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1. Introduction

The study “[Educational support models – the current policy responses in Europe](#)” carried out for the European Commission, identified four types of educational support policies that facilitate the integration of NAMS (Newly Arrived Migrant Students) in European countries education systems: linguistic support, academic support, outreach and cooperation, and intercultural education. The mix of these policies along with the general characteristics of the education systems provide the basis for distinct educational support models.

The analysis of the education systems and delivery of educational support measures for NAMS in Italy, Spain and Greece shows that their educational support models are non-systematic:

- The support provided is random;
- There is no clearly articulated policy on the national level to support the integration of newly arrived migrant children or such policy exists, but is not effectively resourced and implemented;
- The support provided at regional, local and/or school level is highly fragmented as teachers, parents and local communities are largely left to their own devices.

Furthermore, the education systems of Greece, Italy and Spain focus primarily on the provision of linguistic support and to a certain extent on academic support, but they do not include the other aspects.

Within the IntegratEd project, an educational support model will be proposed to cover the aspects of further academic support, outreach and cooperation, and intercultural education and its integration to the general education system will be advocated so that the national educational support systems become comprehensive.

1.1. The Integrated project

“IntegratED - Promoting Meaningful Integration of Third Country Nationals Children to Education” is a two-year AMIF funded project implemented by KMOP (Greece) in cooperation with CESIE (Italy), InteRed (Spain), Canary Wharf Consulting LTD - CWC (UK), KMAKEDPDE (Greece) and the European Parents Association – EPA (Belgium).



The project aims at enhancing and strengthening educational participation among Third Country National (TCN) children as well as tackling discrimination towards TCNs in Greece, Italy and Spain as well as the whole EU.

Projects aims will be achieved by:

- Strengthening TCNs participation and academic achievements rates in Greece, Italy and Spain to ultimately improve their independence and enhance active participation to society;
- Supporting TCNs academic performance in secondary school;
- Strengthening teachers and other educational staff skills to deal with increasingly intercultural and diverse classrooms;
- Promoting and supporting TCN parents' participation in school life;
- Strengthening both TCN pupils and parents' knowledge on school education system and its functioning in Greece, Italy and Spain;
- Valuing and supporting TCNs' mother tongue and culture development and learning;
- Fostering exchange of good practices and experiences on TCN children integration in school education as well as promoting comprehensive educational support models;
- Raising awareness on education role in promoting inclusive societies and integration of TCNs;
- Advocating for increasing attention on inclusion, diversity and intercultural competencies in school education field policy making.

The project structure is built over five Working Packages. WP1, WP2 and WP3 are the core working packages whereas WP4 and WP5 are the horizontal Working Packages.

WP1: Identification and Assessment of Policies and Practices regarding the Inclusion of TCN Children in Education.

WP2: Development and pilot implementation of Educational support model for TCN children.

WP3: Exchange of experiences and good practices on successful integration of TCN children in Education and promotion of education support model.

WP4: Awareness raising campaign (dissemination and communication activities).

WP5: Management and Coordination of the Action.

1.1. [1.2 WP2: Development and pilot implementation of Educational Support Model for TCN children](#)



The objective of the second Work Package of the IntegratEd project is the development of an Educational Support Model to be implemented and pilot tested in 15 school across Greece, Spain and Italy (5 per country).

Why do schools need an Educational Support Model tailored towards the learning-related needs of TCN students?

The IntegratEd partnership carried out a research that focused on each country's education system and the support policies already available for TCNs. It turned out that in Greece, Spain and Italy TCN students receive support on their host country language skills as well as some forms of weak academic support.

Moreover, as described by the EU commission paper "Educational Support Models – The current policy response" (2012), support models for TCN students across Europe are different in terms of the services provided and the degree of independence allowed to each school depending on each school system.

Whereas some countries provide a strong support to newly arrived students, other countries are not yet prepared to provide all the support needed. This support has been identified as covering four main fields: Language; Academic Support; Parental involvement in school life and their children education; Intercultural school environment.

Therefore, IntegratEd's objective is to provide schools with a holistic support model covering the fields of:

- Academic support: aiming at supporting TCN students on their learning needs to in turn improve their academic achievements.
- Parental involvement: aiming at making TCN parents more involved in the school community life as well as participating more actively to their kids' education.
- Intercultural involvement: to generate a diversity-friendly and positive school environment able to integrate anyone regardless their ethnic, cultural or religious background.

In the next chapters, each one of these three areas of the Educational Support model will be further explained in more details.

2. Academic Support

The academic support proposed by the IntegratEd project offers two activities covering different aspects of TCN students learning:

- **A Mentoring programme;**



- An online “**Educational Support Platform**”.

The **mentoring programme** will be implemented in 5 school per implementing country (Greece, Italy and Spain). At least 25 mentor-mentee pairs will be matched in each country. The mentoring programme will be running throughout the whole school year.

The rationale behind the mentoring program is to provide support to those TCN students who have newly arrived in a European country in order to foster their smooth integration in the new school education system and community.

The online **Educational Support Platform** will provide support to TCN students through three dedicated areas:

- **Student services:** this will be an online homework support service by which TCN students will be helped by retired teachers or university students on a voluntary basis. Schoolwork support material will be made available to TCN students here as well.
- **Teacher services:** this area of the platform will offer teachers an e-learning module on intercultural teaching and on how to create an intercultural school environment as well as providing information on how to use safe and controlled platforms such as [Edmodo](#).
- **School services:** here information on the school education system of each country will be provided in several languages, as well as an e-learning module for mentors.

2.1. Mentoring Programme

Mentoring programmes have proven to be highly effective tools to make the inclusion process of TCN smoother. Concerning the IntegratEd mentoring programme, this smoother inclusion will be possible since mentoring activities will take place throughout the whole school year. Another important element is the peer-to-peer structure of the mentor-mentee relationship, which will allow TCN student to create a positive relationship with other students with whom would be easier to talk and express their concerns and needs. Mentors as well will benefit from their participation to the programme in terms of their personal development and by acquiring important soft skills.

The piloting of the mentoring programme will go on for the whole school year and once it will be assessed and improved, it could be implemented on a regular basis in the schools involved as well as being spread around to other schools.

2.1.1. [Inception phase](#)



On its early stage, the mentoring programme will begin with the selection procedure of the mentors. This is a crucial stage since it will affect the rest of the mentoring programme.

Mentors should be students who want to participate in the first place; therefore, it should be their voluntary decision to sign up. There will be an application procedure interested students will have to go through. Students who decided to apply will be provided with an application form assessing their:

- Background;
- Ability to Empathize;
- Knowledge of foreign languages.

The form will also serve as a mean to collect information on their age, nationality, contact details and other useful information.

In order to find out other elements of applicants' motivation and understanding of the commitment that the mentoring programme face-to-face interviews are encouraged to be carried out as well.

The teachers of the schools involved will carry out the selection of the mentors. Teachers know already their students, which will help them to select those who can do the best job. In addition, it would be preferable to have mentors and mentees enrolled in the same school, although if not enough students are available for taking up on the mentoring, it could be possible to widen the programme to university students or students from other schools. This depends on the national context and the schools.

Selection should begin closely to the start of the school year so that mentees could receive their support as soon as possible.

More information on this phase of the mentoring programme is provided in the D2.2 "Application and Selection Procedure Guide" developed by the IntegratEd partnership.

Another important element to proceed with the mentoring programme is to inform students' parents of it. To this end, schools involved in the piloting of the IntegratEd Educational Support Model will organize a school-parent event. It will also be the chance to begin the process aimed at maximizing the involvement of the parents in the school life of their kids since it will allow them to meet up with other parents, get to know their kids' teachers and do some networking.

[2.1.2. Implementation of the mentoring programme](#)

The mentoring programme will take place during the whole school year. A workshop involving **4 to 8 participants** will take place in each participant school to work around



the understanding of what mentoring is and how to mentor properly a diverse student population.

Mentors will support their mentees in their educational needs as well as with their social inclusion in the school community. In order to do so, mentors will be trained through an e-learning course available on the IntegratEd's online Educational Support Platform. At the end of their training, mentors will earn **a certificate attesting their acquired expertise.**

Mentors and mentees will have to schedule up **regular meetings at least once every two weeks.** Mentors and mentees will also exchange contact details so that they can easily keep in touch. Mentees should feel free to ask support to their mentors anytime they need it.

During the meetings, mentors will listen to their mentees, see what they need, offer their support with homework and other assignments as well as providing their support with bureaucratic procedures and so on.

To foster mentees integration in the new school environment, mentors should invite them to school events, introduce them to other students, find out what they like and encourage them to participate to school extracurricular activities (e.g. sign up to a sport team).

Mentors and teachers will also meet up regularly (at least once a month) to discuss how the mentee is doing in terms of learning but also in terms of his/her participation to school community life. Mentors will have to fill in a logbook after every meeting with their mentee and use it as a starting point to provide information to the teachers.

Teachers will use this information to keep in touch with mentees' parents, communicate with them about their kids' integration at school and encourage parents to feel more involved in the school community.

Furthermore, the mentoring programme will be an opportunity for the mentors to gain and develop soft skills (e.g., communication, problem solving, interpersonal skills, adaptability, etc.) that would be useful and ease their inclusion in the labour market. Along with the training activities at the beginning of the mentoring programme, mentors will undertake a personal and professional growth path allowing to raise their awareness on their role in the society. Being a mentor will unleash their personal and social potential making them active and responsible citizens.

Mentors will be supported throughout the process and guided in order to effectively accompany their mentees in the educational and social inclusion path. Mentors should



be met on a regular basis to understand how their work is going and which difficulties they are might encountering. This is crucial for the activation of fruitful and successful inclusion paths: providing support to mentors will allow them to better address the challenges they are going to face, also in relation with particular difficult situations that their mentees might encounter.

A series of measures and activities will be put in place to motivate mentors during the whole school year and to let them know how much their work is appreciated and useful for the development of a tolerant and inclusive school community. Teachers will be encouraged to support mentors during their regular meetings by checking how they feel about their work and to appreciate what they have done up to that point. This virtual exchange in which mentors are supporting teachers in managing diversity at school and vice versa will highly benefit and have a positive impact on the whole school community.

Thus, the mentoring programme is designed to favour the school and social inclusion of newly arrived TCN children, but also to give to other students with a migrant background the opportunity of being main actors of the society they live in.

2.1.3. [Evaluation of the mentoring programme](#)

The evaluation of the mentoring programme is a key part of the IntegratEd project since it will allow the partnership to improve the educational support model and the mentoring programme accordingly to its end users' feedback.

Evaluation tools will be a set of questionnaires that students involved (depending on their role) and teachers will have to fill up regularly. Also, logbooks kept updated by the mentors after each mentor-mentee meeting will be used for evaluation of the mentoring programme. Alongside to the questionnaires and the logbook, project coordinators and mentors will also meet up for evaluation purposes. The object of the evaluation will be the school related achievements of the mentees.

2.2. Online Educational Support platform

The second element of the academic support provided through the IntegratEd project is the development of an educational support platform. The platform will be accessible online, and it will provide support services in the following areas:

- Students services
- Teachers services
- School services



Student services refers to the online homework club that will support registered TCN students with their school assignments. Retired teachers or university students who registered on the platform and decided to participate on a voluntary basis will provide homework support. Each volunteer will devote some time of his/her week to support these students and the platform will match together students and volunteers. Active homework support will be available for 2 to 4 hours per day.

In order to provide a large pool of volunteer, the project platform will be passed along among students through university career centres. Retired teachers will be contacted through retired teachers' association. Social media and the internet will be key channels to spread the word about this volunteering opportunity as well.

On the student services section of the platform, TCN students will find relevant schoolwork support material. The material will be collected and uploaded by both the IntegratEd partnership and the retired teachers.

Teacher services include an e-learning module on intercultural teaching, which will provide methodology as well as practical tools to teach and address culturally sensitive topics in an open and inclusive way. Intercultural competences are a key asset to be developed throughout European societies due to their increasingly diverse composition. Therefore, teachers' acquisition of intercultural skills will improve the inclusiveness of the learning process to the benefit of TCN students as well as having an impact on the school environment by making it more interculturally sensitive and open towards diversity.

School Services provided will be tailored to both TCN students and their parents. It will provide information on partner countries education systems several languages including those of the five biggest cultural minorities in each one of the five countries in the IntegratEd partnership. On this section, an e-learning and training module for mentors will be also made available.



3. Parental involvement

According to Ramon Flecha et al. (2015), “Family involvement in educational activities is proven to improve children’s academic outcomes” (p.47). The EU commission (2012) as well recognizes the importance of parental involvement to educational attainments of TCN students. One of the three pillar of the IntegratEd project is therefore aiming at facilitating and increasing parental involvement in school community life.

The EU commission (2012) states that “compared to native parents, however, immigrant parents are often less likely to get actively involved in their children’s education” (p.102). Therefore, encouraging a more solid involvement of TCN parents is a vital aspect of the educational support model. A series of support measures have been identified as the necessary steps to maximize parents’ involvement in their kids’ school community:

- Assistance and information provision to migrant parents;
- Outreach of migrant parents;
- Include immigrant communities’ cultural resources as a school asset;
- Sharing experiences.

To achieve this goal, several activities to stimulate parental involvement in the school community have been included as part of the Educational Support Model. Parental involvement activities will encompass:

- Production of **Informative materials** on each country educational system;
- Two or more **meetings between parents and teachers** throughout the school year;
- A **Workshop** in partnership with local parent associations (PA) or parent teacher associations (PTA);
- Two **intercultural events**;
- **PA/PTA meetings with parents.**

It should be worth to mention the case of unaccompanied minors living in migrant communities. In these cases, legal guardians and/or responsible persons of the hosting communities are the reference contact for the school and the ones who should support minors in their educational and social inclusion. The following strategies for the inclusion of parents can be applied also for legal guardians or responsible persons of the hosting communities. In addition to that, a paragraph focusing on some exceptions that might apply in these cases has been developed.



3.1. Strategies to involve parents in school activities

Before discussing all the activities proposed by the IntegratEd project in detail, let us find out how to get parents to participate in school activities.

The matter poses a big challenge since parents usually do not have much spare time for school activities. For this reason, to maximize their participation, the first important thing to think about is how to make the activity either interesting to them or useful.

Here some good practices that could boost parents' participation in their kids' schools, for instance:

- **Joint host language classes including parents and kids:** it is extremely effective to involve TCN parents since it puts them together with their kids. Trying to learn the new language together will help kids keep practicing at home as well as helping parents integrate themselves in the new country community. Parents will also get to know practically what are the challenges their kids face in their learning process at school, and therefore, will be more prepared to support them properly. It would be best if those who held the classes are the school teachers so that besides learning the new language, TCN parents get to know them.
- **Book clubs and storytelling activities:** book clubs have proved to be one of the most effective tools to generate positive interactions and dialogue between parents from different nationalities. These kinds of activities allow TCN parents to deepen their knowledge of the local language as well as giving them a chance to discuss their ideas with other parents and share their experiences. For this to work though it is important to ensure a welcoming and inclusive environment so that TCN parents feel willing to participate to the activities.
- **Skill development trainings at school:** another good way to involve parents in school activities could be offering them training or learning courses on useful skills such as ICT, numeracy, literacy and so forth. It could be even better to make them family education events in which parents and kids all learn together (R. Flecha et al. 2015).

Moreover, it is highly suggested to use social media and other online forms of communication to reach out to the parents, keep them updated about school activities and other forms of possible involvement (e.g. parent associations' reunions, projects and extracurricular activities that the school offers to its students and their parents).

In the following sections, IntegratEd project's activities on parental involvement are further described.



3.2. Informative Materials

The **informative material** on the school education system of each one of the countries involved will be developed (in **English**) and then translated in the **national language and 5 largest TCN communities' languages** on each one of the countries involved. This will make it more accessible to newly arrived parents who did not yet learned the host country language. The informative material will be available both on a digital format (e.g. PDF document) downloadable online through the **IntegratEd Portal** and a printed form to be passed around to TCN parents during face to face meetings and other events organized by the schools. This will ensure accessibility of this information since not all parents have ICT skills.

Information will be provided on several aspects of the Educational System of each partner country starting from its structure and the various level of education, to caregivers' responsibilities and duties on their kids' education, to rules concerning attendance and assignments. In addition, a calendar including school year duration, terms and holidays will be provided. Finally yet importantly, parents will find tools, tips and hints on how to help their kids' out with their homework.

Providing information to TCN parents is crucial in order to make it easier to them to understand how it works in the host country in terms of schooling. By providing also a common understanding of the host country's school education system functioning, it will lay the foundation for parents' further involvement in the school community life.

3.3. Parents-teachers meetings

As part of the IntegratEd project activities, parents and teachers should meet up at least twice during the school year. First meeting should be set up as early as possible in order to get the parents involved from day one. The meetings will be assisted by volunteers or intercultural mediators and will be a good chance to inform parents on:

- Schools' rules and procedures;
- Parents involvement in school activities (both with their kids and with other parents);
- What it is expected from parents in each education system;
- Who to reach out to in case of troubles and how;
- Parents associations (PA) and Parents-Teachers association (PTA).

This introduction moment will be crucial to foster a positive relation between the school and the parents. Regular meetings will be encouraged to foster the inclusion of newly arrived TCN students and families in the school life.



A continuous dialogue between the school and students' families is fundamental for the inclusion process as it will allow students and their families to feel part of a community and involved in its functioning.

3.4. Workshop

A **workshop** will be organized in each participating school by parent-teachers' associations. It will aim at raising awareness among parents on the importance of more intercultural schools as well as addressing stereotypes and prejudices against other cultures. It will also be a chance to create some community spirit among the parents. This will happen by allowing cultural exchange in between local and migrant families. By carrying out practical activities and discussions on several topics, parents will also have a chance to know each other and begin a constructive dialogue.

3.5. Intercultural Events

Parent-Teachers association will also organize **(2) intercultural events** with the same rationale of the workshop described above. The events purpose will be to create an exchange in terms of culture between local parents and TCN parents. This kind of events are a great chance to encourage reciprocal engagement and cultural exchange ultimately overcoming mistrust, fear and prejudices between different cultures and ways of living. Intercultural dialogue and reciprocal recognition are vital elements to build peaceful and tolerant democratic societies.

3.6. Parents-PA/PTA meetings

To maximize parents' involvement in the school community life, PA and PTA should organize frequent meetings including newly arrived TCN parents so that they feel they have a chance to participate into the association's activity, give their contribution and inputs. The research conducted by Ramon Flecha et al. (2015) assessed the importance of parents' involvement in school community, decision-making, and evaluation of the learning outcomes achieved by their kids. Parents' participation to these processes helped not only the school to improve its ties with the local community but also students' achievements have been improved as a result of this increased involvement of their parents. Therefore, having TCN parents more involved in PA/PTAs is a valid support to TCN students' integration in the school community as well as a good way to boost their academic achievements.

How to get TCN parents more involved should become therefore a goal for PA/PTAs. This could happen if these associations organize info days and meetings with TCN parents. These meetings will have to be focused on making TCN parents' participation to



the association more accessible. Therefore, information on the association, its work and the range of activities in which parents could be involved or volunteer for, should be:

- Provided in a wide set of languages besides the national language;
- Provided with the help of cultural mediators or interpreters;
- Show clearly the association activities and the importance of parents' involvement in these activities.

Other important things PA/PTAs should do in order to maximize TCN parents' involvement would be:

- Organize multicultural events and similar activities so that TCN parents would feel welcome to participate;
- Make sure that reunion and meetings are inclusive, and respectful of diversity;
- Allow TCN parents to make their proposition and actually participate to the decision-making process;
- Consider everyone's opinion in an equal perspective.

3.7. Legal guardians/responsible persons of hosting communities of unaccompanied minors

As highlighted by the researches carried out as part of the IntegratEd project, in some countries such as Italy, most of the newly arrived TCN minors are arriving without their parents and families. Unaccompanied minors are living in hosting communities for migrants. For the schools, they are the main reference point for updates on the learning process of the students and in case of difficulties that might arise at school.

Along with responsible persons of the hosting communities, in Italy, it is foreseen the role of legal guardians: persons who voluntarily decide to support unaccompanied minors in their daily challenges and in their social inclusion path. They become reference point for these children and a sort of second family in the hosting country.

Legal guardians have also the role of communicating with the school and keep update on the challenges that unaccompanied minors they are following might encounter.

In the case of legal guardians and responsible persons of the hosting communities, there might be less challenges as far as regards the communication and the inclusion in the local communities as they are Italian citizens. But still a good and regular communication with the school is crucial for the effective inclusion of unaccompanied minors.

Furthermore, regular contacts will be crucial to find common strategies to create an inclusive and tolerant environment both at school and in the hosting community.



It is also important to mention that unaccompanied minors might need further psychological support: along with terrible experiences they might have experienced during their trip to Europe, they also lack the support of their families and have left their beloved ones in their home countries. A proper communication between schools and legal guardians/responsible persons of the hosting communities will be important also under this aspect. They can find a shared approach and path to undertake in order to support unaccompanied minors under different aspects and create for them a safe space.

It is advisable to include them also in the events with parents associations as they will know the other students' parents and share opinions as well as knowledge. Even if not with a migrant background, legal guardians and responsible persons of the hosting communities can provide a different narration of the migrant phenomenon and increase awareness among other Italian citizens on the actual situation and the positive aspects of multicultural societies.



4. Intercultural involvement

Throughout Europe, societies are becoming increasingly diverse and multicultural. The education system is one of the major examples of this increasing diversification of the European societal fabric (EU, 2012¹).

The UNESCO (2017) recognized the need for more inclusive and equitable education by stating that “more inclusive and equitable education systems have the potential to promote gender equality, reduce inequalities, develop teacher and system capabilities, and encourage supportive learning environments” (p.13).

Schools therefore need to develop inclusive policies geared towards making the school environment, teaching methodologies and procedure more inclusive. This in order to integrate better those students who have just arrived from another culture, but also second-generation immigrants to feel more accepted.

A more inclusive and integrative school will offer benefits not only to newcomers, but also to local students as well since they will be able to understand the importance of acceptance, develop an open-minded respectful and tolerant attitude towards other cultures and ways of living. These elements, attitudes and behaviours are increasingly paramount due to the more diverse societies we live in and the recent upsurge of unwelcoming, discriminatory and racist narratives in most European countries.

In order to achieve these objectives, schools must implement policies that address diversity in a positive way, remove obstacles for foreign students to participate in the school community. Teachers should be trained, and teaching methodologies should also be upgraded to fit the educational needs of a diverse student body.

4.1. Support for the development of an inclusive school policy

As part of the IntegratEd project, a **Guide on how to implement inclusive policies** (D2.5) will be provided to assist participant schools in the process. Here we identify the positive impact of an open and inclusive school environment on the educational achievements of TCN students and their overall integration into the school community.

Creating a positive school climate will help TCN students to fully participate in school activities, making friends with local students and increase their personal involvement in the local community. This will have in turn a positive impact on their local language

¹ Available at <https://publications.europa.eu/en/publication-detail/-/publication/96c97b6b-a31b-4d94-a22a-14c0859a8bea/language-en>



learning, their happiness and increase feeling of belonging to the school community and their understanding of the differences in a positive way.

Some initiative that have been already implemented in that sense, including:

- Intercultural school clubs;
- Intercultural school celebrations including different countries/cultures tradition (e.g. intercultural food fair, Tales from the world);
- Intercultural arts display;
- Thematic weeks to learn about other cultures (e.g. Pakistani week).

4.2. Training Activities for teachers and school staff

Another key element to increase school inclusiveness passes through the training of teachers and school staff. The provision of such trainings will help teachers in:

- Addressing their TCN students properly;
- Taking into account the cultural differences while teaching sensitive topics;
- Teaching diversity and inclusiveness;
- Teaching from a less west-centric point of view/adopting a worldwide approach;
- Avoiding “wrong vs right” approach in analysing cultural differences with their students.

Training teachers will also provide them with the necessary skills to take advantage of classes’ multiculturalism and use it as a starting point to achieve learning outcomes, instead then seeing it as a challenge to be overcome or a gap to be filled up.

The IntegratEd project will support teachers’ skills development on intercultural teaching methodologies and intercultural approach by providing an e-learning course on the IntegratEd platform as well as 15 hours training seminar per each school involved in the project. In addition, a workshop to build staff capacity and planning skills on diversity mainstreaming activities will be carried out in each participating school.

According to the EU commission (2012), another important contribute to a more inclusive school would be to hire more teachers with a migrant/minority background. This will have a positive impact on both students and teaching body. Students will see in the teacher someone with whom they can relate more, and, by transfer, they will look at the school as a truly inclusive space. Teachers on their side will also benefit from having a co-worker that can contribute to the school with their personal cultural background, aside professional skills. In fact, most European countries have a very homogeneous teacher group since the vast majority of them are “native, middle-class, female” (EU, 2012, p.109), being able to have a more diverse teaching group will increase schools’ potential in addressing diversity. However, this largely depends on the



structure of the educational system itself. Educational system that allow schools to decide who is going to be hired could adapt quicker, whereas systems that have a national level highly centralized hiring/career development system will need a policy reform in order to include more migrant/minority background teachers in their schools.

4.3. Mother language training

Providing education in TCN students' mother language should be an option for those TCN students who would like to study their native language while living in Europe. Being bilingual will be an asset for them and their professional development as well as for society as a whole. Recognizing the importance of bilingualism to TCN students will also help them feel recognized in terms of their cultural background (EU, 2012; UNESCO 2017).

Organizing mother language courses could be challenging though since it would require schools to provide courses in all TCN students' mother tongues. However, there are several options for schools that would like to support their TCN students in taking full advantage of their possibilities.

Some European countries already put up solid initiative in that sense. Ireland for instance offers the chance to get students' language skills recognized by providing Language Certificates examination in 15 foreign languages. Sweden offers migrant children the chance to study their mother tongue at school, as soon as 5 migrant students require to be taught the same native language at school, the school will have to provide such courses. These courses will also address literature, history and culture of the motherland. In Austria, mother languages are optional subjects and are taught by bilingual teachers, which will support the class teachers. Such courses take place in the afternoons (extra-curricular) and are accessible both for native and for TCN students. Currently 22 languages are available through these extracurricular courses (EU, 2012).

Mother tongue could also be a strong support for TCN students' learning of the host country language. It will allow them to both learn the host language faster and more thoroughly as well as valuing more their language of origin by seeing it on the same level of importance as the host country one.

The IntegratEd Educational Support Model will foresee the organisation of **15 hours of training**, as well as **coaching and inspiring practices that can be adapted to the local contexts to each piloting school**, so that they can plan for and/or support mother tongue and mother culture education. Schools will be encouraged in organising these training activities including TCN parents who are not yet employed and can work as volunteer teachers, other volunteers, cultural mediators or TCNs already settled in the



host countries or migrant associations depending on local contexts. After the training activities, piloting schools will organise at least **2 mother tongue courses** for TCN pupils, always supported by mother tongue volunteers. The long-term objective is of providing teachers and schools with knowledge and tools to organise mother tongue courses to ease the inclusion of newly arrived TCN students at school and in the host country's education system.

5. Summary of the Activities

The IntegratEd project encompasses a series of activities to be carried out in the three areas of educational support previously identified as:

- Academic support;
- Parental involvement;
- Intercultural involvement.

Under academic support, the following activities will be implemented:

1. **Mentoring programme:** this will involve older/university students in actively supporting TCN students on a mentor-mentee relationship. The following activities will be organized in each one of the participating schools in order to carry out effectively the mentoring programme
 - 1.1. Application and selection procedure: aiming at selecting, interviewing and matching together mentors and mentees. Further details available on IntegratEd's D2.2 Application and Selection Procedure Guide.
 - 1.2. Awareness raising in and out school to maximize outreach of the call for mentors as well as making the programme known to potential mentees. The campaign will also involve social media such as Facebook.
 - 1.3. A Teacher-parent meeting to inform parents about IntegratEd and its mentoring programme.
 - 1.4. Mentors Training: once mentors are selected, a training course will be provided to equip them with the necessary skills and what it takes to be a mentor. Training will happen via an e-learning module accessible through the project online platform. Mentors will receive a certificate attesting their acquired skills once their e-learning has been completed.
 - 1.5. Bi-weekly meetings between mentors and mentee: mentors will receive a logbook in which they are required to take track of the mentoring activities.
 - 1.6. Monthly meetings mentors-teachers: teachers will be updated on the status of newly arrived TCN students in their classes. Furthermore, teachers and mentors



will exchange ideas and opinions on how to better support the students and strategies that could be implemented in the case of particular difficulties.

- 1.7. Evaluation of the mentoring programme (at the end of the school year) through a survey/questionnaire and a face to face/phone interview with project coordinators.
2. **Educational support Platform**, which will support parent, students and teachers by providing several services in the three thematic areas:
 - Student services: an online homework club aimed at supporting newly arrived TCN students in their homework;
 - Teacher services: e-learning modules on intercultural competences as well as access to and information on using a safe and controlled online and social media platforms;
 - School services: multilingual information on the host country's education system and the school.
3. **Parental involvement**: set of activities aiming at maximizing TCN parents' involvement in the school community life. A guideline will be developed and passed on to the participating schools: D2.5 Guideline for developing school policies on TCN parents' involvement.
 - 3.1. Booklet providing information on the school education system of each one of the three piloting countries involved (Greece, Italy and Spain). The booklet will be translated in the 5 more common foreign languages in each one of the piloting countries.
 - 3.2. 2 parent-teacher meetings to inform them on the school procedures, rules and expectation in terms of involvement and contribution. Volunteer will assist teachers in this task.
 - 3.3. 1 workshop organized by PA/PTAs aiming at raising awareness and combating stereotypes in each one of the participating schools.
 - 3.4. 2 PA/PTA events to foster cultural exchange between local and newly arrived families (cultures).
 - 3.5. PA/PTA meetings aiming at increasing involvement and inclusion among TCN parents.
4. **Intercultural Involvement**: this part of the IntegratEd activities aims at generating/fostering a multicultural, open and tolerant school environment.
 - 4.1. A guide on how to develop and implement diversity positive policies at school will be produced to support participating schools in the process, namely the "D2.9 Guide on developing and implementing diversity school policies and action plans".



- 4.2. 1 Workshop per participating school to build teachers and support staff capacities on planning and delivering diversity friendly initiatives
- 4.3. 15 hours training seminar available for teachers and school support staff.
- 4.4. Mother tongue courses provision: training activities for teachers and organisation of mother tongue courses. This activity aims at valorising TCN students’ mother tongue and culture through the provision of courses that will be possible after teachers undergo a specific training.

5.1. Activity Timeline

Activity	Partner	Deadline
Checklists for guide and model	KMOP	Completed
Feedback on the educational support model and guides for the mentoring programme	KMOP; InteRed	Completed
Final Educational Support Model and guides for the mentoring programme	CESIE	Completed
Template of the commitment paper for schools	CESIE	Completed
Brainstorming on learning modules for mentors and for teachers (intercultural competences)	InteRed, CESIE, KMOP with suggestions from all partners	15 October 2018
Schools’ engagement	KMOP, InteRed, CESIE, KMAKED and schools	31 October 2018
Schools’ preparation including: <ul style="list-style-type: none"> • Workshops with schools • Selection of mentors • Matching mentors-mentees 	CEISE, InteRed, KMOP, KMAKED and schools	November – December 2018



<p>Booklet:</p> <ul style="list-style-type: none"> • Template for required information by country • Dictionary template for classroom • Collection of information on the educational system of the country. • Completion of the dictionary in national languages + EN 	<p>CESIE KMOP InteRed, CESIE, KMOP, KMAKED InteRed, CESIE, KMOP</p>	<p>2 November 2018 2 November 2018 30 November 2018 30 November 2018</p>
<p>Suggestions on engaging parents</p>	<p>EPA</p>	<p>5 November 2018</p>
<p>Piloting activities</p>	<p>InteRec, CESIE, KMOP, KMAKED and schools</p>	<p>January – May 2019</p>
<p>Evaluations by mentors, mentees, teachers</p>	<p>InteRed, CESIE, KMOP, KMAKED and schools</p>	<p>June 2019</p>
<p>Lessons in mother tongue language for TCN students.</p>	<p>InteRed, CESIE, KMOP, KMAKED and schools</p>	<p>September – October 2019</p>



6. References

- ◆ Ramon Flecha, (2015) “Successful Educational Actions for Inclusion and Social Cohesion in Europe” (Ed.) INCLUD-ED Consortium, University of Barcelona, Barcelona, Spain. Springer.
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- ◆ UNESCO (2017) “A Guide for ensuring Inclusion and Equity in Education”, the United Nations Educational, Scientific and Cultural Organization, 7, place de Fontenoy 75352 Paris 07 SP, France.