail	anicanovak@yahoo.co.uk
Title of the policy or measure (original language)	Izobraževanje odraslih, pot do opolnomočenja Romov
Title of the policy or measure (English)	Education of adults, paths towards self-empowerment of Roma
Country	SLOVENIA
Name of the responsible body or organisation	Ljudska univerza, Lendava
Geographical scope of the responsible body	Education of adults, including of Roma
Name and roles of other organisations involved	
Start year of implementation	



End year of implementation	
EU policy relevance	C 4; C 8; C 10; C 13
National integration policy relevance	The aim of current financial perspective within Pupil University Slovenia is to educate those who have max. vocational education. In general, Pupil University does not differ between programmes for Roma or others (only in programmes related to ethnicity)
Policy area	Education of adults with max. vocational education/ adults with less opportunities
Specific policy, integration of Migrant/Roma area/problem area being addressed	Education of adults, including of Roma; in order to reduce marginalization, social inclusion; and to reduce differences in quality of life between citizens
Aims and objectives of the policy or measure	To decrease marginalization and social exclusion of individuals To stimulate social integration within wider community To build positive self-confidence of individuals To reduce differences in the quality of life between citizens
Main activities/actions underpinning the policy or measure	Programmes of Pupil University are the same for Roma and others (exception are programmes related to ethnicity); programmes /activities are intended for: <ul style="list-style-type: none"> – young adults who have not finished the compulsory school are encouraged to finish compulsory school within the framework of the programme Primary School for Adults – Young adults that have not finished the vocational programme are encouraged to finish it within the framework of the “Pupil University” – To include young adults (who have completed compulsory education) in different trainings – mainly in those which can help them to get the national qualification” – Encouraging parents to be included in 2 programmes for increasing the literacy: <ol style="list-style-type: none"> a.)reading for knowledge and for fun (for preschool children & their parents) b.) reading and writing together with parents and children (for school children & their parents)
Geographical scope of policy or measure	State level - Pupil universities in Slovenia
Target groups	Adults with less opportunities: adults who had problems in the process of regular education; adults with economic –financial obstacles; adults with different cultural backgrounds (migrants, minorities); adults with social obstacles (ex-prisoners)



Outputs (products/direct result of activities) and outcomes (impact made, wider results) of the policy or measure	
Key challenges faced/addressed	<p>Main reasons for unsucccess of Roma in education are:</p> <ul style="list-style-type: none"> - lack of funds for education - distance from the place of residence - lack of learning culture - education is not value for them - difficulties in integrating into the wider social community - they are ashamed of the failure and a different lifestyle (life in poverty) - they do not see sense in education - health problems (physical and psychological) <p>When including adult Roma within Pupil University, we need to consider the following:</p> <ul style="list-style-type: none"> - due to bad experiences with previous education, they have low trust in institutional education - they have a lot of problems with reading and writing, which are skills needed for learning ... - in many cases they felt ashamed that they are not able to follow the lessons or workshops - they have different rituals - it's hard for them to stick to the agreements
Key conditions for success	<p>It is very important to know how to motivate adult Roma for learning:</p> <ul style="list-style-type: none"> - of key importance are individual meetings and talks (outside the “formal” environment) - it is important to clearly present to them what their possibilities/opportunities for education are and the goals that they can achieve - it is very important to encourage them to be active (it is important to present/explain them what will they gain from particular educational activity) - it is also important to encourage implementation of educational activities in Roma settlements
Source of funding/Resources used	
Method/type and results of assessment (if any)	
Link to website, background information	http://lulendava.si/topics/novice/
Contact details	izobrazevanje@lulendava.si



SI R 5	
Field	Information provided
Partner Organisation	IRŠIK, SLOVENIA
Author of Information	Anica Novak Trunk
E-Mail	anicanovak@yahoo.co.uk
Title of the policy or measure (original language)	Šolske iniciative/projekti z romskimi otroci- Osnovna šola Franceta Prešerna Črenšovci
Title of the policy or measure (English)	School initiatives/projects with Roma children –example OŠ Franceta Prešerna Črenšovci
Country	SLOVENIA
Name of the responsible body or organisation	Osnovna šola Franceta Prešerna Črenšovci
Geographical scope of the responsible body	OŠ with Roma children in Prekmurje region
Name and roles of other organisations involved	Different organisations involved in school initiatives (NGOs, Municipality Črenšovci ...)
Start year of implementation	
End year of implementation	
EU policy relevance	Initiatives on the level of schools C 1; C 2; C 9; C 10; C 13
National integration policy relevance	
Policy area	Education
Specific policy, integration of Migrant/Roma area/problem area being addressed	Ensuring full integration of Roma children
Aims and objectives of the policy or measure	To ensure full integration of Roma children in school environment
Main activities/actions underpinning the policy or measure	Some activities: <ul style="list-style-type: none"> - on 1st school day (in 1st class) each child receives school tutor (tutors are children of 9th class), each Roma child receives tutor - Roma children in the “role of teachers”: they present Roma culture and Roma dance to other children in school - Roma school assistant as bridge between school, family and community; Roma assistant is active also in Roma settlements ... - different school projects that support better inclusion of Roma and other children in school (eg., of the project:



	enhancing the school within the framework implemented in school help in Roma settlements) - celebrating 8. April: Day of Roma
Geographical scope of policy or measure	Schools with Roma children; in our case Osnovna šola Franceta Prešerna Črenšovci, Prekmurje
Target groups	- Roma children and their parents
Outputs (products/direct result of activities) and outcomes (impact made, wider results) of the policy or measure	
Key challenges faced/addressed	There are still many challenges faced, the most relevant: - how to ensure better cooperation of parents with school - regular attendance of school by Roma children - more regular attendance of Roma children during the school help in settlements
Key conditions for success	
Source of funding/Resources used	- different sources, most though state projects: project Roma assistant, project Enhancing the school
Method/type and results of assessment (if any)	
Link to website, background information	http://www.osfpcrensovc.si/
Contact details	

SI V 1	
Field	Information provided
Partner Organisation	IRŠIK, SLOVENIA
Author of Information	Anica Novak Trunk
E-Mail	anicanovak@yahoo.co.uk
Title of the policy or measure (original language)	a.) Predmet 1. stopnje: Družbena odgovornost in prostovoljstvo b.) Izvedba usposabljanja za prostovoljce & prostovoljne aktivnosti v okviru projekta RoMigSc
Title of the policy or measure (English)	a.) BA course: Social responsibility and volunteering b.) Implementation of the training for volunteers & volunteering activities within the framework of the project RoMigSc (in case of fulfilment of obligations)
Country	Slovenia
Name of the responsible body or organisation	ISSBS, Slovenia
Geographical scope of the responsible body	a.) Savinjska region –for currently ongoing course at BA level



	b.) EU level (and beyond) for the training for volunteers & volunteering activities, delivered within the framework of the project RoMigSc
Name and roles of other organizations involved	
Start year of implementation	a.) First delivery of the course “Social Responsibility and Volunteering” was in 2013/14 b.) The training for volunteers (without volunteering activities) was organized as pilot project in 2017; Training for volunteers (including volunteering activities) will also be delivered in 2018, 2019, in 4 partner countries: FYROM, ITALY, SLOVENIA, SPAIN
End year of implementation	
EU policy relevance	Volunteering and solidarity: i.) on one hand to help disadvantaged persons to be better included socially ii.) on other hand to help young people involved in volunteering to feel more socially included, to be more engaged as citizens and to also gain experiences that will enhance their employment opportunities C 2; C 9; C 10
National integration policy relevance	Volunteering and solidarity
Policy area	Social inclusion
Specific policy, integration of Migrant/Roma area/problem area being addressed	The training for volunteers aims to equip (young) volunteers with unique skills and competencies for work with Roma/migrants. With the volunteering activities we aim to ensure better social inclusion of Roma/migrant children.
Aims and objectives of the policy or measure	a.) The course on SOCIAL RESPONSIBILITY AND VOLUNTEERING: Main aims: <ul style="list-style-type: none"> - to learn about socially responsible forms of entrepreneurial activity and their importance to society and the economy - to operate as a volunteer in volunteer organizations and have opportunity to experience how they operate - to experience and learn about the issues of underprivileged or marginal groups in a society - knowing and understanding the importance and opportunities for volunteering - to gain experience and critically evaluate situations of social and environmental responsibility related to concrete organizations



	<ul style="list-style-type: none"> - knowing how to embed volunteering in the framework of social responsibility, environmental responsibility and sustainable development <p>Main contents:</p> <ol style="list-style-type: none"> 1. Social responsibility in terms of theory and practice 2. Individual voluntary activity in organizations 3. Presentation of the report on individual voluntary activity in an organization <p>b.) TRAINING FOR VOLUNTEERS AND VOLUNTEERING ACTIVITIES within the framework of the project RoMigSc:</p> <p>Main aims:</p> <ul style="list-style-type: none"> - aims of the course “Social Responsibility and Volunteering” (see above) and - to improve intercultural skills of young volunteers (Volunteers who work with Roma/migrant children shall have intercultural competencies in order to better understand their values and behaviours, to be able to avoid possibilities of discrimination) - to promote better social inclusion of Roma and migrants <p>Main contents of the training/course –within project RoMigSc:</p> <ol style="list-style-type: none"> 1. policy/strategies for work in multicultural environment 2. intercultural competencies 3. inclusion in schools 4. youth activation –social responsibility (solidarity/EU dimension; social competencies) 5. projects and volunteer work
Main activities/actions underpinning the policy or measure	<p>a.) <u>Currently ongoing course at ISSBS:</u> No. of hours: 20 hours of tutorials + 120-150 hours of volunteering work, students can get 6 ECTS</p> <p>b.) <u>Training for volunteers and volunteering activities of project RoMigSc:</u> No. of hours within volunteering activity: 20 hours of tutorials 120 hours of volunteering work/ in case of fulfilment of requirements (participation at training, volunteering activities & preparation of assignment, students can get 6 ECTS)</p>
Geographical scope of policy or measure	<p>a.) Course at ISSBS: Students in Savinjska region</p> <p>b.) Training for volunteers and volunteering activities of the project RoMigSc: EU level- Slovenia, Italy, Spain, FYROM. Through training for volunteers & volunteering activities that will be organised within the framework of the project RoMigSc, ISSBS aims to share good practices of the course “social responsibility and volunteering” among partners (and in general at EU-level and beyond)</p>



Target groups	Target groups are: Volunteers (students) Underprivileged persons (in case of the project RoMigSc mainly migrant and Roma children and their parents)
Outputs (products/direct result of activities) and outcomes (impact made, wider results) of the policy or measure	a.) For the course “Social Responsibility and Volunteering”: approx. 20 BA students per year, equipped with knowledge on social responsibility and volunteering. b.) For the training for volunteers and volunteering activities it is expected approx. 180 persons/volunteers equipped with knowledge and skills for work with Roma/migrants; and approx. 2400 disadvantaged persons (mainly Roma and migrant children) benefiting from volunteers help
Key challenges faced/addressed	Social responsibility for vulnerable groups (in case of the project RoMigSc - Inclusion of Roma and migrant children in education with the help of volunteering) and activation of youth (18-30 years)
Key conditions for success	
Source of funding/Resources used	For RoMigSc project – EC, Erasmus + funds
Method/type and results of assessment (if any)	<p>Experience in the implementation of the course “Social Responsibility and Volunteering” shows that students have been very satisfied with the delivery and the contents. The course has been given three times (in 2013/2014, 2014/2015 and 2015/2016). On average, there were 20 students enrolled in the course each year. Students have 20 hours of tutorials as well as 120 – 150 hours of volunteering activities in different organizations in which underrepresented groups of people are involved (NGOs, educational institutions, homes for elderly, ethnic minorities, persons with disabilities, Roma people, etc.) of diverse backgrounds and ages. The main competencies that students gain through this course are ethics, critical thinking, initial and entrepreneurial skills, verbal communication skills.</p> <p>Through the project RoMigSc, we will continue to share good practices of the course implementation (including volunteering activities) in partner countries (FYROM, ITALY, SLOVENIA, SPAIN), with the aim to foster volunteering activities, solidarity, and social responsibility in the EU and beyond through the engagement of higher education students or other young people (18-30 years old). Partner HE institutions will be encouraged to accredit the course “Social Responsibility and Volunteering” at their HE institutions also and in general the accreditation of such (or similar courses) will be promoted at the EU-level or beyond with the aim of supporting youth activation</p> <p>...</p>



Link to website, background information	For the course Social Responsibility and Volunteering http://mfdps.si/ For the project RoMigSch https://romigsc.eu/?lang=sl
Contact details	

SI V 2	
Field	Information provided
Partner Organisation	IRŠIK, SLOVENIA
Author of Information	Anica Novak Trunk
E-Mail	anicanovak@yahoo.co.uk
Title of the policy or measure (original language)	Slovenska Filantropija – Usposabljanja za prostovoljce
Title of the policy or measure (English)	Slovene Philanthropy: Trainings for volunteers
Country	SLOVENIA
Name of the responsible body or organisation	Slovene Philanthropy
Geographical scope of the responsible body	State level
Name and roles of other organisations involved	
Start year of implementation	
End year of implementation	
EU policy relevance	Volunteering, social responsibility C 9; C 10; C 11
National integration policy relevance	
Policy area	
Specific policy, integration of Migrant/Roma area/problem area being addressed	The training <i>Opportunities for Intercultural Cooperation</i> responds to the increasing cultural diversity of Europe.
Aims and objectives of the policy or measure	<u>Trainings for Volunteers:</u> Aim of the training Opportunities for Intercultural cooperation : The training on volunteering and intercultural competencies. The training responds to the increasing cultural diversity of Europe. It is intended for all volunteers who are moving away from stereotypes and striving for an integrated and open society in which individuals look for a common goal.



	<p>The knowledge and skills that the participants can gain within the framework of this training:</p> <ul style="list-style-type: none"> - to learn about the concepts of perception of the different culture (prejudices and stereotypes, (not) the existence of race, difference and diversity, multicultural and intercultural society ...) - to determine what promotes and what hinders the integration of foreigners and intercultural dialogue, - to explore the importance and impact of identity, values, beliefs and behaviour of individuals, - to learn about and experience a variety of methods suitable for working in intercultural groups, - to identify possible sources of conflicts in volunteer work with people from different cultures and explore the possibilities for solving such conflicts. <p>Aim of Introductory Training on Volunteering. This training is connected with general topics, which are important for implementing volunteering work.</p> <p>Slovene Philanthropy also organizes other trainings: Group management and group dynamics; intergenerational cooperation; social, creative and movement methods for better work with the groups; communication - the key to a good relationship; improving competences for individual work with users.</p>
Main activities/actions underpinning the policy or measure	Trainings for volunteers
Geographical scope of policy or measure	Slovenia
Target groups	Volunteers
Outputs (products/direct result of activities) and outcomes (impact made, wider results) of the policy or measure	
Key challenges faced/addressed	
Key conditions for success	
Source of funding/Resources used	The trainings are for a charge (approx.. 30 EUR /training)
Method/type and results of assessment (if any)	
Link to website, background information	http://www.filantropija.org/



Contact details	
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SI V 3	
Field	Information provided
Partner Organisation	IRŠIK, SLOVENIA
Author of Information	Anica Novak Trunk
E-Mail	anicanovak@yahoo.co.uk
Title of the policy or measure (original language)	Slovenska filantropija: Program mladi migrant (v okviru programa Migranti)
Title of the policy or measure (English)	Slovenian Philontology: the programme Young Migrants (within the programme Migrants)
Country	SLOVENIA
Name of the responsible body or organisation	Slovenian Philontology
Geographical scope of the responsible body	State level
Name and roles of other organisations involved	
Start year of implementation	
End year of implementation	
EU policy relevance	C 4; C 8; C 9; C 10; C 11; C 15
National integration policy relevance	
Policy area	
Specific policy, integration of Migrant/Roma area/problem area being addressed	The programme <i>Migrants</i> Slovenian Philontology (at the system level) supports to achieve appropriate legislation and practice in the area of migration in Slovenia. Slovenian Philontology also advocates the proper protection of unaccompanied children in Slovenia and the proper access of migrants to health care.
Aims and objectives of the policy or measure	The objectives of the program “Young Migrants” are: <ul style="list-style-type: none"> - to improve the protection of minor migrants, in particular unaccompanied children, asylum seekers' children and refugee children (hereinafter referred to as the target group); - to provide psychosocial assistance and support to the target group and to ensure the protection of the rights and benefits of unaccompanied children through the provision of custody and mentoring; - to ensure better quality of leisure time of the target group, better involvement of the target group in the Slovenian environment and society;



	<ul style="list-style-type: none"> - to improve student achievement, increase literacy levels and the knowledge of the Slovene language of the target group; - To better target the target group through mediation with professional services and state institutions; - to train volunteers to work with the target group; - to improve the awareness of the professional and other public; - to include as many volunteers as possible in the program activities.
Main activities/actions underpinning the policy or measure	Main activities of the programme: mentoring activities for unaccompanied children, psychosocial support - individual counselling, practical help with integration, activities for the facilitation of integration in Slovenian environment, help with literacy and with learning the Slovenian language, implementation of the trainings for volunteers who work with this target group.
Geographical scope of policy or measure	Slovenia
Target groups	Young migrants
Outputs (products/direct result of activities) and outcomes (impact made, wider results) of the policy or measure	
Key challenges faced/addressed	
Key conditions for success	
Source of funding/Resources used	
Method/type and results of assessment (if any)	
Link to website, background information	
Contact details	http://www.filantropija.org/mladi-migranti/

6.2 Good Practices FYROM

The Former Yugoslav Republic of Macedonia M 1	
Field	Information provided
Partner Organisation	SEEU
Author of Information	Veli Kreci
E-Mail	v.kreci@seeu.edu.mk



Title of the policy or measure (original language)	Правна поддршка за ранливи групи-имигранти, бегалци
Title of the policy or measure (English)	Legal Assistance to vulnerable groups-immigrants, refugees
Country	FYROM
Name of the responsible body or organisation	LEGIS NGO
Geographical scope of the responsible body	FYROM section of the Balkan Migrant Route
Name and roles of other organisations involved	Governmental organizations, non-governmental and international organizations involved.
Start year of implementation	2014
End year of implementation	Present
EU policy relevance	Respect human rights of vulnerable groups C 15
National integration policy relevance	Strategy for Integration of refugees
Policy area	Social inclusion
Specific policy, integration of Migrant/Roma area/problem area being addressed	Integration of refugees
Aims and objectives of the policy or measure	Integration and adaptation of refugees into new conditions
Main activities/actions underpinning the policy or measure	<ul style="list-style-type: none"> - Humanitarian Protection - Irregular Immigration - Food Aid - Non-Food Items Distribution - Water, Sanitation and Hygiene - Legal Assistance - Psycho-social support - Medical Assistance - Awareness Raising - Medical Assistance - Ombudsman+Mechanism - Advocacy - Capacity Building
Geographical scope of policy or measure	Identified camps for refugees
Target groups	Refugees, immigrants, asylum seekers and irregular immigrants



Outputs (products/direct result of activities) and outcomes (impact made, wider results) of the policy or measure	Raising awareness of refugee needs in public; established station to receive items and food for refugees; initiated debate on human rights abuses to the refugees and migrants.
Key challenges faced/addressed	
Key conditions for success	
Source of funding/Resources used	Donors and partners; donations
Method/type and results of assessment (if any)	
Link to website, background information	http://legis.mk/
Contact details	http://legis.mk/contact

The Former Yugoslav Republic of Macedonia The Former Yugoslav Republic of Macedonia M 2	
Field	Information provided
Partner Organisation	SEEU
Author of Information	Veli Kreci
E-Mail	v.kreci@seeu.edu.mk
Title of the policy or measure (original language)	Зажакнување на локалните актери во процесот на интеграцијана бегалци во Македонија
Title of the policy or measure (English)	Strengthening Local Actors in Refugee Integration in Macedonia
Country	FYROM
Name of the responsible body or organisation	Macedonian Young Lawyers Association
Geographical scope of the responsible body	Municipality of Kumanovo, Municipality of Butel and Municipality of Gevgelija
Name and roles of other organisations involved	Three pilot municipalities: Municipalities of Kumanovo, Butel and Gevgelija.
Start year of implementation	January 2017
End year of implementation	April 2017
EU policy relevance	Integration of refugees C 10; C 11; C 15
National integration policy relevance	Strategy for integration of refugees
Policy area	Integration



Specific integration policy, of Migrant/Roma area/problem area being addressed	Migrant and refugee integration
Aims and objectives of the policy or measure	<ul style="list-style-type: none"> - Three individual assessments were prepared for each of the pilot municipalities for the implementation of the upcoming Strategy for Integration of Refugees and Foreigners. The assessments were discussed and prepared in cooperation with the municipalities during round tables organized with the municipalities and other partners. The results of the assessments were disseminated during a two-day seminar organized with Ministry of Labor and Social Policy and representatives of municipalities. - Six orientation sessions were organized for 3 local CSOs (DROM Kumanovo, RCOR Gevgelija, SOS child's village) as an introduction course on the refugee convention. Approximately 16 people were trained during the orientation sessions. - Six orientation sessions were organized for the same 3 local CSOs on the national legislation on asylum. Approximately 16 people were trained during the orientation sessions. - 3 seminars – round tables were organized, one on the each of the pilot municipalities with representatives from the local administration, CSOs representatives and MYLA lawyers, in which the challenges of the integration process were discussed. - 3 working groups were created in each of the municipalities, 12 people were hired to prepare action plans for implementation of the integration strategy. The groups are currently working on the actions plans and, as planned in the project, the plans shall be completed by the end of August. - MYLA has signed memorandums of cooperation with the three pilot municipalities for the implementation of the project activities and for cooperation in future activities. - MYLA organized a seminar for representatives of MLSP, local administrations, CSOs and MYLA where the individual assessments were disseminated, the goals of the new strategy integration were presented and the challenges and the roles of the municipalities were discussed. 32 people attended the seminar. Conclusions and recommendations were drafted and future activities were planned. - A national expert was chosen to prepare a comprehensive assessment for the municipalities. The assessment will be



	prepared in English and will be disseminated in validation workshop that will be organized as a closing event in September.
Main activities/actions underpinning the policy or measure	Capacity building-education and training.
Geographical scope of policy or measure	Identified municipalities
Target groups	Central and local government representatives, local NGO representatives, public and refugees
Outputs (products/direct result of activities) and outcomes (impact made, wider results) of the policy or measure	<ul style="list-style-type: none"> - Six orientation session were organized for 3 local CSOs - 3 seminars – roundtables were organized - 3 working groups are created in each of the municipalities, 12 people are hired to prepare action plans for implementation of the integration strategy
Key challenges faced/addressed	
Key conditions for success	
Source of funding/Resources used	Norwegian Embassy in Belgrade and Group 484
Method/type and results of assessment (if any)	Expert assessment
Link to website, background information	http://myla.org.mk/en/category/projects/
Contact details	http://myla.org.mk/en/

The Former Yugoslav Republic of Macedonia M 3	
Field	Information provided
Partner Organisation	SEEU
Author of Information	Veli Kreci
E-Mail	v.kreci@seeu.edu.mk
Title of the policy or measure (original language)	Социјална заштита на бегалците во Македонија
Title of the policy or measure (English)	Social Protection of Refugees in Macedonia
Country	FYROM
Name of the responsible body or organisation	Open Gate/La Strada
Geographical scope of the responsible body	Transit centers in Gevgelija and Tabanovce
Name and roles of other organisations involved	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) with a role to build long-term structures and networks in



	Macedonia and Serbia within the project “Mobile teams to assist most vulnerable refugees in Macedonia and Serbia” in order to deal with the urgent need for direct assistance and advisory support.
Start year of implementation	2015
End year of implementation	2016
EU policy relevance	Assistance to vulnerable groups-refugees C 10; C 11; C 15
National integration policy relevance	Strategy for Integration of Refugees
Policy area	Social protection to vulnerable groups
Specific policy, integration of Migrant/Roma area/problem area being addressed	Migrants and refugees
Aims and objectives of the policy or measure	Building long-term efficient structures and networks in providing effective assistance and advisory to most vulnerable refugees.
Main activities/actions underpinning the policy or measure	Establishment of the structures and networks
Geographical scope of policy or measure	Macedonia and Serbia
Target groups	Governmental institutions
Outputs (products/direct result of activities) and outcomes (impact made, wider results) of the policy or measure	Policy recommendations on establishing further legal mechanism in providing social protection to refugees and vulnerable groups.
Key challenges faced/addressed	
Key conditions for success	
Source of funding/Resources used	GIZ
Method/type and results of assessment (if any)	Semi-structured interviews and individual refugees’ stories
Link to website, background information	https://www.lastrada.org.mk/mainarchive/Priracnik%20ANG%20za%20web.pdf
Contact details	http://www.lastrada.org.mk/index.php/welcome_mk/contact

6.3 Good Practices Italy



IT M 1	
Field	Information provided
Partner organisation	Fondazione ASPHI Onlus Istituto Comprensivo Statale S .Pietro in Vincoli Regione Emilia Romagna Anastasis
Author of information	Emanuela Trevisi
E-Mail	etrevisi@asphi.it
Title of the policy or measure (original language)	“Cactus”
Title of the policy or measure (English)	“Cactus”
Country	Italy
Name of the responsible body or organisation	Fondazione ASPHI Onlus
Geographical scope of the responsible body	Milan
Name and roles of other organisation involved	Istituto Comprensivo Statale Lorenzini Feltre P. T. Cooperativa Comunità Progetto Fondazione Cariplo
Start years of implementation	2011
End year of implementation	Still in Act
EU policy relevance	Inclusion, multiculturalism C 4; C 6; C 7; C 8; C 13
National integration policy relevance	Strategy for inclusion of migrants in schools
Policy area	Inclusion and accommodation and integration
Specific policy, integration of	The Cactus project seeks to address the problem of school and social inclusion of young people who are non-Italian citizens at



Migrant/Roma area/ being-addressed	risk of delaying and failing to attend school in comparison to Italian students.
Aims and objectives of the policy or measure	<p>Encourage the learning of the specific language of the disciplines and develop language skills that enable a faster path understanding textbooks.</p> <p>Allow foreign students of secondary school to participate actively in learning specific subjects also by means of appropriate multimedia media L2 and thus to achieve their linguistic autonomy in the study of individual disciplines. This is to facilitate the correct achievement of educational goals and to orientate as much as possible continuation of studies.</p> <p>Create and maintain a permanent multidisciplinary working group and teachers, parents, local educators, experts in integration technologies and linguists who can, through different skills, create a methodological and multimedia platform for design and use of educational aids for the study of curricular disciplines in L2.</p> <p>To train teachers, parents, and extracurricular staff (and of course students) for autonomous use of this innovative methodology also in favour of other teachers and practitioners spread across Lombardy.</p> <p>Involve the institutions in disseminating the results evenly among other schools of the Milan City and Lombardy</p>
Main activities/actions underpinning the policy or measure	<p>Specific activities include: Sharing a common working methodology between project partners;</p> <p>Realization of quality pedagogical tools to support the study of students in Italian as Second Language in the different disciplines (history, mathematics, geography, science);</p> <p>Use of technology platform teachers in both the specific laboratories and the entire class group;</p> <p>Self-study development for individual students (thanks to immediate feedback);</p> <p>Managing student performance in remote feedback tutorials;</p> <p>Significant improvements in text comprehension levels;</p> <p>High satisfaction of teachers and practitioners throughout the Lombard territory.</p>
Geographical scope of policy or measure	
Target groups	The main beneficiary of the project is the school user of the "Lorenzini-Feltre" Inclusive Institute, already involved since the 2011 school year and for the whole of 2012/13. Here, the proportion of foreign students is very high, well over 60% of the total, and long-term initiatives are being taken to foster integration and facilitate learning
Outputs (products/ direct result of activities) and	Encourage learning specific language disciplines and develop language skills that enable a faster path to learning textbooks;



outcomes (impact made, wider results) of the policy of measure	<p>Allow foreign students from secondary schools to also actively participate in the learning of subject matter by means of appropriate multimedia media L2 and thus achieve their linguistic autonomy in the study of the individual disciplines. This is to facilitate the correct achievement of the educational objectives and to orientate the best possible continuation of the studies;</p> <p>Create and maintain a multidisciplinary work and multidisciplinary working group consisting of teachers, parents, local educators, experts in integration technologies and linguists who can, through different skills, create a multimedia-methodology platform for design and all use of teaching aids for studying curricular disciplines in L2;</p> <p>To train teachers, parents and others outside the school(and of course students) autonomous use of this innovative methodology also in favour of other teachers and practitioners spread across Lombardy;</p> <p>Involve the institutions in disseminating the results evenly among other school institutions in the City of Milan and Lombardy.</p>
Key challenges faced/ addressed	
Key condition for success	Open approach from stakeholders
Source of funding/ Resources used	Fondazione ASPHI Onlus Istituto Comprensivo Statale S .Pietro in Vincoli Regione Emilia Romagna Anastasis
Method/type and results of assessment (if any)	
Link to website, background information	http://www.asphi.it/progetti/progetto-cactus-per-favorire-linserimento-scolastico-e-sociale-dei-giovani-stranieri/
Contact details	http://www.asphi.it/progetti/progetto-cactus-per-favorire-linserimento-scolastico-e-sociale-dei-giovani-stranieri/ http://il2studio.integrazioni.it/?q=user

IT M 2	
Field	Information provided
Partner organisation	Caritas Roma
Author of information	
E-Mail	direzione@caritasroma.it



Title of the policy or measure (original language)	“Famiglie in movimento”
Title of the policy or measure (English)	“Moving families”
Country	Italy
Name of the responsible body or organisation	Caritas Roma
Geographical scope of the responsible body	Rome
Name and roles of other organisation involved	Cooperativa Roma Solidarietà Ministero Dell’Interno Unione Europea
Start years of implementation	9 July 2014
End year of implementation	30 June 2015
EU policy relevance	Inclusion, multiculturalism C 1; C 3; C 9; C 10; C 11; C 13
National integration policy relevance	Strategy for inclusion of family and child
Policy area	Inclusion and accommodation and integration
Specific policy, integration of Migrant/Roma area/ being addressed	The project is realized in collaboration with several schools in the Roman territory, with parents and immigrant associations, with the Municipalities I and VI of the Municipality of Rome. The design proposal sees families as the center of activity, but also involves teachers and educators who follow the children in their path of personal growth, inclusion and mutual knowledge in a social and educational context.
Aims and objectives of the policy or measure	Formative Parents’ Pat: on conflict in adolescence, also in particular related to cultural diversity. The course will be open to teachers and social workers to allow shared reflections on the adolescent world in a multicultural society; Welcome and Support for Foreign Families: Intercultural mediation interventions to foster communication, understanding and relationships between parents and teachers, between pupils, teachers and class groups;



	Paths for Young Two Generation: to enhance diversity as a resource, to manage and overcome conflicts and to recover emotional and cultural roots.
Main activities/actions underpinning the policy or measure	<p>Information and comparison meetings for parents in foreign communities and parents' associations. The course aims to offer parents the opportunity to meet and discuss parenting in a foreign country, starting from their own personal, school and migration experience in order to share both the critical as well as positive aspects that come together in the education of their own children in a cultural context other than that of their origin;</p> <p>Interactive path “The Others Are Us”: an interactive exhibition that will be presented with appropriate techniques to raise awareness and stimulate reflection on the issues of discrimination, injury and blame;</p> <p>Paths of awareness on intergenerational dialogue with respect to the named “second generation:” for secondary school students and second-grade secondary school students on the psycho-emotional and social situation of second generation immigrants through the documentary film “The Future Is Much Too Great;”</p> <p>Training courses targeting class groups with a view to reflecting on new identities in an intercultural society;</p> <p>An intercultural festival will be an opportunity to make the project visible, and the organization with young people and families of the event will strengthen the network formed by the supporters.</p>
Geographical scope of policy or measure	
Target groups	Many families and children
Outputs (products/ direct result of activities) and outcomes (impact made, wider results) of the policy of measure	
Key challenges faced/ addressed	
Key condition for success	Help for familiar cohesion
Source of funding/ Resources used	Cooperativa Roma Solidarietà Ministero Dell’Interno Unione Europea
Method/type and results of assessment (if any)	



Link to website, background information	http://www.caritasroma.it/2014/09/famiglie-in-movimento/ http://www.integrazionemigranti.gov.it/EsperienzeSulTerritorio/scuola/Pagine/famiglie-in-movimento.aspx
Contact details	http://www.caritasroma.it/2014/09/famiglie-in-movimento/

IT M 3	
Field	Information provided
Partner organisation	Consorzio Sociale Light A&I, Fondazione DAR “Cesare Scarponi”, Cooperativa Sociale Comunità Progetto
Author of information	
E-Mail	www.ctonsorziosocialelight.it www.aei.coop www.fondazionedaronlus.org
Title of the policy or measure (original language)	“Tiaccompagnoio”
Title of the policy or measure (English)	“Come with me”
Country	Italy
Name of the responsible body or organisation	Società Cooperativa Sociale Comunità Progetto.
Geographical scope of the responsible body	Inclusion in Milan and hinterland
Name and roles of other organisation involved	Fondazione Cariplo
Start years of implementation	Gennaio 2011; January 2011
End year of implementation	Dicembre 2013; December 2013
EU policy relevance	Inclusion, multiculturalism C 10; C 11; C 15
National integration policy relevance	
Policy area	Inclusion and accommodation and integration



Specific policy, integration of Migrant/Roma area/ being addressed	Creating circuits of support and accompaniment for refugees, enabling an effective integration in the socio-economic status work from the viewpoint of housing, territorial and social.
Aims and objectives of the policy or measure	It strives to involve and raise awareness of the local community and the territory through the realization of activities targeted at civil society. Activities will help to contribute to “cultural” change in terms of openness, awareness and responsibility. The project intends to create support and accompanying circuits for refugees, enabling effective integration into the socio-economic status from the point of view of housing, work and social aspects.
Main activities/actions underpinning the policy or measure	Specific activities include the creation of a housing guarantee system; awareness and involvement at different levels, from the real-estate market to private homeowners, from companies to civil society; orientation to work and reintegration into work (if possible also through the tool of work grants and apprenticeships); tutoring for housing.
Geographical scope of policy or measure	
Target groups	Political refugees and migrants in general
Outputs (products/ direct result of activities) and outcomes (impact made, wider results) of the policy of measure	Activities will help to contribute to “cultural” change in terms of openness, awareness and responsibility.
Key challenges faced/ addressed	
Key condition for success	Open disposal from stakeholders
Source of funding/ Resources used	Consorzio Sociale Light A&I, Fondazione DAR “Cesare Scarponi” Cooperativa Sociale Comunità Progetto Fondazione Cariplo
Method/type and results of assessment (if any)	
Link to website, background information	http://www.comunitaprogetto.org/progetti/ti-accompagno-io
Contact details	www.ctonsorziosocialelight.it www.aei.coop www.fondazionedaronlus.org



Field	Information provided
Partner organisation	Fondo Europeo Per l'Integrazione di Cittadini dei Paesi Terzi; Ministero dell'Interno; Associazione Tecla
Author of information	Loredana Zappalà – University of Catania; Federica Zanello – Provincia della Spezia; Alessandra Butera – Associazione TECLA; Ferdinando Luciani – Provincia di Perugia;
E-Mail	
Title of the policy or measure (original language)	Progetto “Prov-Integra”
Title of the policy or measure (English)	“Prov- Integra”
Country	Italia, Italy
Name of the responsible body or organisation	European Foundation for Citizen Integration from Third Countries; Ministero dell'Interno; Associazione Tecla
Geographical scope of the responsible body	Italy
Name and roles of other organisation involved	Fondo Europeo Per l'Integrazione di Cittadini dei Paesi Terzi; Ministero dell'Interno; Associazione Tecla; Others: Provincia della Spezia; Provincia di Alessandria; Provincia di Ascoli Piceno; Provincia di Fermo; Provincia di Firenze; Provincia dell'Aquila; Provincia di Milano; Provincia di Modena; Provincia di Parma; Provincia di Perugia; Provincia di Pesaro Urbino; Provincia di Pisa; Provincia di Roma; Provincia di Torino; Unione Province d'Italia; Italia Lavoro
Start years of implementation	January 2011
End year of implementation	June 2011
EU policy relevance	Inclusion of migrants C 10; C 11; C1 5
National integration policy relevance	The project involves the experimentation of a protocol for management in the fields of reception and integration of



	foreigners in Italy, with particular attention to the learning of the Italian language, in the light of the Decree of 4 June 2010 of the Ministry of the Interior, operative starting as of December 9, 2010, introducing a mandatory Italian language test for foreigners wishing to request the granting of the so-called “EC permit for long-term residents.”
Policy area	Inclusion
Specific policy, integration of Migrant/Roma area/ being addressed	Improving governance in programming and policy management for integration of regular immigrants; Strengthen the ability of the provinces to favour employability, improvement and recognition of the skills of resident immigrant workers in Italy, as well as consolidating the role of services offered by CPI to these.
Aims and objectives of the policy or measure	The project aim consists in ensuring and improving processes, integration and social inclusion of immigrants residing regularly in Italy through the offering of theoretical practical language-training paths in Italian, civic orientation and professional training, closely related to the employment needs of the enterprises of the territories involved in the project, with aimed at contributing to the improvement of the employability of the final beneficiaries of the project.
Main activities/actions underpinning the policy or measure	<ul style="list-style-type: none"> - Organization of specific informational counters at multiple CPI on the purposes and activities of the Prov-Integra Project - Educational actions of the Italian language - Cross-skills training actions - Knowledge of Italy - Individual actions directed at individual immigrants, specifically targeted at placement and redeployment - Carrying out of individual attitudinal and professional orientation talks - Organization of professional training courses - Supporting and accompanying baby actions - sitting, a good meal, transportation to facilitate attendance at courses
Geographical scope of policy or measure	Italy
Target groups	Immigrants regularly staying in Italy
Outputs (products/ direct result of activities) and outcomes (impact made, wider results) of the policy of measure	Social inclusion of regular migrants in order for integration based on work



Key challenges faced/ addressed	
Key condition for success	Collaboration between stakeholders and P.A.
Source of funding/ Resources used	Fondo Europeo per l'Integrazione di cittadini di Paesi Terzi; Ministero dell'Interno
Method/type and results of assessment (if any)	
Link to website, background information	http://www.tecla.org/files/1017.pdf
Contact details	Ministero dell'Interno, Dipartimento Libertà civili e Immigrazione, Direzione centrale per le Politiche dell'Immigrazione e dell'Asilo; Unione delle Province d'Italia

IT M 5	
Field	Information provided
Partner organisation	Programma Integra; Ente attuatore: Capofila: Regione Lazio–Direzione Lavoro; Commissione Europea e dal Ministero del Lavoro e delle Politiche Sociali nell'ambito del FAMI-Fondo asilo migrazione e integrazione
Author of information	
E-Mail	c.raguso@programmaintegra.it – progetti@programmaintegra.it
Title of the policy or measure (original language)	“ProgettoIpocad”
Title of the policy or measure (English)	Ipocad Project
Country	Italy
Name of the responsible body or organisation	Programma Integra
Geographical scope of the responsible body	Region of Lazio, Italy
Name and roles of other organisation involved	Partner: ASAP – Agency for developing public administration FOCSIV Volontari nel mondo



	<p>Programma integra s.c.s. Innovation Europe s.c.s. CESV – Center of Services for Volunteerism Parsec cooperativa sociale Acli provinciali Frosinone</p>
Start years of implementation	1 April 2017
End year of implementation	30 September 2018
EU policy relevance	<p>Promotion of active participation of migrants in the economic, social and cultural life through the enhancement of associations</p> <p>C 6; C 10; C 11; C 15</p>
National integration policy relevance	Regional programme of integration
Policy area	Interculturalism
Specific policy, integration of Migrant/Roma area/ being addressed	To encourage the participation of foreign nationals in public and social life and to raise awareness of the host community by fostering mutual knowledge and respect.
Aims and objectives of the policy or measure	<p>Analyse in quantitative and quality terms the status of migrant association in the Lazio Region;</p> <p>Capitalize on the results of the co-design work carried out by the Health and Social Policy Department and the six project partners;</p> <p>Developing paths of promotion and consolidation of association, planning activities (training and consulting) that provide the recipients with the tools needed to operate independently and in a competent manner;</p> <p>Stimulate associations' (or organized groups that want to advance in association) awareness of the importance of investing in promoting their own activities and of the importance of being offered to the community as an active and necessary resource, possessing knowledge, skills and capacity for citizenship.</p>
Main activities/actions underpinning the policy or measure	Start up: setting up a steering committee with the task of defining working tools and methodologies and how to manage and communicate project activities;



	<p>Analysis of needs: research activities on the status of migrant associations in the Lazio Region;</p> <p>Training: creating all or part of regional literacy paths across the whole region according to the target audience's target;</p> <p>Consultative accompaniment: realization of support activities for associations in the Lazio region that can stimulate empowerment and skills in organizing complex initiatives;</p> <p>Organizing events run in a complex way (strategy, promotion, implementation, financial management and organizational management entirely taken care of by the associations) to promote association and network the migrants concerned with local institutions.</p>
Geographical scope of policy or measure	Region of Lazio integration
Target groups	Associations of migrants and second generations; Entities / associations registered to the register of cui to the art. 42 of the Consolidated Law on Immigration or registered with other public registers; third-country nationals regularly residing in Italy; international protection holders
Outputs (products/ direct result of activities) and outcomes (impact made, wider results) of the policy of measure	To promote actions to achieve effective governance of labour and integration policies that take into account the peculiarities of the migratory phenomenon and the local labour market
Key challenges faced/ addressed	
Key condition for success	Experience in immigration cultural knowledge and sharing capacity
Source of funding/ Resources used	Programma Integra; Ente attuatore: Capofila: Regione Lazio–Direzione Lavoro; Commissione Europea e dal Ministero del Lavoro e delle Politiche Sociali nell'ambito del FAMI-Fondo asilo migrazione e integrazione
Method/type and results of assessment (if any)	
Link to website, background information	http://www.programmaintegra.it/wp/programma-integra/progetti/ipocad-azione-4-promozione-della-partecipazione-attiva-dei-migranti-alla-vita-economica-sociale-e-culturale-anche-attraverso-la-valorizzazione-delle-associazioni-lett-g/
Contact details	c.raguso@programmaintegra.it – progetti@programmaintegra.it



IT M 6	
Field	Information provided
Partner organisation	Cooperativa Comunità Progetto Comune di Milano
Author of information	Paola Massari
E-Mail	stranieri@comunitaprogetto.org
Title of the policy or measure (original language)	“Casa Gauguin”
Title of the policy or measure (English)	Gauguin’s house
Country	Italia, Italy
Name of the responsible body or organisation	Cooperativa Comunità Progetto
Geographical scope of the responsible body	Milano, Lombardia
Name and roles of other organisation involved	Cooperativa Comunità Progetto, Comune di Milano and many others
Start years of implementation	2010
End year of implementation	Still in act
EU policy relevance	Strategy for rehabilitation, inclusion and integration of victims of trafficking in contact with the social service activated by the municipality of Milan C 10; C 11; C 15
National integration policy relevance	The municipality of Milan has assigned Casa Gauguin to Community Project as being well offered by organized crime within the meaning of the second paragraph of Article 2, letter B of Law N.575 of 31.5.1965, in a concession for free use for social purposes.
Policy area	Integration and inclusion
Specific policy, integration of	Exploitation includes the exploitation of prostitution of others or other forms of sexual exploitation, labour and forced labour and service, slavery or similar practices of slavery, servitude or



Migrant/Roma area/ being addressed	removal of organs. (Protocol of Palermo of December 2000, supplementary to the United Nations Convention against Transnational Crime).
Aims and objectives of the policy or measure	The project responds to the need for shelter. The goal is to strengthen autonomy and improve the social inclusion of people who are preparing to face the end of a protection programme for victims of human trafficking. Light receptions, functional to the definitive social and housing reintegration.
Main activities/actions underpinning the policy or measure	Finding houses and solutions for men and women inserted in protection programmes for human trafficking
Geographical scope of policy or measure	
Target groups	The addressees of the Casa Gauguin project are foreign persons who are victims of trafficking in persons under social protection measures pursuant to Art. 18 of D.Lgs. 288/98
Outputs (products/ direct result of activities) and outcomes (impact made, wider results) of the policy of measure	An asset seized for organized crime aimed at women and men who have been victims of criminal organizations
Key challenges faced/ addressed	
Key condition for success	Availability for social rehabilitation and individual overcoming of psychological barriers
Source of funding/ Resources used	Cooperativa Comunità Progetto, Comune di Milano
Method/type and results of assessment (if any)	
Link to website, background information	http://www.comunitaprogetto.org/progetti/casa-gauguin
Contact details	stranieri@comunitaprogetto.org Società Cooperativa sociale Comunità Progetto a.r.l. Via Soperga 13, 20127 Milano Telefono 0297069378 Fax 0297069380 mail: info@comunitaprogetto.org Indirizzo PEC: comunitaprogetto@pec.it



Field	Information provided
Partner organisation	Regione Calabria, ITALY Fondo Sociale Europeo Fondazione Field – Regione Calabria
Author of information	Giuseppe Scopelliti
E-Mail	m.chiarella@regcal.it
Title of the policy or measure (original language)	“Un popolo di bambini”
Title of the policy or measure (English)	“People of children”
Country	Italia, Italy
Name of the responsible body or organisation	Prof. Mario Caligiuri, Dott.ssa Maria Antonella Cauteruccio, Dott.ssa Maria Antonietta Crea, Dott.ssa Sabrina Cretella, Dott. Giuseppe Critelli, Dott.ssa Rosy De Sensi, Dott.ssa Sabrina Gigliotti, Dott.ssa Teresa Guerrieri, Dott.ssa Maria Laganà, Dott. Antonio G. Marino, Dott.ssa Maria Miceli, Dott.ssa Emilia Mortati, Dott.ssa Cinzia Sgrecia, Dott.ssa Giovanna Sestito, Dott.ssa Antonella Vecchio.
Geographical scope of the responsible body	Regional State level
Name and roles of other organization involved	Calabria Region, south of Italy
Start years of implementation	January- June 2012
End year of implementation	
EU policy relevance	Social inclusion C 3; C 10; C 11; C 13
National integration policy relevance	Strategy for inclusion of Roma children
Policy area	Education
Specific policy, integration of Migrant/Roma area/ being addressed	Roma’s education: exclusion of cultural marginalization, language education, fighting the early school dropout



<p>Aims and objectives of the policy or measure</p>	<ul style="list-style-type: none"> - Work for the rapid resolution of problems at the institutional, school and family level and in nomadic communities; - Operational modes for the implementation of the project - Retrieve educated persons in difficulty - Promote interest in school to prevent school failure and dispersal. - Encourage cultural partner integration by correcting discrimination factors. - Accomplish goals together - Promote civic and collaborative behaviours - Check emotions - Support interpersonal contact - Comply with rules - Get used to the appropriate sport practice
<p>Main activities/actions underpinning the policy or measure</p>	<p>The activities include four modules:</p> <ol style="list-style-type: none"> 1) “Music” module: Music is an instrument of intercultural encounter and joy to express emotions in children. In addition, the final challenge of a concert also represents an overcoming of initial skills and a positive reinforcement of self-esteem. 2) “Fairy” module: By listening to fairy tales, children can gain confidence in their skills and strength to overcome difficulties of their former way of living by identifying with the hero. It is also an ideal tool to increase the creative and imaginative skills of children. 3) “Social Theatre” module: The active social theatre methods allow minors to play in the game as a kind of struggle in which there are rules to be respected but at the same time, fun is had. In a secure framework, students learn how to express themselves together with their companions and discover their deep identities with their resources. 4) “Sport” module: This module intends to leverage these needs, certainly to gain awareness of the specific motor, but above all to provide socialization opportunities to discover the positive values of sport such as respect for rules and self-discipline, reinforcing personal self-esteem and motivation to participate in school teaching activities. <p>Cross-Module Objectives Retrieve Educated Persons in Difficulty: Promote interest in school to prevent school dropout. Encourage cultural partner integration by addressing discrimination factors. Accomplish goals together, promote civic and collaborative behaviours, check emotions, support interpersonal contact, comply with rules</p>
<p>Geographical scope of policy or measure</p>	



Target groups	Bambini e ragazze frequentanti le scuole dell'infanzia, primaria e medie che accolgono bambini e ragazzi rom. Children, boys and girls, attending primary and secondary schools that involve Roma.
Outputs (products/ direct result of activities) and outcomes (impact made, wider results) of the policy of measure	Music, theatre, art finalized to inclusion and self-expression
Key challenges faced/ addressed	
Key condition for success	
Source of funding/ Resources used	Regione Calabria, ITALY Fondo Sociale Europeo Fondazione Field – Regione Calabria
Method/type and results of assessment (if any)	
Link to website, background information	www.regione.calabria.it www.regione.calabria.it/istruzione/allegati/rom.pdf
Contact details	m.chiarella@regcal.it

IT R 2	
Field	Information provided
Partner organisation	BiR/Bambini in Romania Onlus SpiritRomanesc Il Nuovo Fantarca Upre Roma Partner associated: Municipality of Milano; Municipality of Bari; Roma Capitale; RESS Ricerche Educative e Studi Sociali; European Children Film Association
Author of information	BiR Romania
E-Mail	info@luoghicomuni.eu
Title of the policy or measure (original language)	“Luoghi Comuni – Insieme oltre i pregiudizi”
Title of the policy or measure (English)	“Common places – Together beyond prejudices”
Country	Italia, Italy
Name of the responsible body or organization	Luoghi Comuni



Geographical scope of the responsible body	Italy
Name and roles of other organisation involved	BiR/Bambini in Romania; Onlus Spirit Romanesc; Il Nuovo Fantarca; Upre Roma; Comune di Milano; Comune di Bari; Roma Capitale; RESS Ricerche Educative e Studi Sociali; European Children Film Association
Start years of implementation	2017
End year of implementation	2020
EU policy relevance	The project also intends to enhance local networks and disseminate good practices at local, national and European levels through participatory research in Italy and Europe and the consequent publication of gender-sensitive methodological guidelines for actions to support schooling and empowerment of Roma students, disseminating well-proven good practices C1; C 10; C 11
National integration policy relevance	Strategy for inclusion of Roma, Sinti and Camminants.
Policy area	Education and inclusion.
Specific policy, integration of Migrant/Roma area/ being addressed	The aim of the project is to fight Roma discrimination in school: education is an essential condition for inclusion as it offers participants the opportunity to fully exercise their civil, political and social rights.
Aims and objectives of the policy or measure	-Preventing and combating discrimination in primary school by combating prejudices and stereotypes against Roma through an empowerment path including a theatrical workshop involving Roma / non-Roma children between the ages of 8 and 11. -Promote the continuation of girls / roma studies (12-15 years), through a process of empowerment (to enhance self-awareness and their rights) and video labs to contribute to the deconstruction of stereotypes against Roma. -Involvement of local, national and European civil society through a campaign that will invite the public to view the 3 videos produced by the project and, in parallel, disseminate the project website, goals, activities and products. All intercepted civil society will be asked to express their views on 3 topics: topic exposure, technical achievement and impact on inclusion.
Main activities/actions underpinning the policy or measure	The activities will be carried out by local teams (coordinators, mediators / educators / educators) in the cities or provinces of Milan, Rome and Bari, where 14-year-old girls/16-year old Roma / non-Roma youth will be actively involved with media educators



	and theatre directors for the realization of 3 videos and 3 theatre plays.
Geographical scope of policy or measure	Roma inclusion in Roma, Milano and Bari
Target groups	Roma children, Sinti, Camminants (14-16 years old)
Outputs (products/ direct result of activities) and outcomes (impact made, wider results) of the policy of measure	Incoming
Key challenges faced/ addressed	
Key condition for success	
Source of funding/ Resources used	/
Method/type and results of assessment (if any)	
Link to website, background information	http://www.luoghicomuni.eu/partners/ https://www.facebook.com/Luoghi-Comuni-516042935187374/?fref=ts
Contact details	info@luoghicomuni.eu

IT V 1	
Field	Information provided
Partner organisation	Farsi Prossimo ONLUS scs
Author of information	Francesco Sdraiati
E-Mail	casa.suraya@farsiprossimo.it
Title of the policy or measure (original language)	“Casa Suraya”
Title of the policy or measure (English)	
Country	Italia, Italy
Name of the responsible body or organisation	Farsi Prossimo ONLUS scs
Geographical scope of the responsible body	
Name and roles of other organisation involved	Farsi Prossimo ONLUS scs



	<p>Support:</p> <p>Volunteers supporting general activities, distribution of clothes, etc. Caritas Ambrosiana; Parrocchia S.Maria Nascente in QT8.</p> <p>Italian courses and training.: Centro Diurno “Il filo dell’aquilone” Italian school CPIA, Strutture ospedaliere, medici di base; Istituti scolastici, Questura, Prefettura, ASL, anagrafe; Servizi psicologici e psichiatrici</p>
Start years of implementation	2014
End year of implementation	Still in act
EU policy relevance	<p>Strategy for inclusion of migrants</p> <p>C 15; C 10; C 11</p>
National integration policy relevance	Strategy for inclusion of migrants in Milan, offering hospitality during migrations.
Policy area	Inclusion
Specific policy, integration of Migrant/Roma area/ being addressed	Casa Suraya is a shelter accommodation hosted by migrants in transit to Milan. Usually people stay in Casa Suraya just a few days to rest from the long journey and then continue to other European countries. Since the beginning of the refugee emergency in June 2015, Cooperative Farsi Next has hosted more than 12,000 people (40% youth including many new born). Services: 150 beds, board, lodging, distribution of personal hygiene products, health and legal care, distribution of clothes and animation for children.
Aims and objectives of the policy or measure	The purpose is to develop and manage socio-sanitary-educational services to assist people in difficulties and who are marginalized and / or at risk of marginalization and deviance (violating social rules), in the territorial sphere of the Diocese of Milan, in particular offering shelter and material support to migrants.
Main activities/actions underpinning the policy or measure	<p>Temporary shelter for of adults and children offering: food, lodging, distribution of personal hygiene products, health care, legal assistance, distribution of clothes, animation for children.</p> <p>Long-term welcome for asylum seekers through an independent educational pathway that supports autonomy (orientation to language and professional training, support for work and housing research, assistance in the management of administrative practices, healthcare, guidance to services, institutions and associations active in the territory)</p> <p>The service is completely free, guests accept house regulations in addition to rules of conduct and correct use of spaces (common and single rooms), hours of use for canteen, outpatient, distribution, etc.</p>
Geographical scope of policy or measure	Milano, Italy



Target groups	Families of refugees and asylum seekers who, in the majority of cases, come from southern Italy and pass through the territory of the city of Milan.
Outputs (products/ direct result of activities) and outcomes (impact made, wider results) of the policy of measure	The project provides hospitality to refugee families fleeing the war.
Key challenges faced/ addressed	Lack of confidence
Key condition for success	
Source of funding/ Resources used	Farsi Prossimo ONLUS scs
Method/type and results of assessment (if any)	
Link to website, background information	http://www.farsiprossimo.it/aree-di-intervento/area-stranieri-centri-di-accoglienza/la-casa-di-suraya-2
Contact details	tel. 02/33431620; e-mail: casa.suraya@farsiprossimo.it

6.4 Good Practices Turkey

TR M 1	
Field	Information provided
Partner Organisation	Istanbul Bilgi University
Author of Information	Müge Ayan
E-Mail	muge.ayan@bilgi.edu.tr
Title of the policy or measure (original language)	Suriyeli Mülteci Çocuklarla Elele
Title of the policy or measure (English)	Syr – Round the Children
Country	Turkey
Name of the responsible body or organisation	Merhum Hacı Habibullah Gerede Vakfı
Geographical scope of the responsible body	İstanbul (Turkey)



Name and roles of other organisations involved	Co-beneficiaries: Centro Internazionale Per La Promozione Dell'educazione E Lo Sviluppo - CEIPES (Italy), Üsküdar Üniversitesi (Turkey)
Start year of implementation	2017
End year of implementation	2018
EU policy relevance	C 15; C 13
National integration policy relevance	
Policy area	
Specific policy, integration of Migrant/Roma area/problem area being addressed	
Aims and objectives of the policy or measure	The project aims to increase know-how in Turkey with best practices from Europe about the legal, economic and social rights of refugees with special emphasis on children and to improve the educational conditions for child refugees in Turkey based on a EU model. This is expected to increase cooperation between HAGEV and its EU partner in the area of children refugees.
Main activities/actions underpinning the policy or measure	<ul style="list-style-type: none"> - Research on socioeconomic situation of Syrians in İstanbul, the perceptions of local people on Syrian migrants and the best practices at EU level about migrant policies is conducted. - An online tool is created to establish and sustain networks among CSOs both in EU countries and Turkey about the integration of migrants. - Two study visits are organized to observe best practices about migration and workshops are organized on special topics during these study visits. - A study meeting in İstanbul is organized about the integration of migrants'/refugees' children. - A drama training is organized for both Turkish and Syrian children to support Syrians adaptation to social life. - A role-playing activity is arranged for children to internalize the intercultural learning process. - At the end of the project a gala night is organized to increase awareness about the issue.
Geographical scope of policy or measure	İstanbul
Target groups	Refugees with special emphasis on children
Outputs (products/direct result of activities) and outcomes (impact made,	<ul style="list-style-type: none"> - An online tool - Study visits - Training activities



wider results) of the policy or measure	
Key challenges faced/addressed	
Key conditions for success	
Source of funding/Resources used	funded by European Union
Method/type and results of assessment (if any)	-
Link to website, background information	http://www.syrround-eu.org/
Contact details	Telephone: +90 555 488 62 35

TR M 2	
Field	Information provided
Partner Organisation	Istanbul Bilgi University
Author of Information	Müge Ayan
E-Mail	muge.ayan@bilgi.edu.tr
Title of the policy or measure (original language)	Urban Adaptation School
Title of the policy or measure (English)	Urban Adaptation School
Country	Turkey
Name of the responsible body or organisation	Family, Women and Disabled Center (AKDEM)
Geographical scope of the responsible body	Istanbul
Name and roles of other organisations involved	-
Start year of implementation	2011
End year of implementation	Continues
EU policy relevance	C 2; C 4; C 6; C 8; C 15
National integration policy relevance	
Policy area	
Specific policy, integration of Migrant/Roma area/problem area being addressed	



Aims and objectives of the policy or measure	<ul style="list-style-type: none"> -Reducing social integration problems - Developing a fast adaptation process in children - Introducing Turkish society and raising awareness on all areas.
Main activities/actions underpinning the policy or measure	<p>A course programme consisting of 16 modules is developed and implemented. The program, which is designed to integrate immigrants to urban life, includes the following main subjects: Turkey, Istanbul, Environment, Seasons, Traffic Rules and Rules of Good Manners.</p> <p>Also, the following extracurricular activities are being offered: Drama activities, excursion, cinema, theatre</p>
Geographical scope of policy or measure	Istanbul
Target groups	Immigrants
Outputs (products/direct result of activities) and outcomes (impact made, wider results) of the policy or measure	<p>Lesson modules and teaching materials are developed. For further information please see:</p> <p>http://www.il2ii.eu/Files/good_practice_documents/131e4e46-22e7-461e-8a0b-37cb2a6d99bf1_oturum_turkiyemiz_doc.pdf</p> <p>http://www.il2ii.eu/Files/good_practice_documents/8778df1b-ad2a-4c2d-938b-8e947e728e571_oturum_istanbul_doc.pdf</p> <p>http://www.il2ii.eu/Files/good_practice_documents/bba76364-d374-4896-aa91-801e69d7029d4_oturum_doga_ve_cevre_doc.pdf</p> <p>http://www.il2ii.eu/Files/good_practice_documents/31ace6c6-7763-476d-bee8-dcfe77329a715_oturum_mevsimler_doc.pdf</p>
Key challenges faced/addressed	
Key conditions for success	
Source of funding/Resources used	Zeytinburnu Municipality
Method/type and results of assessment (if any)	
Link to website, background information	http://www.akdem.org.tr
Contact details	Nezihe ATILGAN / nezihe.atilgan@zeytinburnu.bel.tr

TR M 3	
Field	Information provided
Partner Organisation	Istanbul Bilgi University
Author of Information	Müge Ayan
E-Mail	muge.ayan@bilgi.edu.tr
Title of the policy or measure (original language)	Educational Support for Syrian Refugees and Asylum Seekers in Fener-Balat



Title of the policy or measure (English)	Educational Support for Syrian Refugees and Asylum Seekers in Fener-Balat
Country	Turkey
Name of the responsible body or organisation	Mavi Kalem (/Blue Pencil Association)
Geographical scope of the responsible body	Fatih/İstanbul
Name and roles of other organisations involved	-
Start year of implementation	2014
End year of implementation	Continues
EU policy relevance	C 8; C 4; C 15; C 10
National integration policy relevance	
Policy area	
Specific policy, integration of Migrant/Roma area/problem area being addressed	
Aims and objectives of the policy or measure	- Enrolling Syrian children in public schools and taking the equivalency certificates from the Ministry of Education. -Improving Syrian refugee children's academic achievement
Main activities/actions underpinning the policy or measure	- Turkish language courses - Capacity building and socialization workshops
Geographical scope of policy or measure	Fener and Balat
Target groups	Refugees
Outputs (products/direct result of activities) and outcomes (impact made, wider results) of the policy or measure	Syrian women and children in Fener and Balat developed their skills and knowledge about Turkish language. Within the scope of the child programme supported by this association, Syrian children who learned Turkish language participated in different social activities of the Blue Pencil Association. Thus, it enabled children to be more social in their lives.
Key challenges faced/addressed	
Key conditions for success	- Social adaptation: Blue Pencil Association supports children's education because it has cooperation with the Ministry of Education for enrolling children in public schools and taking the equivalency certificates from the Ministry of Education. Through language courses, Syrian



	<p>women and children are encouraged to improve their language skills in Turkish. As a result of this, social adaptation has been enhanced among Syrian refugees and asylum seekers living in Fener and Balat.</p> <p>- Language acquisition: Syrian children who learned Turkish participate the activities and workshops within the context of the programme related to children of this association. By this way, they can improve their knowledge and skills about social life.</p>
Source of funding/Resources used	<p>Funders of the Association are:</p> <p>EU Youth and Education Center / 2007 – ...</p> <p>US Embassy Youth Empowering Fund / 2008</p> <p>Avans University / Holland / 2013</p> <p>Global Fund for Children / 2010-...</p> <p>Holland Consulate Matra program 2007 / 2012 / 2013</p> <p>International Women of Istanbul / 2007 – ...</p> <p>Intrepid Foundation / 2010 -...</p> <p>UK Embassy Human Rights Fund / 2011</p> <p>Canada Embassy Development and Partnership Fund / 2002</p> <p>Mediterranean Women Fund / 2012</p> <p>Mercy Corps Foundation / 2001</p> <p>Our Bodies Ourselves Organisation / 2005</p> <p>Oxfam UK / 2008</p> <p>WON Agency / 2014</p>
Method/type and results of assessment (if any)	
Link to website, background information	http://www.mavikalem.org/category/eng/
Contact details	mavikalem@mavikalem.org

TR M 4	
Field	Information provided
Partner Organisation	Istanbul Bilgi University
Author of Information	Müge Ayan
E-Mail	muge.ayan@bilgi.edu.tr
Title of the policy or measure (original language)	Syrian Refugees Program
Title of the policy or measure (English)	Syrian Refugees Program
Country	Turkey
Name of the responsible body or organisation	Yuva Association
Geographical scope of the responsible body	İstanbul, Gaziantep, Hatay



Name and roles of other organisations involved	-
Start year of implementation	1990
End year of implementation	Continues
EU policy relevance	C 4; C 6; C 8; C 9; C 10; C 11; C 15
National integration policy relevance	
Policy area	
Specific policy, integration of Migrant/Roma area/problem area being addressed	
Aims and objectives of the policy or measure	Yuva Association has two “Community Centers” in Gaziantep and Hatay. Within the scope of the Syrian Refugee Program, the association provides vocational and language courses to refugees and asylum seekers through “Community Centers.” In addition to this, psychological support is given to Syrian refugees and asylum seekers. Within this program it is aimed to support them about overcoming their traumatic stress. Moreover, ICT training courses are also provided to Syrian refugees and asylum seekers to improve their professional skills.
Main activities/actions underpinning the policy or measure	<ul style="list-style-type: none"> - Providing employment services to migrants (including the promotion of recognition of qualifications previously acquired and initiatives/programmes that facilitate access to jobs and the transition to work) - Providing supporting services to migrants, such as: psychological support, mentoring, health guidance, legal counselling, assistance with legal procedures, translation/interpretation services, number of contact points/facilities, counselling, social support, housing support, existence of facilities for temporary housing, among others - Providing language courses in both Turkish and English
Geographical scope of policy or measure	Istanbul, Gaziantep, Hatay
Target groups	Syrian refugees and asylum seekers over the age of 15
Outputs (products/direct result of activities) and outcomes (impact made, wider results) of the policy or measure	<ul style="list-style-type: none"> - Many Syrian refugees and asylum seekers received psychosocial support. Thus, they learned ways of coping with their psychological problems and it allowed them to participate in social life more actively. - Through this practice, Syrian people who participated in training courses had a chance to have a job for sustaining their livelihood.



	<ul style="list-style-type: none"> - Many Syrian refugees and asylum seekers improved their skills and knowledge in Turkish by joining to Turkish language courses.
Key challenges faced/addressed	
Key conditions for success	<ul style="list-style-type: none"> - Community Based Non-formal Learning: People learn from each other through the training of trainers who are members of the community. Afterwards the communities do not need a teacher or an expert. Thus the learning process becomes localized and genuine, an easier internalization of the knowledge and behaviour by the community and a faster dissemination becomes possible. - Grassroots Movement: More than 30 local employees, such as social workers who run from door to door to identify needs for vocational trainers, are working for the development and empowerment of their own community. The Association gives shape to its programs together with local communities and stakeholders. - Holistic Approach: Young people and adults receive ecological literacy trainings while learning a foreign language on one hand and participating in human rights, gender and intercultural learning activities on the other hand.
Source of funding/Resources used	<p>Amerikan Baro Birliği (ABA ROLİ) European Climate Foundation United Nations Population Fund (UNFPA) German Society for International Cooperation (GIZ) GmbH DVV International German Federal Ministry for Economic Cooperation and Development (BMZ) Institute of Biometeorology (IBIMET, It) Pi Pozitif Consultancy Prisma (Gr) Community Volunteers Foundation (TOG) Turkish Ministry of Forestry and Water Affairs, VI. Regional Directory</p>
Method/type and results of assessment (if any)	
Link to website, background information	http://www.yuva.org.tr/en/
Contact details	yuva@yuva.org.tr

TR R 1	
Field	Information provided
Partner Organisation	Istanbul Bilgi University



Author of Information	Müge Ayan
E-Mail	muge.ayan@bilgi.edu.tr
Title of the policy or measure (original language)	Romanların Yoğun Olarak Yaşadığı Yerlerde Sosyal İçermenin Desteklenmesi Operasyonu - SİROMA”
Title of the policy or measure (English)	SIROMA Project (Technical Assistance for Promoting Social Inclusion in Densely Roman Populated Areas Project)
Country	Turkey
Name of the responsible body or organisation	Ministry of Family and Social Policies, Ministry of National Education, Ministry of Health
Geographical scope of the responsible body	Turkey
Name and roles of other organisations involved	-
Start year of implementation	2015
End year of implementation	November 2017
EU policy relevance	C 2; C 9; C 10; C 11; C 13
National integration policy relevance	
Policy area	
Specific policy, integration of Migrant/Roma area/problem area being addressed	
Aims and objectives of the policy or measure	<p>Improvement of the institutional capacity of public institutions and service providers that offer education, health, employment, social-protection and social-assistance services for Roma citizens.</p> <p>Fighting against discrimination through dialogue established between public institutions, NGOs, stakeholders and the general public.</p> <p>Improving Roma children’s academic achievement by guaranteeing easier access to education.</p> <p>Increasing the demand of health services and other requests by Roma.</p> <p>Facilitating access to and ensuring participation in the labour market by increasing the number of employment services for professional qualifications.</p>
Main activities/actions underpinning the policy or measure	<ul style="list-style-type: none"> - Cooperating with local authorities, including public bodies and institutions and international institutions or NGOs - Providing supporting services to migrants, such as: psychological support, mentoring, health guidance, legal counselling, assistance with legal procedures,



	<p>translation/interpretation services, number of contact points/facilities, counselling, social support, housing support, existence of facilities for temporary housing, among others</p> <ul style="list-style-type: none"> - Promoting migrant access to institutions in a non-discriminatory way - Providing training to migrants (example: language courses or facilitating/supporting children's education and adults' further education) - Organizing cultural activities and initiatives that promote the host country's culture in order to facilitate the adaptation of migrants and intercultural dialogue
Geographical scope of policy or measure	Ankara, Adana, Balıkesir, Hatay, Edirne, Eskişehir, İstanbul, İzmir, Kırklareli, Manisa, Mersin and Tekirdağ
Target groups	<ul style="list-style-type: none"> - Roma people in 12 pilot provinces (Ankara, Adana, Balıkesir, Hatay, Edirne, Eskişehir, İstanbul, İzmir, Kırklareli, Manisa, Mersin and Tekirdağ), - Roma people living in slum areas, - Immigrants and disadvantaged persons who are facing the risk of poverty
Outputs (products/direct result of activities) and outcomes (impact made, wider results) of the policy or measure	<ul style="list-style-type: none"> - 20 Social Services Coordination Units (established in 12 pilot provinces: Ankara, Adana, Balıkesir, Hatay, Edirne, Eskişehir, İstanbul, İzmir, Kırklareli, Manisa, Mersin and Tekirdağ) - A person in each Social Services Coordination Unit (held responsible for reaching the target group quickly) - Reports, documents, training materials, brochures, and handbooks: http://siromatr.net/en-us/Documents
Key challenges faced/addressed	
Key conditions for success	<ul style="list-style-type: none"> - Cooperation with local authorities, including public bodies and institutions and international institutions or NGOs - Providing support services to migrants, such as: psychological support, mentoring, health guidance, legal counselling, assistance with legal procedures, translation/interpretation services, number of contact points/facilities, counselling, social support, housing support, existence of facilities for temporary housing, among others - Struggling with discrimination: Promoting migrant access to institutions in a non-discriminatory way - Providing training to migrants (example: language courses or facilitating/supporting children's education and adults' further education) - Establishing intercultural dialogue: Promoting and/or organising cultural activities and initiatives that promote the



	hosting country culture in order to facilitate the adaptation of migrants and intercultural dialogue
Source of funding/Resources used	The project is co-financed by the European Union and the Republic of Turkey. It is funded under the fourth component of Instruments for Pre-Accession (IPA) Assistance within the scope of the “Human Resources Development Operational Programme” which is under the authority of Ministry of Labour and Social Security Directorate of European Union and Financial Assistance and funds are provided by the Ministry of Family and Social Policies.
Method/type and results of assessment (if any)	
Link to website, background information	http://siromatr.net/en-us/
Contact details	info@siromatr.net

6.5 Good Practices Germany

DE M 1 DE R 1	
Field	Information provided
Partner Organisation	ISOB GmbH
Author of Information	Alexander Krauss
E-Mail	krauss@isob-regensburg.net
Title of the policy or measure (original language)	“Übergangsklassen”
Title of the policy or measure (English)	“Transition classes” in the state of Bavaria; Classes for students who enter the school system without knowledge of German
Country	Germany, state of Bavaria
Name of the responsible body or organisation	Ministry for Education and Culture
Geographical scope of the responsible body	Federal state of Bavaria
Name and roles of other organisations involved	Primary schools, mostly in the administrative responsibility of Municipalities or counties
Start year of implementation	open
End year of implementation	open
EU policy relevance	Relevant practice for the facilitation of inner-EU migration and for the integration of third country nationals. Implementation of the policy contributes to the realisation of the right to education.



	C 1; C 4; C 8; C 13; C 15
National integration policy relevance	Intercultural opening of Schools, Integration according to National Plan for Integration
Policy area	Education and School Policy
Specific policy, integration of Migrant/Roma area/problem area being addressed	Intercultural opening of schools, integration and language support https://www.km.bayern.de/ministerium/schule-und-ausbildung/integration-und-sprachfoerderung.html
Aims and objectives of the policy or measure	<p>Transition classes, beginning in primary school, introduce students without or with very weak German.</p> <p>The students are taught according to a curriculum “German as a Foreign Language” by teachers with a degree as teachers of German as a Foreign Language.</p> <p>There is wide latitude to support each student individually. The classes focus on learning German.</p> <p>A complementary measure are “German language support classes”, in which only up to 12 students are enrolled <u>in addition</u> to their attendance in regular classes.</p> <p>In all cases the aim is to transfer the students to the regular classes as soon as possible in order to avoid segregation.</p> <p>A two-year transition period is foreseen</p>
Main activities/actions underpinning the policy or measure	Training of teachers for German as a foreign language, which is a modular two-year programme aimed at teacher’s initial education as well as teachers in general. In Bavaria students of teaching in primary schools are strongly encouraged to finish this module. Introduction of students is supported by school social workers. Afternoon care is provided where the school is halfday.
Geographical scope of policy or measure	Bavaria
Target groups	Students without or with very weak knowledge of German
Outputs (products/direct result of activities) and outcomes (impact made, wider results) of the policy or measure	<p>Curriculum “German as a second language” http://www.lehrplanplus.bayern.de/schulart/grundschule/fach/daz</p> <p>In 2016 11,500 students were taught in transition classes. A comprehensive evaluation of this and other measures is pending and has been demanded in parliament.</p> <p>https://www.bayern.landtag.de/www/ElanTextAblage_WP17/Druksachen/Basisdrucksachen/0000010500/0000010654.pdf#search=%22%22</p> <p>Guideline for teachers: https://www.km.bayern.de/download/14997_chronologisch_thematischer_leitfaden_fr_lehrkrfte_in_bergangsklassen_metadatei_12.12.16.pdf</p>



	According to informant views (focus group) the classes work quite well and many children make the transition to the regular classes. The success depends on beginning at an early age, later entrants are more challenged. Conversational German competency must be distinguished from educational language mastery.
Key challenges faced/addressed	Teacher/student ratio; collaboration with parents; instable general situation of students, in particular status of residence in the case of refugee children, ongoing migration in the case of migrants within the EU; often weak social situation; number of available teachers with certification in German as a foreign (second) language; general lack of primary school teachers; addressing socio-psychological needs of students (fear, traumatised etc.)
Key conditions for success	Qualification level and intercultural (national as well as social culture) awareness of teachers, sufficient teacher/student ration (currently 18:1), active working with parents; early transition to language support classes; good level of socio-pedagogical support
Source of funding/Resources used	Regular school funding
Method/type and results of assessment (if any)	Pending
Link to website, background information	https://www.km.bayern.de/ministerium/schule-und-ausbildung/foerderung/sprachfoerderung.html https://www.km.bayern.de/ministerium/schule-und-ausbildung/integration-und-sprachfoerderung.html with additional material, e.g., guidelines for teachers in transition classes Collection of material: https://www.km.bayern.de/allgemein/meldung/3010/hier-erhalten-schulen-und-lehrkraefte-unterstuetzung.html Guideline for teachers: https://www.km.bayern.de/download/14997_chronologisch_thematischer_leitfaden_fr_lehrkrfte_in_bergangsklassen_metadatei_12.12.16.pdf
Contact details	Schule-und-Asyl@stmbw.bayern.de Related to RoMigSc project: krauss@isob-regensburg.net

DE M 2 DE R 2	
Field	Information provided
Partner Organisation	ISOB GmbH
Author of Information	Alexander Krauss
E-Mail	krauss@isob-regensburg.net
Title of the policy or measure (original language)	Berufsintegrationsklassen in staatlichen Berufsschulen



Title of the policy or measure (English)	Occupational Integration Classes in State Vocational Schools
Country	Germany, Federal state of Bavaria
Name of the responsible body or organisation	Ministry of Education and Culture, State of Bavaria
Geographical scope of the responsible body	Federal state of Bavaria
Name and roles of other organisations involved	Municipalities or countries have administrative and infrastructural responsibility The significance of good support networks is emphasized. Administration for foreigners, youth migration services, youth support services, voluntary organisations, chambers of crafts, trade and commerce, church-based organisations, refugee-support organisations, municipal education coordinators, agencies for employment, companies. All of these need to be closely networked. Cf. https://www.isb.bayern.de/download/20182/hr_baf_beschulung_v_20_20171120_1.pdf , p.22
Start year of implementation	2015
End year of implementation	open
EU policy relevance	General aims of integration, overcoming the gap between education and employment, work-based methodologies of learning, transition to and support for apprenticeships C 4; C 8; C 10; C 11; C 15
National integration policy relevance	National Plan for Integration, Integration of Youth, lowering youth unemployment, education-to-work transition, Integration through qualification, literacy
Policy area	Education policy, labour and employment policy, migration policy
Specific policy, integration of Migrant/Roma area/problem area being addressed	Education to employment and education to work-based training (apprenticeships) policy
Aims and objectives of the policy or measure	The aim is to provide an integrated learning of language and basic vocational competences to youth at the secondary school age. The aim is to prepare youth who cannot attend the regular vocational school programmes due to insufficient language competences for a training placement (apprenticeship) in the dual system of vocational training. On the educational level it is the aim to finish the basic secondary school exam.



Main activities/actions underpinning the policy or measure	Highly flexible programme adapted to the individual needs of learners. Vocational learning is integrated with acquisition of language competencies. The facilities of the regular vocational schools are used which facilitates transitions to the regular systems. The support and the distribution of students to classes on three different levels is organised according to an assessment of prior learning and competency level. The competences are built according to typical situations in training and employment; all learning should be relevant for future occupations and very close to practice in employment and training. Language and vocational competences are built in an integrated way, i.e., the classes of German should also build relevant occupational competences, and the vocational classes should build also language competences.
Geographical scope of policy or measure	Bavaria
Target groups	All learners of obligatory school age without necessary prerequisites for regular classes. Open to learners up to an age of 25.
Outputs (products/direct result of activities) and outcomes (impact made, wider results) of the policy or measure	<p>Guideline for the implementation of Berufsintegrationsklassen with rich material on vocationally orientated language support, introduction to vocational fields and pedagogical aspects, incl. interculturality: https://www.isb.bayern.de/download/20182/hr_baf_beschulung_v_20_20171120_1.pdf</p> <p>No comprehensive evaluation available. Strong expansion of the classes (cf. RoMigSc National Report Germany). Reportedly the classes provide an effective entry point to the German system of vocational training, which is a mixed system (training in companies and schools). As there is a lack of applicants in many craft occupations currently companies are open to accept placements of non-traditional applicants, which provide unique chances for motivated students.</p> <p>Reportedly the general school atmosphere is good with a high level of rapport between students of heterogeneous backgrounds. Teachers report that schools benefit from the introduction of highly motivated students.</p>
Key challenges faced/addressed	<p>Heterogeneity of learners poses very high challenges to the flexibility of school organisation and creation of appropriate learning pathways and support structures.</p> <p>The success of the measure requires an extended and i- depth multi-agency network, as the success depends on comprehensive social, psychological and other support as well as preparation of companies to receive non-traditional groups as interns and apprentices.</p> <p>Recently the insecure status of residence in asylum seekers had a strong impact on the measure. As a higher rate of deportation of youth without legal refugee status is a political aim, some much</p>



	<p>publicised cases of deportation out of the school situation has had strongly demotivating effects and affected the relationship of trust with the institutions and feeling of security of students, which is a fundamental prerequisite for learning. While a “3+2” regulation – students who secured an apprenticeship were safe from deportation during the apprenticeship and two years after – had a strongly motivating effect, this effect is reversed if deportations were organised before an apprenticeship could be secured. Different state agencies therefore follow different policy aims (integration vs lowering the number of refugee migrants). On the side of the students, a major challenge is the contradiction between the aim of the training system to provide a complete and high-quality occupational qualification for each student and the aim of the migrants to make money to support their families.</p>
Key conditions for success	<p>Key success factor of the system in Bavaria is that the state vocational schools act as a hub for integration and support vs. the usual practice of individual measures provided by training providers. State vocational schools can act with more authority and are more successful in forming a wide and relevant network. Sufficient resources; good policy and stakeholder coordination; intercultural openness of school and teachers; consistent policy aims; work-based learning, occupational orientation of all learning; realistic prospects to obtain a in-company training placement; sufficient social and psychological support; secure status of residence</p>
Source of funding/Resources used	<p>Regular school funds (state and municipal funding)</p>
Method/type and results of assessment (if any)	<p>Regular state school evaluation programme. Targeted evaluation required by parliament, but not currently implemented.</p>
Link to website, background information	<p>https://www.isb.bayern.de/berufsschule/uebersicht/baf_beschulung/ https://www.isb.bayern.de/download/20182/hr_baf_beschulung_v_20_20171120_1.pdf Learning scenarios: http://www.isb.bayern.de/schulartspezifisches/materialien/baf_beschulung/lernszenarien/ Methodologies of language sensitive teaching: http://www.isb.bayern.de/schulartspezifisches/materialien/baf_beschulung/materialien/ http://www.isb.bayern.de/schulartspezifisches/materialien/baf_beschulung/lernszenarien/</p>
Contact details	<p>https://www.isb.bayern.de/berufsschule/uebersicht/baf_beschulung/petra-sogl/ petra.sogl@isb.bayern.de</p>



Field	Information provided
Partner Organisation	ISOB GmbH
Author of Information	Alexander Krauss
E-Mail	krauss@isob-regensburg.net
Title of the policy or measure (original language)	Schule ohne Rassismus – Schule mit Courage
Title of the policy or measure (English)	“School without racism – school with courage”
Country	Germany
Name of the responsible body or organisation	NGO “Aktion Courage e.V”
Geographical scope of the responsible body	Germany
Name and roles of other organisations involved	Schools, other NGO, local, regional and federal networks
Start year of implementation	1992
End year of implementation	Ongoing
EU policy relevance	Combatting racism and discrimination in education in all forms. Contribution to education on racism and interculturality. C 1; C 2; C 6; C 9; C 10; C 11; C 15
National integration policy relevance	Contribution to national policy on integration. However, the activity is not conceptualised as an top-down implementation of state policy, but as an activity of the civil society. The activity is compatible with and a contribution to anti-discrimination and integration policy on all levels.
Policy area	Civic education, education, school development, Volunteer/Civic engagement
Specific policy, integration of Migrant/Roma area/problem area being addressed	The activity targets the attitude of teachers and students through educative activity and campaigns. It contributes to an attitude of non-discrimination, anti-racism, active fighting of discrimination and racism. Beyond the individual level the activity aims at the institutional attitude of schools, which are motivated to subscribe to a set of common standards of anti-racism and intercultural opening as guideline of their school development.
Aims and objectives of the policy or measure	Foster the cooperation and mutual understanding between citizens of different nations in Germany and Europe, the mitigation of factors for refugee migration, overcoming intolerance and hatred and the mitigation of social conflict through civic peace pedagogy



Main activities/actions underpinning the policy or measure	<p>2300 schools are involved.</p> <p>The key activity “School without racism” is an invitation to commit to a set of common principles. 70% of all staff and students have to sign a declaration to combat all forms of racism, to mitigate conflict peacefully and to implement education and training on interculturality. In the same way the school commits to combat other forms of discrimination, such as sexism, ageism, and discrimination against disabled people as well as on grounds of sexual orientation.</p> <p>Each school develops its own activities. As an example of intercultural activities of a vocational school, BSZ Regensburg, which has been visited by the RoMigSc project team, describes the following:</p> <p>Interculturality as a standard:</p> <ul style="list-style-type: none"> •The school serves a high percentage of students with (diverse) migration background as well as students with special support needs; •high level of engagement of the students: the student’s committee plans activities to better include the vocational preparatory classes as forming partnerships between classes, common projects, common fundraising for refugee rescue initiatives as “Sea Eye”(a Regensburg rescue ship in the Mediterranean); •cooperative projects are encouraged and supported by the principle; •common projects and excursions such as health days, active breaks, Christmas Market; •tutor system: students of regular classes teach in vocational integration classes.
Geographical scope of policy or measure	Germany
Target groups	Schools, teachers, students
Outputs (products/direct result of activities) and outcomes (impact made, wider results) of the policy or measure	<p>2300 (2017) schools involved.</p> <p>Publication of rich material to support the implementation of activities and on anti-racism and anti-discrimination concepts. Didactical material and guidelines on issues like: basics of multiculturalism, identifying racism, Islamism, women’s rights, classism, right-orientations and organisations among migrants, antisemitism, religion, “Educational Aim Equity” – handbook for teachers, handbook for primary schools, prevention approaches, “School Social Work and Human Rights” and others.</p> <p>http://www.schule-ohne-rassismus.org/materialien/publikationen/</p> <p>The campaign is the most significant civil-society-based activity to raise awareness on racism and other forms of discrimination. The publications are widely used by schools to shape their own</p>



	<p>activities while being exclusively educational. A bottom-up approach to school development is being followed. The number of schools involved shows the relevance and success of the activities. While tensions in society currently are clearly visible, reportedly (focus group, key informants and the press) the atmosphere in schools is overall positive, e.g., students of all backgrounds defended students when these were threatened by deportation.</p> <p>The activities have been awarded numerous awards for civic engagement and anti-racism.</p> <p>http://www.schule-ohne-rassismus.org/wer-wir-sind/auszeichnungen/</p>
Key challenges faced/addressed	<p>There are only very limited obligations, standards and guidelines for anti-racism and civic education in schools due to the fragmented responsibility of the federal states for education. Therefore the systematic implementation of systematic school development is very heterogeneous. As a bottom-up initiative the activity leads by providing attractive and useful educational material, professional branding of activities and a framework of common standards to which schools can subscribe, while involving teachers and students.</p> <p>Main challenges include the consistency of anti-racist and anti-discriminatory attitudes and awareness with different aims and actions of policies. The implementation of school development is a side activity in already overstretched structures of schools. While the action improves awareness and attitudes, some factors of discrimination identified by leading researchers (see RoMigSc National Report Germany) cannot be mitigated by a change in the attitudes of the actors alone.</p>
Key conditions for success	<p>Wide acceptance of the principles, consistent and sustainable discussion of the principles, sustainable implementation of conductive activities.</p> <p>Consistent and impactful school development. Networking with other relevant actors. Use of the principles of the activities in teacher initial and continuous education. Involvement of additional civil society actors.</p>
Source of funding/Resources used	<p>Being a NGO based on civic engagement the association “Action Courage” is funded by member contributions. Selected activities are supported by the Federal Centre for Political Education, by the Union for Education and Science, by some federal and state ministries. The association makes a point that the content of the activities which are supported is determined exclusively by the association itself and is not dependent on state policies.</p> <p>Organisational affiliation and funding is made full transparent according to the standards of the initiative “transparent civil</p>



	society” http://aktioncourage.org/wir-ueber-uns/transparenz/
Method/type and results of assessment (if any)	There is no overall evaluation of the activities. The activities have received multiple awards, each according to the respective awards' own standards of evaluation. http://www.schule-ohne-rassismus.org/wer-wir-sind/auszeichnungen/
Link to website, background information	http://www.schule-ohne-rassismus.org/startseite/
Contact details	schule(at)aktioncourage.org

DE M 4 DE R 4	
Field	Information provided
Partner Organisation	ISOB GmbH
Author of Information	Alexander Krauss
E-Mail	krauss@isob-regensburg.net
Title of the policy or measure (original language)	Schulsozialarbeit
Title of the policy or measure (English)	School Social Work
Country	Germany
Name of the responsible body or organisation	Municipal or County Youth Support Services
Geographical scope of the responsible body	Municipal, implemented almost in all municipalities and counties in Germany, to varying degree
Name and roles of other organisations involved	Schools, commissioned providers of school social work services
Start year of implementation	Gradually since 1993
End year of implementation	Ongoing
EU policy relevance	Anti-discrimination, providing education to all, improving the contextual and social conditions for school success C 1; C 2; C 3; C 6; C 9; C 10; C 11
National integration policy relevance	The school social work is part of the general youth support policies. SGB VIII § 13(support of education and training, integration in training, employment and society), based on a client centered approach. Since 1990 it has been the political aim to overcome the separation between youth support in the school system vs the youth support system.
Policy area	School education, youth support services (general policy on children and youth as covered by the “Report on children and youth” (Kinder- und Jugendbericht) of the Federal Government.



Specific policy, integration of Migrant/Roma area/problem area being addressed	Authorities in Germany make a point of emphasizing that the majority of activities from which migrants and Roma will benefit are part of general policies addressed at all youth and children. However, given the high share of migrant children in schools in socially weaker neighbourhoods, in fact the majority of children addressed by school social work have a migrant background.
Aims and objectives of the policy or measure	The aims of school social work are identical with the general aims of the youth support services. The holistic support of the individual development and social and employment integration of the youth as well as intervention and support in all cases where the wellbeing of the youth is at risk.
Main activities/actions underpinning the policy or measure	Consultancy and individual assistance Socio-pedagogical work with groups (also particular groups such as girls, boys, anti-violence training etc.) Projects and open offers (e.g. “reading café”) Networking and neighbourhood initiatives Working with parents Other activities to prevent acute crises Intervention in crises Supporting the transition from school to work
Geographical scope of policy or measure	Germany
Target groups	All pupils in need of individual support
Outputs (products/direct result of activities) and outcomes (impact made, wider results) of the policy or measure	The result of activities is a better individual support system for pupils to improve the social and general educational context of learning in the school. While the school is focused on delivering the content of the instruction as well as general education, the school social work is client based. SSW is flexible in providing additional elements to education (like social learning groups) as needed. Better communication with parents helps to mitigate or prevent acute crises. There are numerous concepts and guidelines of school social work available: http://www.schulsozialarbeit.net/literatur/
Key challenges faced/addressed	Limited resources in face of rapidly rising challenges. Social problems are clustered in neighbourhoods at risk of segregation Also, socially better off children often need individual support. The social work in schools can be considered conceptually as the second pillar of the “learning system school,” however its status and funding is by far less developed than the delivery of the main curriculum. SSW is part of efforts to overcome the gap between the school and the context of individual development (neighbourhood, parents, employment and training system). A growing heterogeneity requires an expansion of such efforts. A more complex social and employment system as well as a growing heterogeneity of



	<p>students and parents imply greater opportunities as well as greater risks. There is a rising demand for guidance and orientation as well as crisis intervention. Teachers are not the appropriate agents in many of these areas because the grading of students is not compatible with unconditional support, such as provided by social work. (cf. Speck 2009, p. 42)</p> <p>The quantity of resources (mostly one social worker per school) is regarded as insufficient for the situation even before the migrant crisis. The expansion of resources for school social work is one of the most common demands by experts and practitioners alike (SVG 2017, p. 128).</p>
Key conditions for success	<p>Sufficient funding and quantitative deployment of SSW; Continuity of staff deployed; Full-time professional staff (with university degree in socio-pedagogy or pedagogy) Cooperation with teachers on equal professional levels; Conceptional framework and integration of SSW in overall school policy; Continuity of work (e.g., group work offered); Capacity to provide interventions in real time; Easy accessibility for students (during school) and parents (outside mainstream working hours); Cooperation with relevant stakeholders; State-of-the-art pedagogy (e.g. experiential pedagogy), Inclusion of offers on addiction, racism, communication, social training, vocational orientation etc.</p>
Source of funding/Resources used	Municipal/county funds for youth support services, additional federal and state programmes
Method/type and results of assessment (if any)	<p>Qualitative assessment. A comprehensive evaluation of school social work (including a discussion of appropriate evaluation concepts) is available from the state of North Rhine Westphalia. https://www.mags.nrw/sites/default/files/asset/document/arbeit_evaluation_landesprogramm_soziale_arbeit_an_schulen.pdf</p> <p>Main conclusions: Only qualitative concepts of evaluation are feasible, high level of acceptance of the offers among the target groups, positive impact visible and validated by key informants. Speck, K. (2006): Qualität und Evaluation in der Schulsozialarbeit. Konzepte, Rahmenbedingungen und Wirkungen. Wiesbaden: Verlag für Sozialwissenschaften.</p>
Link to website, background information	<p>http://www.schulsozialarbeit.net/</p> <p>International: http://internationalnetwork-schoolsocialwork.htmlplanet.com/International%20Network/Index.html</p>
Contact details	karsten.speck@uni-oldenburg.de

DE M 5/DE R 5/DE V 1

Field	Information provided
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Partner Organisation	ISOB GmbH
Author of Information	Alexander Krauss
E-Mail	krauss@isob-regensburg.net
Title of the policy or measure (original language)	InMigraKIDs - Integration von Migrantenkindern in Deutschland
Title of the policy or measure (English)	InMigraKIDs – Integration of migrant children in Germany
Country	Germany
Name of the responsible body or organisation	City Hall of Regensburg (Bavaria)
Geographical scope of the responsible body	City of Regensburg
Name and roles of other organisations involved	Schools (deployment of volunteers; workgroup of integration officers); municipal agencies (school social work, youth support services)); Migrant organisations (encouragement of volunteers)
Start year of implementation	2007, based on predecessor “ELELE” which has been part of a federal programme
End year of implementation	ongoing
EU policy relevance	Volunteer Engagement, Strengthening of the Civil Society; Integration of Migrants in the Civil Society C 1; C 2; C 9; C 10; C 11; C 15
National integration policy relevance	Strengthening volunteer engagement; Integration of migrants in volunteerism; Strengthening municipal support systems; Strengthening links between overall integration policy and school policies; Example of sustainability of a federal initiative
Policy area	School Development, Volunteerism
Specific policy, integration of Migrant/Roma area/problem area being addressed	Coordination of school-related integration policy: schools are a critical part of the overall municipal integration strategy; Coordination of integration-related school development: individual schools are affected by migration to varying degrees, strategies are developed on individual school level; Strengthening work with parents: work with parents and aligning education by schools and parents are mentioned as one of the most critical factors for school success; Low level of knowledge of parents about requirements and educational pathways in Germany; Strengthening links to migrant communities: schools are a critical part of civic life. Therefore inclusion of migrants and migrant communities in school life is a critical factor to civic integration overall.
Aims and objectives of the policy or measure	Facilitating transitions between schools and families as places of learning; Providing equal chances for children independent of parent's language competences;



	<p>Promote measures to strengthen the parental educational competences for supporting children in their orientation with the German educational system.</p> <p>Strengthen coordination between preschool and parents and preschool and school</p> <p>Explain the various options for transitions within the system;</p> <p>Facilitate the interaction and communication between migrant families and German institutions;</p> <p>Support the emerging self-help structures of the migrant families.</p> <p>Support the professional training on migration and interculturality in the various administrative departments and institutions;</p> <p>Standardise the support of education of the migrant children</p> <p>Coordinate the work of school integration officers.</p>
Main activities/actions underpinning the policy or measure	<p>InMigra-KiD reaches out to families (active outreach, e.g.. information booths in schools) with diverse cultural background and to multipliers within educational institutions. The initiative aims to promote measures to strengthen the parental educational competences for supporting children in their orientation within the German educational system. In particular, the various options for transitions within the system are explained and discussed. The initiative facilitates the interaction and communication between migrant families and German institutions and supports the emerging self-help structures of the migrant families.</p> <p>InMigraKid supports the professional training on migration and interculturality in various administrative departments and institutions and helps to standardise the processes to support the education of the migrant children.</p> <p>Individual initiatives include <u>maintaining a pool (more than 80 from 30 nations) of “language companions” (Sprachbegleiter)</u> to facilitate communication with school and institutions, socio-pedagogic work with parents, general consultancy on migration and integration. (Volunteers who are compensated on an hourly basis).</p> <p>Furthermore, InMigraKid has the mission to build a network of multipliers/facilitators/coordinators for integration work in preschool (Kindergarten) and primary schools.</p> <p>This workgroup has proven to be sustainable for a number of years now and is highly appreciated by the participants, after initial apprehensiveness. Usually the quarterly meetings include external expert input, a discussion of various actual topics and a coordination of integration measures in schools (FG Germany).</p>
Geographical scope of policy or measure	City of Regensburg
Target groups	Migrant parents; School integration officers
Outputs (products/direct result of activities) and outcomes (impact made,	<p>Concept for InMigraKID</p> <p>https://www.regensburg.de/fm/121/imk-alle-fachkraefte-inmigra-kid-flyer.pdf</p>



wider results) of the policy or measure	http://docplayer.org/4339873-Projekt-inmigra-kid-integration-von-migrantenkindern-in-deutschland.html Concepts for training of staff of preschools and schools; training for volunteers https://www.vhs-regensburg.de/fileadmin/user_upload/Gesellschaft/fluechtlingsarbeit_blaue_FINAL.pdf Concept in English language: https://www.dropbox.com/s/oqnigomjnic0qzp/InMigra-KiD_English.doc?dl=0
Key challenges faced/addressed	The involvement of parents is critical for school success of migrant children. Experiences in predecessor projects show that migrant parents are often ill-informed about requirements and pathways of the German school system. Communication between school and parents is limited by the language competences of both sides. It is critical to initiate a good communication early on because the transitions between family and early childhood education and school must be facilitated from the beginning.
Key conditions for success	Good coordination of stakeholders; early involvement of parents, ideally from birth of the child; outreach in to parents in the neighbourhood in a supportive attitude; involvement of migrant background volunteers; coordination of integration policy of schools and preschools through integration officers; acceptance of communication in migrant's mother language; continuing training of agencies# staff and volunteers, educational offers for families; language sensitive communication with parents. Moderate compensation of volunteers for translation and accompaniment services.
Source of funding/Resources used	Municipal
Method/type and results of assessment (if any)	Currently no systematic evaluation. Continuous reporting to city hall and city council, effectiveness validated by all involved, extended network and high demand for the services, increasing quantitative and qualitative engagement of the migrant background volunteers.
Link to website, background information	https://www.regensburg.de/rathaus/aemteruebersicht/direktorium-2/jugend-und-familie/jugend-und-familientherapeutische-beratungsstelle/fachstelle-inmigra-kid
Contact details	seiser.kismet@regensburg.de

DE M 6/DE R 6	
Field	Information provided
Partner Organisation	ISOB GmbH
Author of Information	Alexander Krauss
E-Mail	krauss@isob-regensburg.net



Title of the policy or measure (original language)	Projekt “HAIDE”, Beratungsstelle für Familien aus Süd- und Südosteuropa Stadt Regensburg
Title of the policy or measure (English)	Project “HAIDE” consultancy for families from Southern and South-eastern Europe
Country	Germany
Name of the responsible body or organisation	City Hall of Regensburg
Geographical scope of the responsible body	City of Regensburg
Name and roles of other organisations involved	All relevant social and civil society organisations and municipal agencies like youth support services, schools, department of housing and others
Start year of implementation	2016
End year of implementation	Ongoing
EU policy relevance	Securing the social conditions for the realisation of the right to free choice of residence and access to the labour market for all EU citizens C 1; C 2; C 10; C 11
National integration policy relevance	Support for the realisation of free choice of residence and access to the labour market for EU citizens
Policy area	Social integration, health and education
Specific policy, integration of Migrant/Roma area/problem area being addressed	Support for migrant worker's families. Migrant workers, many of whom supposedly belong to the Roma minority in their home countries, migrate to Germany in search of better opportunities. The target group is largely uninformed about the social and employment system in Germany. There is scepticism against state agencies because many of the target groups felt discriminated in their home countries. Therefore the target group often becomes victim of criminal exploitation in work and housing and does not use the legal entitlements to health provision and education. A general deterioration of the social and individual situation and limited opportunities for the education of children follows.
Aims and objectives of the policy or measure	Providing consultancy for migrant EU citizens, particularly from Southern and South-eastern Europe. Building trust in the state and social agencies. Social and educational integration.
Main activities/actions underpinning the policy or measure	Consultancy, parental and family education. Safeguarding the wellbeing of children with regard to food, clothing, housing, hygiene



	<p>Individual support for families with a low level of qualification and a high level of need for support.</p> <p>Coaching for the creation of employment and social perspective to safeguard a sustainable basic livelihood</p> <p>Access point for target-group families for communication with schools and other state institutions (training providers, youth support services, employment agency, social support agency)</p> <p>Networking of the local service providers in all activities which affect the target group (migration services of CARITAS, Bulgaria/Romania workgroup, neighbourhood projects, youth and school social work)</p> <p>Development of a sustainable concept for the support of low qualified migrants from S/SE Europe</p> <p>Mother-language consultancy, organisation of language courses</p> <p>Holiday offerings for children, organisation of homework-assistance groups</p>
Geographical scope of policy or measure	Regensburg
Target groups	Migrant worker families from Southern and South eastern Europe, among them groups which are perceived as belonging to the Roma minority in their home countries
Outputs (products/direct result of activities) and outcomes (impact made, wider results) of the policy or measure	<p>Services</p> <p>Concept for consultancy services vs the target group</p> <p>According to expert assessment (see FG Germany) the consultancy centre has contributed to mitigate the social situation of the target group in Germany. The large majority of the target group works with the institutions and has built trust. Children are sent to school and basic housing and health is mostly accessible. There is no longer a distinct level of deprivation.</p> <p>Reportedly migrant worker children no longer show a distinct level of school absenteeism.</p>
Key challenges faced/addressed	<p>Because migrant workers from the target group have often perceived discrimination in their home countries, there is a general distrust of institutions in general and a low level of knowledge about the support services available. Dependency on criminal middlemen, exploitation, poor housing and discontinuity in school attendance by children are the consequence. Continuing migration is the secondary consequence, which contributes to a generally unstable and disintegrated situation. Therefore the challenge is to build trust, integrate the target group into the institutional support framework in order to stabilize and improve the overall situation.</p>
Key conditions for success	<p>Building of trust through mother language and credible, client-centred consultants.</p> <p>Building access to services which are perceived as helpful</p> <p>Good coordination with the responsible agencies</p>



	Building of knowledge about the target group (situation, cases of success, patterns of integration) Availability of acceptable housing and health services Stabilisation of the social situation, more continuity of employment and housing
Source of funding/Resources used	Municipal funds
Method/type and results of assessment (if any)	No formal assessment. High acceptance of services by the target group and related participants. According to the assessment of the Focus Group for Germany, HAIDE has been largely successful. There are currently no distinctive major social problems apparent in the target group when compared to the general migrant population or the German population in comparable social situations.
Link to website, background information	https://www.regensburg.de/rathaus/aemteruebersicht/direktorium-2/jugend-und-familie/dezentrale-soziale-dienste/beratungsstelle-fuer-zugewanderte-familien-aus-suedosteuropa
Contact details	Jeliazova.Jivka@Regensburg.de

6.6 Good Practice Spain

ESP M 1/ESP R 1	
Field	Information provided – Best Practice 1 (Roma/Migrants)
Partner Organisation	UA
Author of Information	Ana Rosser / Susana de Juana
E-Mail	Ana.rosser@ua.es
Title of the policy or measure (original language)	“A cuatro bandas”
Title of the policy or measure (English)	Four way Mediation
Country	Spain
Name of the responsible body or organisation	IES Virgen del remedio, IES Gran Vía
Geographical scope of the responsible body	City of Alicante



Name and roles of other organisations involved	Asociación Labor (management), Obra social La Caixa (funding)
Start year of implementation	2008 (2001 first implementation as “Integra’t”)
End year of implementation	Still one more year
EU policy relevance	Social integration of Roma and migrant children in school C 1; C 2; C 3; C 10; C 11
National integration policy relevance	Social integration of Roma and migrant children in school
Policy area	Socio-educational
Specific policy, integration of Migrant/Roma area/problem area being addressed	Inclusion of Roma and migrant children in secondary school and society
Aims and objectives of the policy or measure	To create a climate of working and living that can improve educational performance and human development of the students, particularly those at higher risk of social exclusion.
Main activities/actions underpinning the policy or measure	<p>The “four ways” of mediation are:</p> <ol style="list-style-type: none"> <u>1.</u> Socio-educational mediation: action between the educational team and the families whenever there are socioeconomic barriers that hinder communication and understanding. The intention is to facilitate that family, school and student cooperate and become aware of how essential the personal and educational development of the student is. <u>2.</u> Mediation for the inclusion of Roma people: The service tries to bring the entire educational community closer to knowing this culture, which is part of our community, and eliminating prejudices toward it and its customs. In addition, with this service, we intend to raise awareness among all families of Roma origin on the importance of teaching, learning and their benefits. <u>3.</u> School mediation on the premises: Carried out by the school's faculty and voluntary collaboration of several students of the school, it focuses on the mediation of



	<p>conflicts between students and between students and teachers.</p> <p><u>4.</u> Intercultural mediation: This service tries to develop a series of actions to promote the rooting and participation of the immigrant population within the framework of coexistence and the integration of students and their families in the school community, through activities aimed at creating spaces of encounter and knowledge between all the cultures represented in our center and through fulfilling these conditions. In addition, there is a linguistic mediation service to those families who do not understand the spoken languages of the Community and did not participate in the activities of the school.</p>
Geographical scope of policy or measure	City of Alicante, North area
Target groups	Roma children, migrant children, their families and school staff
Outputs (products/direct result of activities) and outcomes (impact made, wider results) of the policy or measure	<p>They have been awarded several prizes at local and national level.</p> <p><u>Activities and results in (only)2016</u></p> <ul style="list-style-type: none"> • Activity 1: To build a meeting point between the migrant family and their children, avoiding generational clashes due to double culture and gender inequalities → Group and individual sessions have been carried out between mothers of migrant children and the children themselves to work on intergenerational and intercultural issues in order to reinforce the importance of education. As a (satisfactory) result, several female students at risk of school dropout have been able to finish their mandatory education and are currently being schooled in non-mandatory high school education. The number of girls at risk of school dropout has decreased noticeably. • Activity 2: To get families closer to the school → An induction protocol has helped establish a first contact with the families, and the home visits have improved the relationship between the families and the school, all supported by a language assistant. • Activity 3: To improve the management of the communication channels between faculty, school managers and migrant families, with the help of a socio-linguistic interpreter → A stable team of multilingual, intercultural mediators has been set up to respond to the needs of the families and the school. They have made a total of 446



	<p>interventions (by email/telephone -44-, at home -7-, at school -393- at social services -1- and at hospital -1-) regarding absenteeism (5 times), attitude/motivation issues (83 times), social situation of the family (181 times), conflict management (118 times), providing information (51 times) and doing inductions (8 times).</p> <ul style="list-style-type: none"> • Activity 4: Creating a multicultural environment free from conflicts → Attendance of project members to faculty meetings and participation in individual sessions to talk about cultural diversity management have greatly helped to decrease the number of intercultural conflicts in school. Cultural presentations and explanation of traditions resulted in children playing together on the patio without losing their identities by united a sense of belonging to the school community, normalizing their home customs and making them compatible with the rest of cultures present in the school. Intercultural networks were set up in order to participate in local contests and playgroups after school hours. • Activity 5: Ensuring the cooperation of the families in the project → All the families have been informed about the existence and goals of this project. • Activity 6: Transferring the knowledge of intercultural mediation to teachers and managers → A number of pedagogical materials have been developed and provided to the faculty of the school, and a number of students have been trained in mediation processes so that they can work with the team with their peers. <p>Source: Memoria de actividades Asociación Labor 2016, available at https://www.dropbox.com/s/3e40u57b4tk1409/MEMORIA%202016.pdf?dl=0</p>
Key challenges faced/addressed	<p>Both institutions are high schools in the northern part of Alicante that have more than 1600 students and an average of 35 different nationalities who speak more than 26 different languages. This multicultural reality has made it necessary to articulate projects that promote the values of respect and tolerance of plurality.</p> <p>The singularity and problematic of the schools is due to a combination of five factors: a high percentage of immigrant students from different cultures, the neighbourhood being a socially and economically vulnerable area (families with serious economic and social exclusion problems who leave the education of their children to the school), an upsurge of episodes of violence</p>



	among young people, insufficiency of material and human resources available to the centre and a high number of students with educational compensation needs.
Key conditions for success	Financial resources- it is difficult to pay for the salaries of the mediators (one for migrant children and one for Roma community, and a sociocultural mediator) Need for continuation: it is an ongoing process, and the target children and families might regress if their situation is not followed by a professional.
Source of funding/Resources used	Year 2017/18 is being funded by Obra Social CAM with 12,000€, waiting to obtain more funding. Year 2016/2017 has been completely funded by Obra Social La Caixa Before that, the main source of funding was public budgets + Obra Social CAM
Method/type and results of assessment (if any)	Asociación Labor, which manages this program, makes a yearly public report stating the results of the several activities carried out as well as a quantitative summary of the number of times that the mediators have been employed and the topics of their intervention. Source: Memoria de actividades Asociación Labor 2016, available at https://www.dropbox.com/s/3e40u57b4tkl409/MEMORIA%202016.pdf?dl=0
Link to website, background information	Facebook: @mediacion.ies
Contact details	00 34 610 648 417 mediacion.ies@gmail.com

ESP M 2 / ESP R 2

Field	Information provided- Best practice 2 (Roma/Migrants)
Partner Organisation	UA
Author of Information	Ana Rosser
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Title of the policy or measure (original language)	Programa de Prevención de Absentismo Escolar. Protocolo de Actuación en Centros Educativos
Title of the policy or measure (English)	Protocol for the prevention of school absenteeism
Country	Spain
Name of the responsible body or organisation	Technical Department of Prevention of School Absenteeism (Alicante City hall's social services).
Geographical scope of the responsible body	City of Alicante
Name and roles of other organisations involved	Councillorship of Education, Councillorship of Security, Councillorship of Social Services (intervention in the development or action).
Start year of implementation	2009
End year of implementation	Still in progress
EU policy relevance	Universal schooling C 1; C 3; C 10
National integration policy relevance	Universal schooling Reduction of school absenteeism
Policy area	Education
Specific policy, integration of Migrant/Roma area/problem area being addressed	Schooling and reduction of school absenteeism of all students between 6 and 16 years of age.
Aims and objectives of the policy or measure	To comply with the right of education for all children at the compulsory-school age.
Main activities/actions underpinning the policy or measure	The five actions of the protocol are: <u>1.</u> Preventive actions: dissemination of information related to absenteeism, not only including the school community, a key element of the Protocol, but also the family unit.



	<p><u>2.</u> Absenteeism detection actions: both the guardian and the school manager will be the main participants of the process.</p> <p><u>3.</u> Intervention actions: diagnosis and early correction of problems.</p> <p><u>4.</u> Recovery actions: introduction of adjustments both in the expectations of the absent student and in their level of learning, to adapt it to their actual situation and to favour their particular learning pace, to prevent demotivation.</p> <p><u>5.</u> Creation of an absenteeism committee in schools: to evaluate certain factors that are influencing the absenteeism problem, especially if it persists after the application of the Protocol.</p>
Geographical scope of policy or measure	City of Alicante
Target groups	Children in schools with risk of absenteeism, teachers, school staff, families
Outputs (products/direct result of activities) and outcomes (impact made, wider results) of the policy or measure	<p>They have been awarded a prize at national level.</p> <p>Main results:</p> <ul style="list-style-type: none"> - The number of absent student notifications has doubled since the first application of the protocol (this effect is not due to the increase in school absenteeism but to centres beginning to work on absenteeism and to work through the cases in a more agile way). - The protocol allows for a reliable approximation of the actual figures of school absenteeism. - Its application makes it possible to work through each case according to its own dimensions and to give individual answers to the students and families attending regarding their own situation. - It has made it possible to raise awareness on the specific diagnosis of school absenteeism in the city of Alicante. - The dynamics between families and schools has changed in regards to the justification of absences from class attendance. - As a result of the diagnosis, specific primary prevention programs have been created. - Some centers had to buy more desks to seat all children. - Enrolment increased in early childhood education. - Awareness of the importance of education and of attending classes on a daily basis has increased.



	<ul style="list-style-type: none"> - The level of school absenteeism has decreased. Temporary absenteeism is more common than chronic absenteeism. - Schools hit top figures for remission of absenteeism year after year, having successfully recovered their students.
Key challenges faced/addressed	<p>It was detected that some schools did not report school absenteeism, or each centre communicated it differently, using different instruments and different criteria.</p> <p>Additionally, one of the major struggles of the project is the prevention of early “marriage” of Roma girls, at age 13 or 14, which interrupts their educational process and nullifies their possibilities of insertion into the labour force; instead they dedicate themselves to taking care of their husband, children and their home.</p> <p>Another issue is the detection of possible gender-violence victims who disappear from the school for fear of being located by their “couple.”</p> <p>There is also the problem of children in families who suffer gender violence, which change addresses continuously, forcing the child to continuously adapt to different schooling centres. This uprooting is very frequently the foundation of early school dropout.</p>
Key conditions for success	<p>The basic indicators of the success of the project are essentially the coordination between the different public entities and the centres involved, which allows for effective application of protocol criteria. In addition, the possibility of transferring the protocol to other contexts and the existence of sustained changes over time are key aspects of the success of the project.</p>
Source of funding/Resources used	<p>The protocol is being entirely funded by Alicante city hall (Public budget).</p>
Method/type and results of assessment (if any)	<p>The application of the protocol involves, on the one hand, a traditional methodology from within the centre itself, based on family interviews, meetings and control of class attendance. On the other hand, it provides a series of previously established and well-defined documents as part of the protocol, namely: doc. 1 informative circular, doc. 2 letter of citation of the teacher, doc. 3 minutes and agreements of the interview family / teacher and doc. 4 report of school absenteeism to the Department of Prevention of School Absenteeism.</p> <p>Once the files have been submitted to the department there is a database in which they can be processed.</p>



Link to website, background information	Website: http://www.alicante.es/es/documentos/absentismo-escolar
Contact details	<p>Tel.: 965 210 468</p> <p>Fax: 965 200 928</p> <p>C/Cienfuegos n° 2</p> <p>C.P: 03002 (Alicante)</p> <p>e-mail: absentismo.escolar@alicante</p>

ESP M 3/ESP R 3	
Field	Information provided- Best practice 3 (Roma and migrants)
Partner Organisation	UA
Author of Information	Ana Rosser / Susana de Juana
E-Mail	Ana.rosser@ua.es
Title of the policy or measure (original language)	“La escuela de la Reina”
Title of the policy or measure (English)	“The Queen’s school”
Country	Spain
Name of the responsible body or organisation	Technical Department of Prevention of School Absenteeism, Alicante City hall
Geographical scope of the responsible body	City of Alicante
Name and roles of other	Mainly the Councillorship of Education and the Councillorship of Social Services




organisations involved	
Start year of implementation	2011
End year of implementation	Still in progress
EU policy relevance	Universal schooling C 1; C 3
National integration policy relevance	Universal schooling Prevention of school absenteeism
Policy area	Education
Specific policy, integration of Migrant/Roma area/problem area being addressed	Prevention of absenteeism and dropping out of school of primary school students, especially those belonging to families with lower cultural levels.
Aims and objectives of the policy or measure	To promote the internalization of the most important values related to education in order to promote their permanence in school. To make children realize that learning/studying will allow them to gain access to a better future.
Main activities/actions underpinning the policy or measure	<p>This project, elaborated entirely by the absenteeism team of Alicante, shows the values that lead the participants to change their behavior and improve their destiny through education.</p> <p>The activities of the project are:</p> <ol style="list-style-type: none"> <u>1.</u> A story called “The school of the Queen.” In an imaginary kingdom, the monarch neglects her subjects, exploits them and condemns them to poverty, while the children miss school and spend time working or wandering the streets without a future. <u>2.</u> Queen's School Activities Guide. The activity handbook has three thematic parts; the first of which is focused on increasing the value of the school itself, the benefits of formal learning and the transmission of culture and knowledge as well as the negative repercussions of missing education. The second part deals with the values that improve personal relationships and the adaptation of the students to the educational system. The third part highlights the values related to personal effort, responsibility, teamwork and the enhancement of the




	<p>appropriate leaders, with an eye on the transition to secondary education and adolescence.</p> <p><u>3.</u> The game “The school of the queen”: It summarizes the contents that have been used in the previous activities in a playful and pedagogical way. The children must answer questions related to the contents of the tale. Good answers take them step-by-step to the top of the “Gray Mountain” simulating that the top of the mountain is the high school where they will go to when they finish sixth grade.</p> <p><u>4.</u> Finally, the teachers do a review of the contents worked through the game in a playful and pedagogical way.</p>
Geographical scope of policy or measure	City of Alicante
Target groups	Children and teachers
Outputs (products/direct result of activities) and outcomes (impact made, wider results) of the policy or measure	<p>They have been awarded a prize at national level.</p> <p>As it is a primary prevention action, which is associated with other types of actions in the municipality of Alicante, they use two types of indicators (results from 2011 to 2015):</p> <p><u>1.</u> Objective indicators: the evaluation of school absenteeism per courses. The data show a gradual decrease in the number of absenteeism cases presented per school year.</p> <p><u>2.</u> Subjective assessment of teachers: teachers value the work done with the materials as very positive:</p> <ul style="list-style-type: none"> - They think that the children have captured the value of the school and the training very well as well as the consequences of not going to school. - The tale quickly captures the attention of the children. - The activity and game notebook allow the teachers to continuously work on the prevention of school absenteeism throughout the course. - Both the tale and the notebook have made it possible to speak openly about cultural diversity, so that the children know and respect the different cultures present in their class. - Students learn to manage conflicts without violence. - Students learn the value of cooperation and teamwork. - For students in the 6th year, attending secondary education becomes a game and a goal.



	<ul style="list-style-type: none"> - Teachers have considered it to be constructive to be able to show the students the value of following a good leader as a positive referent, distinguishing it from following other people with antisocial or disruptive behaviours. - Roma children have felt identified and included in the story.
Key challenges faced/addressed	In the beginning, teachers of primary schools of different centres, especially in neighbourhoods with disadvantaged population, expressed the need of using a more playful point of view that motivated the children. The terminology used in the story and materials were complicated, resulting in new materials being adapted to the smallest children.
Key conditions for success	Among the basic conditions for the success of the project are the coordination of resources to implement the initiatives (technicians in the creation phase, inclusion in the educational syllabus and the implementation by the school) as well as the use of materials that take into consideration the psychology and the motivations of the children.
Source of funding/Resources used	Since 2011, the project has been entirely funded by the city of Alicante .
Method/type and results of assessment (if any)	<p>Main features of the methodology used:</p> <ul style="list-style-type: none"> - The methodology used in the creation of the story was very participative and creative, integrating all the values that the absenteeism technicians understood as essential into the narrative of the tale in order to reinforce the school attendance in a single story. - Its innovative methodology is easy to transfer to other schools in Spain. - They had several test-and-evaluation pre-editing sessions, in which they collected opinions and improved the activities, in addition to evaluating the impact that the story had on the students. - Conducting <i>online</i> queries on different group dynamics and select and adapt the most appropriate ones.
Link to website, background information	<p>Website: http://www.alicante.es/es/documentos/absentismo-escolar</p> <p>Presentation of the tale: https://www.youtube.com/watch?v=LMtDw_yKHnk&t=1s</p> <p>Documents:  Cuento La Escuela de la Reina.</p>



	 Cuaderno Actividades
Contact details	965 210 468 educacion@alicante-ayto.es

ESP R 4	
Field	Information provided -Best practice 4 (Roma children)
Partner Organisation	UA
Author of Information	Ana Rosser / Susana de Juana
E-Mail	Ana.rosser@ua.es
Title of the policy or measure (original language)	“Colegio Nazaret. Centro de Acción Educativa Singular”
Title of the policy or measure (English)	Nazaret School. Center for Unique Educational Action
Country	Spain
Name of the responsible body or organisation	Nazaret School
Geographical scope of the responsible body	City of Alicante
Name and roles of other organisations involved	Compañía de Jesús (ownership), Generalitat Valenciana, Alicante City hall, San Vicente del Raspeig Town hall, among other public entities.
Start year of implementation	1957 (School foundation)
End year of implementation	Still in progress



EU policy relevance	Universal schooling and academic success C 1; C 2; C 3; C 6; C 9; C 8; C 10; C 11
National integration policy relevance	Universal schooling and academic success in primary and compulsory secondary education
Policy area	Education
Specific policy, integration of Migrant/Roma area/problem area being addressed	Educational measures for primary and secondary students with educational and social compensation needs, especially Roma students.
Aims and objectives of the policy or measure	To teach non-formal instruction to children, teens and parents who seek social insertion in situations of marginalization and exclusion derived from family, social, economic, cultural, ethnic or personal circumstances in difficult social contexts.
Main activities/actions underpinning the policy or measure	<p>Its curriculum is aimed to offer a basic education (language and mathematics) with an active, experiential and competency-based methodology in very small groups, specific work in tutorial action and psycho-social and emotional development of the student, as well as the enhancement of manual skills through workshops and the development of artistic skills. In addition to the educational work with the students, Nazaret strives to work with families in coordination with other social agents, following up on them and their needs and integrating them into the center's educational project</p> <p>The activities are:</p> <p><u>1.</u> Group and individual tutorial action: the tutorial action has specific times, spaces and participants, but the tutorial action is an attitude that extends to the entire educational community. The “PAT” (Advisory Action Plan) is a project for the personal, emotional and socio-affective development of students working in small groups, supervised by a responsible teacher as well as another teacher. 30% of the student's weekly work is dedicated to tutoring.</p> <p><u>2.</u> Flexible groupings and schedules: the project contemplates two types of grouping, the tutoring and the work group. The student has as main reference group his tutoring (primary) or group base (secondary) in which psychosocial aspects are fundamentally addressed. The work group is where the activities related to the instrumental areas, pre-workshops and workshops are carried out. The groupings take into account different criteria (personal affinity, personal maturity, various</p>



	<p>levels of curricular competence, types of areas discussed, different places to hold meetings, etc.).</p> <p><u>3.</u> Curriculum adaptation: The educational project especially emphasizes tutoring, workshops and the fields of linguistics and mathematician. The presence of many students with educational needs requires the adaptation of practically all educational materials because they are not found in the publishing market.</p> <p><u>4.</u> Workshops: The third cycle of primary education focuses on communicative and artistic skills and abilities with the aim of developing the imagination and creativity as well as in the other areas, enhancing respect for the work of others, cooperation, respect for norms, the taste for work well done, etc.</p> <p>The most relevant activities, besides the curricular ones, are based on those that allow a social integration of students participating in various proposals offered in the city of Alicante. In addition, healthy life projects such as hygiene, health and food plans and artistic activities such as “flamenco box” with the construction of the instruments themselves are also part of the curriculum.</p>
Geographical scope of policy or measure	Province of Alicante, several towns.
Target groups	Primary and secondary students and their families with educational and social compensation needs derived primarily from residing in socially, culturally or economically disadvantaged areas, being dependent on institutions, social protection of the child, late incorporation into the educational system and irregular schooling and /or maladjustment to the ordinary school environment.
Outputs (products/direct result of activities) and outcomes (impact made, wider results) of the policy or measure	If achievement is considered from an academic point of view only, results are not very positive: these students are in the lowest percentile of the reference population in the diagnostic evaluation tests periodically carried out by the educational administration. They understand that these tests “assume” conditions of minimum stability for the whole population. Nevertheless, they can show other qualitative /quantitative achievements. For instance, they have met the objective of almost eradicating school absenteeism among its students, especially between the age of 6 and 12, largely because of the extra academic factors that Nazaret offers.
Key challenges faced/addressed	Nazaret’s program helps students with educational and social compensation needs derived primarily from residing in socially, culturally or economically disadvantages areas, being dependent on social welfare institutions, late incorporation into the educational system and irregular schooling and/or maladjustment to the ordinary



	school environment. Most of their students are of Roma origin with severe family breakdowns, severe curricular delay, lack of motivation and appreciation for schooling, high absenteeism rates, specific educational and mental health support needs and judicial measures, among other features.
Key conditions for success	Financial resources- due to the scarcity of resources, the centre has no capacity to manage a great number of cases, as they have to cope with the needs of children's food and clothing.
Source of funding/Resources used	Compañía de Jesús (Religious organization). Department of Education, Justice, Social Welfare, Alicante City hall and Mutxamel Town hall (Public budget).
Method/type and results of assessment (if any)	
Link to website, background information	Website: www.nazaretalicante.es Facebook: @nazaretalicante.es
Contact details	965 17 18 15 nazaret@nazaretalicante.es

ESP R 5	
Field	Information provided- Best practice 5 (Roma children)
Partner Organisation	UA
Author of Information	Ana Rosser / Susana de Juana
E-Mail	Ana.rosser@ua.es
Title of the policy or measure (original language)	Programa “Promociona”
Title of the policy or measure (English)	“Promote” Program
Country	Spain



Name of the responsible body or organisation	Gipsy Secretariat Foundation (Fundación Secretariado Gitano)
Geographical scope of the responsible body	State level
Name and roles of other organisations involved	European Social Fund, Department of Health and Social Policy and other public and private entities.
Start year of implementation	2009
End year of implementation	Still in progress
EU policy relevance	Access to education for Roma children C 3; C 4; C 10; C 11; C 13
National integration policy relevance	Access to education for Roma children
Policy area	Education
Specific policy, integration of Migrant/Roma area/problem area being addressed	Promotion of the educational standardization of Romani students from the last year of primary to compulsory secondary education.
Aims and objectives of the policy or measure	<p>To promote the educational standardization of Roma students to achieve higher rates of academic success in the last cycle of primary education and compulsory secondary education, and to promote continuity in media and/or higher education and vocational training.</p> <p>As specific objectives, the program aims to:</p> <ul style="list-style-type: none"> - facilitate the transition between primary and secondary education, remaining in the education system and promotion to higher education. - generate and promote the necessary conditions to foster the educational success of the Roma community and, in short, the entire educational community by working with the different



	actors involved: students, families, educational centers and other social agents.
Main activities/actions underpinning the policy or measure	<p>Three levels of intervention are defined:</p> <p><u>1.</u> Individual level: The work with the student and his/her family must be close and a priority in the sequence of intervention. Subsequently, an individualized intervention plan is designed as well as individualized tutoring and orientation sessions with both the student and his / her family.</p> <p><u>2.</u> Group level: priority is given to the formation of the group as a space that serves to reinforce the academic support and place where to put into practice the behaviours and the attitudes constructed for the reinforcement and learning of values and attitudes. The “Promociona” classroom, plays an important role on this level. As spaces for support and school reinforcement, the acquisition of skills for learning and habits, rhythms and norms that facilitate the school inclusion of children, as well as their continuity and permanence in the education system, is very important.</p> <p><u>3.</u> Socio-communitarian level: they work with the environment and with the social agents close to the students and educational centres as elements that influence from unregulated spaces in their educational process and in the achievement of the objectives of the “Promociona” program.</p>
Geographical scope of policy or measure	Spain
Target groups	Promociona is addressed to the different agents who participate in the educational process: the students themselves, the families, the educational centers and other educational and social agents. The target group is Roma students in the last years of primary and compulsory secondary education.
Outputs (products/direct result of activities) and outcomes (impact made, wider results) of the policy or measure	Besides a marked improvement in students' academic performance, other results are: a greater assimilation of habits and educational routines; a greater motivation towards studies; reduction of absenteeism; a greater involvement of families in the educational process of their children; increased involvement of teachers in the educational process of students and increased awareness of schools regarding the situation of gypsy students; increased expectations regarding the possibilities of the student, by the own students, his family and the educational centre.



	<p>The main figures evidencing the development of the program in the school year 2013-2014 are the following:</p> <ol style="list-style-type: none"> 1. 76.44% of the students of the program in the 6th class of primary education passed all their subjects and could attend secondary education. 2. In secondary education, 78% of the target students obtained a graduate degree in ESO. 88.60% of these graduates continued on with non-compulsory studies. 3. In relation to the degree of involvement of the families in the educational process of their children, 36% of them showed a very deep commitment, compared to 5% that displayed no involvement. 4. In relation to the degree of involvement of the schools, 43% showed a very deep commitment, compared to 3% that showed no involvement at all. 5. From the year 2009 to 2014 the participation of all the agents involved in the program has increased considerably. <p>Source: Datos de Implementación del curso escolar 2013-2014, available at https://www.gitanos.org/upload/27/75/Promociona_2013-2014.pdf</p>
Key challenges faced/addressed	<p>The main problems in relation to the Roma community and their education are early school dropout, high absenteeism rates or lack of continuity in the formal training process; all this has clear repercussions on the future professional career of young Roma and is a barrier to overcome to ensure a true social inclusion and labour insertion of the Roma population.</p>
Key conditions for success	<p>The consequences that positive results of this line of educational actions can have at an individual level for young Roma are clear; but the impact on the long-term promotion of the Roma community is more than evident, because the future of the groups depends on the trajectories of their members. In the gypsy community the lack of positive referents with either medium or higher education as well as with skilled jobs is scarce; therefore this objective becomes a priority in order to encourage the maximum possible success.</p>
Source of funding/Resources used	<p>The project is being financed mainly with funds from the European Union, which are complemented by state, regional and local funds (both public and private).</p>
Method/type and results of	<p>“Promociona” program is structured in 7 basic stages:</p> <ol style="list-style-type: none"> 1. Dissemination and recruitment: making the program known to those agents that are capable of being able participate in it: the students



assessment (if any)	<p>themselves, their families, their educational centres and other social agents.</p> <p><u>2.</u> Selection of students: a considered selection of students and families who want to participate in the program is made.</p> <p><u>3.</u> Reception and diagnosis: at admission of the student and his family to the program, data are collected in order to make a first diagnosis (which will be the basis to design the intervention). In this stage it is useful to use formal tools that reinforce the commitment between the program agents, families and children.</p> <p><u>4.</u> Design of the individualized intervention plan: once the initial diagnosis of each case has been made, an individual plan is designed, in which the student, his/her family and the school are involved.</p> <p><u>5.</u> Intervention: this is the stage in which the actions set out in the individualized intervention plan are carried out. The most common actions are: information sessions, counselling and family orientation (individual and group-based), support and assistance in the management of documentation: scholarship books, dining room, school changes, etc.,</p> <p><u>6.</u> Evaluation: analysis of whether the objectives set out in the individualized intervention plan have been met. Based on the results of the evaluation, new objectives are established (if necessary) and the intervention is adapted.</p> <p><u>7.</u> Follow-up: to ensure an adequate participation in the school life of the student. Once both the student and his family have reached sufficient autonomy, occasional contact will be made unless a more frequent relationship is deemed necessary.</p> <p>Each of the described stages relies on specific tools for their development. A significant part of these tools are incorporated in the Promociona website: an integral database in which the individual, group and community-based actions developed in the different areas (education, employment and social action) is collected.</p>
Link to website, background information	<p>Website: www.gitanos.org</p> <p>Facebook: @FundacionSecretariadoGitano</p>
Contact details	<p>91 422 09 60</p> <p>educacion@gitanos.org</p>



Field	Information provided- Best practice 6
Partner Organisation	UA
Author of Information	Ana Rosser /Susana de Juana
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Title of the policy or measure (original language)	VOL+: skills
Title of the policy or measure (English)	VOL+: skills
Country	Spain
Name of the responsible body or organisation	Spanish Platform for Volunteering (PVE)
Geographical scope of the responsible body	Spain
Name and roles of other organisations involved	MADRID: Federación de Mujeres Progresistas, Save the Children ZARAGOZA: Atades, Plena Inclusión, Fundación Down, Atadi, Centro Social San Antonio, Aragon Autonomous Government BARCELONA: Centre de Acogida ASSIS BADAJOZ: AECC SEVILLA: ONCE Plus: DKV, ADECCO, IBM, Psicotec and First Quantum
Start year of implementation	2014
End year of implementation	Still in progress
EU policy relevance	Policy Agenda on Volunteering in Europe (PAVE) C 9; C 10; C 11



National integration policy relevance	Estrategia Estatal del Voluntariado (State strategy for volunteering)
Policy area	Promotion of volunteering Training of volunteers Awareness of the value of volunteering
Specific policy, integration of Migrant/Roma area/problem area being addressed	Promotion of volunteering Training of volunteers Awareness of the value of volunteering
Aims and objectives of the policy or measure	VOL+ is a certification program of the skills acquired while volunteering, together with volunteering organisations in a triangular partnership (institutions, volunteers and tutors) in order to promote, among other things, the employability of those who volunteer, developed by the PVE (www.plataformadelvoluntariado.org).
Main activities/actions underpinning the policy or measure	<p>The volunteering action can result in the developing or honing of several competences and skills. This acquisition is the result of specific situations and actual experiences acquired over time, necessary for someone to develop or strengthen a certain competence. The formal acknowledgment of these skills may offer an important support for volunteers in the processes of personal and professional development.</p> <p>The competences that they formally acknowledge are: initiative and autonomy, interpersonal communication, teamwork, organization and planning, flexibility and innovation, problem-solving and leadership.</p> <p>There are three levels: low (no certificate is provided for this level), intermediate and advanced. Source: http://www.plataformavoluntariado.org/ARCHIVO/fotografias/recursos/1461839052_vol_triptico-informativo-2.jpg</p>
Geographical scope of policy or measure	Spain
Target groups	Volunteers of all kinds. The profile is female, under 30, student (in 2015, actively working), with secondary education and with experience in volunteering.
Outputs (products/direct result of activities) and	Volunteers can request a certificate that can formally incorporated in their CV. In 2014, VOL+ started with two organizations; today 16 organizations collaborate in the process.



outcomes (impact made, wider results) of the policy or measure	Online training modules are provided to the organizations collaborating in this action. 25 processes have started between March 2016 and January 2017. Only two of them were stopped. Team working has been identified as the most difficult skill to acknowledge. (Source: http://www.plataformavoluntariado.org/vol-plus.php)
Key challenges faced/addressed	Changes in the needs of volunteers /internal management of the volunteering organizations: While solidarity is still the top reason, 26% of volunteers volunteer in order to learn something new and 16% want to gain work experience or professional skills (Source: http://www.plataformavoluntariado.org/ARCHIVO/documentos/recursos/hechos-y-cifras-del-voluntariado-en-espana-2014.pdf)
Key conditions for success	The collaboration of the organization, in which a mentor must be appointed, is essential for the project. In the end, the organization is the one evaluating and acknowledging the competences.
Source of funding/Resources used	Ministry for Health, Social Services and Equality
Method/type and results of assessment (if any)	There is a review method which involves the volunteer, the tutor and the PVE before issuing the demanded certificate of skills: The tutor reviews the application forms and meets with the volunteer to analyse and discuss the skills that may have developed, asking questions and debating on the overall volunteering experience, as well as analysing each competency in the documentation submitted by the volunteer. Then, the PVE reviews and validates the information. Source: http://www.plataformavoluntariado.org/ARCHIVO/fotografias/recursos/1461839052_vol_triptico-informativo-2.jpg
Link to website, background information	http://www.plataformavoluntariado.org/vol-plus.php
Contact details	C/ Tribulete, 18, local. Madrid (Spain). Tlf- 915411466 volplus@plataformavoluntariado.org sensibilizacion@plataformavoluntariado.com

ESP V 2

Field	Information provided- Best practice 7 (Volunteering)
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Partner Organisation	UA
Author of Information	Ana Rosser /Susana de Juana
E-Mail	Ana.rosser@ua.es
Title of the policy or measure (original language)	Protocolo para la evaluación de la acción de voluntariado
Title of the policy or measure (English)	Protocol for the evaluation of the volunteering action
Country	Spain
Name of the responsible body or organisation	Asociación Española contra el Cáncer (AECC)- <i>Spanish Association Against Cancer</i>
Geographical scope of the responsible body	Spain
Name and roles of other organisations involved	--
Start year of implementation	
End year of implementation	Still in progress
EU policy relevance	Policy Agenda on Volunteering in Europe (PAVE) C 10; C 11; C 12
National integration policy relevance	Estrategia Estatal del Voluntariado (State strategy for volunteering)
Policy area	Evaluation of volunteering action
Specific policy, integration of Migrant/Roma	Evaluation of volunteering action



area/problem area being addressed	
Aims and objectives of the policy or measure	To understand the volunteers (their expectations, their assessment of the activity they perform, how they feel, etc.) as well as ensuring that the global volunteering action is satisfactory for the users.
Main activities/actions underpinning the policy or measure	<p>The users of the service and professionals that work with them are quizzed on their satisfaction with the service once a year.</p> <p><i>Patient and family satisfaction questionnaire</i></p> <ul style="list-style-type: none"> • Assessment of the usefulness of volunteer tasks • What is the contribution of the volunteer • Assessment of the contact with the volunteers of the entity • Problems in the development of the volunteering tasks and possible solutions <p><i>Volunteer Satisfaction Questionnaire</i></p> <ul style="list-style-type: none"> • Overall assessment of aspects related to AECC • Main problems in the development of activity • Degree of satisfaction with the information received • Training needs • Assessment of coordination: positive and negative aspects <p><i>Questionnaire on the satisfaction of health personnel</i></p> <ul style="list-style-type: none"> • Assessment of the usefulness of volunteer work for cancer patients and their relatives in different aspects • Indirect benefits of volunteer work for staff sanitary • Problems posed by volunteer work in the hospital and possible solutions • Overall assessment of the volunteer task <p>Source: AECC (Page 144 in http://www.publicacionestecnicas.com/lacaixa/voluntariat/buenas_practic as/)</p> <p>This type of action supports organizational learning and facilitates the formulation of training plans for the improvement of voluntary activity.</p>
Geographical scope of policy or measure	Spain
Target groups	AECC's volunteers
Outputs (products/direct result of activities) and outcomes (impact made, wider	<p>There are three questionnaires (see above and two forms)</p> <p>2184 meetings were held in 2014, of which 354 were for remedial training and 1656 were follow-up meetings. The areas of training and follow-up were: practical cases, reminders of behavioural patterns, emotional restraint, mourning coping, communication skills, confidentiality, criteria for referral of patients to professional services ...</p>



results) of the policy or measure	<p>A high level of satisfaction with the care received is observed. According to the 2014 report, 96% of patients and their families show high levels of satisfaction with the care received from volunteers, with an average score of 4.61 out of 5. The aspects that are most useful to the users in order of importance are: emotional support, company and entertainment. 96% of the health professionals also show high levels of satisfaction with the volunteer program in hospitals, with an average score of 4.66 out of 5. The most valued activities were: company, emotional support and information about psychosocial support services.</p> <p>Source: https://www.aecc.es/Comunicacion/InformeAnual2014/unaluchadetodos/Paginas/Voluntariado2014.aspx</p>
Key challenges faced/addressed	<p>Volunteers must be prepared for attending continuous training and comply with their duties according to the ethical code of the association.</p> <p>The evaluation protocol is a tool that can and must be evaluated periodically.</p> <p>Users must be objective regarding the service.</p> <p>Must raise awareness that volunteers are not professionals.</p>
Key conditions for success	<p>It is important that the evaluation process takes into account the perceptions and points of view of all the stakeholders: beneficiaries, relatives, other groups in direct contact with volunteers, etc.</p> <p>It is important that the questionnaire comes with clear application instructions and information on its usefulness. Open-ended questions usually lead to indecision or monosyllabic responses.</p> <p>The questionnaire should be given only to patients and families who have been beneficiaries of voluntary activity. It is important to ensure the anonymity of the questionnaire, using mailboxes located in the hospital or at the entity's headquarters.</p> <p>In order to have a greater guarantee of response by health personnel, it is more convenient to deliver the questionnaires and to involve a person in charge (area, service, unit).</p> <p>Source: AECC (page 145 in http://www.publicacionestecnicas.com/lacaixa/voluntariat/buenas_practic as/)</p>
Source of funding/Resources used	Donations



Method/type and results of assessment (if any)	<p>There is an intranet where the volunteering area coordinators can keep track of the volunteers and deploy the protocol. This protocol is the same for all delegations.</p> <p>Annual meetings are held to analyse the results of this evaluation and to propose improvement measures, usually in terms of training actions or personal meetings.</p> <p>The existence of an evaluation system allows obtaining information periodically in a structured way. Thus, the evolution of the evaluated different aspects and the opinion of the volunteer can be seen at all times.</p>
Link to website, background information	<p>https://www.aecc.es/Voluntarios/Paginas/Voluntarios.aspx</p> <p>The AECC has very detailed training and selection procedures, but according to Villa (2007) it is the evaluation of the volunteering action that stands out the most. It makes sense that the organization takes care of their volunteers, considering how sensitive area in which they volunteer is, especially in the case of dealing with patients and families.</p>
Contact details	<p>Informacion@aecc.es</p> <p>c/ Amador de los Ríos, 5 28010 - Madrid</p> <p>Tlf. +34 900100036</p>

ESP V 3	
Field	Information provided- Best practice 7 (Volunteering)
Partner Organisation	UA
Author of Information	Ana Rosser /Susana de Juana
E-Mail	Ana.rosser@ua.es
Title of the policy or measure (original language)	Contigo +UA: Voluntariado Centro de Apoyo al Estudiante
Title of the policy or measure (English)	“With you, more UA”: Volunteering action of the Student center
Country	Spain



Name of the responsible body or organisation	Centro de Apoyo al Estudiante (Student Support Center)- Universidad de Alicante
Geographical scope of the responsible body	Alicante
Name and roles of other organisations involved	--
Start year of implementation	1999
End year of implementation	Still in progress
EU policy relevance	Policy Agenda on Volunteering in Europe (PAVE) C 10; C 11; C 14
National integration policy relevance	Estrategia Estatal del Voluntariado (State strategy for volunteering)
Policy area	Promotion of volunteering in specific areas
Specific policy, integration of Migrant/Roma area/problem area being addressed	Promotion of volunteering in Universities
Aims and objectives of the policy or measure	The objective is to guarantee the educational inclusion and the full participation in the academic life to all the students. Student volunteers help other students with overcoming difficulties that can have an impact on their academic performance.
Main activities/actions underpinning the policy or measure	To achieve this goal, students offer part of their time supporting colleagues in a familiar environment, with small actions to improve the quality of life in the university environment. The Student Support Centre offers information, general and specific training, adaptation and customized monitoring on the assigned tasks. They promote and support a number of volunteering activities involving other students, such as: <ul style="list-style-type: none"> • Taking notes



	<ul style="list-style-type: none">• Campus walking• Scanning documents• Support in subjects• Support at the library and everyday tasks• Language support• Transcription in exams• Guiding tours• Supporting and welcoming students from mobility programmes <p>In exchange, students might get credits and a certificate.</p>																												
Geographical scope of policy or measure	Alicante																												
Target groups	Students of Universidad de Alicante who, during their university studies can be in situations of personal conflict, difficulty in the studies, disability or chronic illness, problems of adaptation to the university world, with the language, or in their interpersonal relations.																												
Outputs (products/direct result of activities) and outcomes (impact made, wider results) of the policy or measure	<p>Increase in volunteering in specific careers and classrooms where volunteers are needed because they have a student with specific educational needs or disability. Data year 16/17</p> <table><tr><th>Studies</th><th>male</th><th>woman</th><th>TOTAL</th></tr><tr><td>Humanities</td><td>4</td><td>9</td><td>13</td></tr><tr><td>Engineering and Technology</td><td>8</td><td>4</td><td>12</td></tr><tr><td>Science and Social Sciences and Law</td><td>13</td><td>26</td><td>39</td></tr><tr><td>Health Sciences</td><td>0</td><td>2</td><td>2</td></tr><tr><td>Experimental Sciences</td><td>1</td><td>4</td><td>5</td></tr><tr><td>TOTAL</td><td>27</td><td>47</td><td>74</td></tr></table>	Studies	male	woman	TOTAL	Humanities	4	9	13	Engineering and Technology	8	4	12	Science and Social Sciences and Law	13	26	39	Health Sciences	0	2	2	Experimental Sciences	1	4	5	TOTAL	27	47	74
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TOTAL	27	47	74																										
Key challenges faced/addressed	<p>The main challenge would be recruiting the students, who may not have a lot of free time, and promoting the program.</p> <p>It is also challenging to promote the increase of volunteering in the classroom with partners with special educational needs and increase the number of students with disabilities who volunteer.</p>																												
Key conditions for success	Students with disabilities are encouraged to participate in the volunteer program as volunteers. Giving and receiving help is the key to motivation, increased self-esteem and personal well-being.																												



Source of funding/Resources used	Public budget (Universidad de Alicante's)
Method/type and results of assessment (if any)	A continuous evaluation method is used based on qualitative follow-up interviews, in addition to a quantitative evaluation through the Quality Assessment of the service provided through quantitative data collected in the virtual application of the UA Cloud.
Link to website, background information	https://web.ua.es/es/voluntariado-ua/voluntariado-centro-de-apoyo-al-estudiante.html https://web.ua.es/es/voluntariado-ua/voluntariado-contigo-ua.html
Contact details	Edificio de Ciencias Sociales (Planta Baja). Carretera de San Vicente del Raspeig s/n 03690 San Vicente del Raspeig Alicante (España) cae@ua.es Tlf. (+34) 965909402, (+34) 965903873. Fax: (+34) 965909802