

Danish University Colleges

PAESIC - Target Groups Report

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Target group Report

PAESIC IO1

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1 Introduction

1.1 Overall purpose of the Erasmus+ project: Pedagogical Approaches for Enhanced Social Inclusion in the Classroom - PAESIC

The motivation for this project derives from the recognition that the migration crisis in Europe today is creating many challenges as well as opportunities for the citizens of Europe. The movement of migrants and refugees seeking a “safe haven” in Europe is causing a change in the educational institutions and challenging communities to become more inclusive. Our motivation stems from a desire to reach out and support teachers working with young people with immigrant and refugee backgrounds to foster a mutual understanding and respect in the classroom. Accordingly, the project aims to create a socially inclusive atmosphere among students and provide practical skills and tools for educators working with newly arrived young migrants and refugees. This calls for joint efforts if we are to succeed in building a more cohesive European society with an improved and socially inclusive educational system.

European countries are increasingly becoming more diverse, this is caused by the increase in migration from non-European countries to Europe as well as the increase in migration between European countries. Around 10% of the population of Europe in 2015 were migrants and 5% of these were under the age of 15 (Janta & Harte, 2016). There is currently an increase in students with a migrant background in European educational systems. We will argue that a more diverse student population is a positive, considering our knowledge regarding mixed schools and their positive influence on students’ achievement. However, various problematic tendencies concerning students with migrant backgrounds have emerged in schools.

It is possible to identify several and correlated explanations regarding the gap in educational attainment between students with and without a migrant background. For example, is the curriculum often dominated by the original culture of the country. Furthermore, students with migrant or refugee background in schools often lack a sense of belonging to their school communities. A sense of belonging is utterly important due to the close connection there can be found between students’ sense of belonging and their psychological well-being, positive self-esteem and self-efficacy (Engsig, 2015).

This project aims to support primary school teachers in enhancing social inclusion in the classroom, particularly students with migrant and refugee backgrounds and to help them address issues regarding diversity and discrimination through education and training activities.

It will foster the intercultural competencies necessary for teachers to be equipped to tackle and discuss discrimination, segregation, and racism in the classroom. Promoting social inclusion in the classroom will enhance access, participation and learning performance of disadvantaged students, particularly students with migrant and refugee backgrounds, thereby reducing disparities in learning outcomes among students.

It will furthermore support the implementation of new approaches, such as cutting-edge pedagogical approaches and methods based on teachers’ experiences and students’ needs for enhancing social inclusion. These methods and our findings will be transformed into an Open Educational Resource in the form of an online course and online materials that will support teachers in dealing with diversity related

issues in the classroom. Aside from that it will strengthen collaboration among actors within school communities and external stakeholders as school leaders and school policy will be involved to find the best practices and methods for social inclusion.

We will through this project support the promotion of high-quality and innovative teaching by enhancing the professional development of the teachers working with youth with migrant or refugee background.

By supporting social inclusion, we will further make great strides in dealing with early school leaving, especially of disadvantaged students with migrant and refugee backgrounds, as they will feel seen, heard, and included in the classroom.

Objectives

The following objectives have been developed to address the needs of youth with migrant and refugee backgrounds:

- ┌ To provide educators with a learning space to share better practices and gain creative and innovative skills in promoting socially inclusive education.

- ┌ To encourage and provide a platform for educators to take part in addressing issues for inclusion of especially disadvantaged youth with immigrant and refugee backgrounds, as well as design strategies and build solutions for social inclusion in the classroom.

- ┌ To bring school leaders into a dialogue about the promotion of social inclusion in schools.

- ┌ To engage relevant educational authorities from Denmark, Greece, Italy, and Germany in prioritizing socially inclusive education.

- ┌ To identify existing research and connect it to real-life practice to ensure that the strategies developed meet actual needs of students in the classroom.

- ┌ To encourage and inspire educators to play a critical role in which they feel fully competent to ensure social cohesion through education in their learning communities.

- ┌ To create a space for dialogue and solidarity between learning communities regarding inclusion strategies in the education of young people with migrant and refugee backgrounds.

- └ To increase awareness of the positive impacts of immigration in Europe and make a useful contribution to ensure social cohesion in European learning communities and societies.

1.2 Need for target group cooperation

Increased and more effective sharing of experience and teaching methods can enable schools and educators across Europe to implement the best approaches more efficiently. The issues related to inclusion pose a tremendous common challenge all over the EU. At the same time, it creates an opportunity to introduce a more inclusive teaching approach. Common challenges demand joint efforts. The sharing and dissemination of experiences, methodologies, as well as free access to training and capacity building for teachers and educators will create a foundation for better education among European countries. This will create a common ground for further development in the education of children and young people with refugee and immigrant backgrounds.

1.3 Aim of Intellectual Output 1

This report is the result of the first Intellectual Output (IO1) of the PAESIC project. Its purpose is to outline the findings on a European level and highlight the similarities and differences across countries and cultures and their needs for better inclusion. This report and the findings comprise an important foundation for the development of the project.

The report is written based on national reports conducted by each partner in the following countries; Germany, Greece, Italy, and Denmark. The national reports were developed after focus group interviews and in-depth interviews were carried out in the above-mentioned countries with teachers and school leaders. A shared protocol was followed for the interviews (appendix 1 and 2). Themes emerging from the interviews across the partner countries were further explored as part of the secondary research with the themes highlighted by the participants. Moreover, the aim of the secondary research was to gain a 'snapshot' of local, regional and national issues of importance in regard to strategies to promote social inclusion. An outline for the secondary research can be found in appendix 3 attached to this report.

4. Elements from initial cross-national research report

Based on the principles of the constant comparative method and a review of the literature as presented in the initial cross-national report (appendix 4), the below listed elements were agreed upon and formed the basis for the in-depth interviews which are part of and summarized in each of the national reports provided by the four partner countries.

- 1) Time and resources



- 2) Notion of inclusion
- 3) Knowledge needs
- 4) Inclusive approaches
- 5) Language and communication
- 6) Recognition
- 7) Culture
- 8) Teacher training
- 9) Differentiation
- 10) Professional collaboration
- 11) Data
- 12) Student/parent participation

2 National reports

The national reports are based on findings from interviews conducted with teachers and school leaders by each of the involved partners. The focus group interviews were set up and based on the findings. A refinement of “categories” was made by applying an analytical approach from the principles of the constant comparative method. These refined categories were then used to conduct the in-depth interviews with the same participants from each partner country. The results can be found in the national reports presented in following section.

1. Germany

PAESIC TARGET GROUPS REPORT IO1

AUTHORS: EWELINA BARTHEL, MARTIN BARTHEL

BERLIN, AUGUST 2019

PAESIC - NATIONAL ANALYSIS REPORT GERMANY

2.1.1 Introduction – Social Inclusion in German Classrooms

Due to Germany's federal structure, the responsibility and decisions for the education policy is placed on the federal states, but the Federal Education Ministry (*Bundesbildungsministerium, BMBF*)ⁱ is responsible for issues relating to the education system, such as the development of an all-day school system. According to the 2016 Education Report (*Bildungsbericht*)ⁱⁱ issues relating to teaching students with mixed-abilities and backgrounds together and the discrepancy in their school performance is an ongoing debate in Germany. The number of schools that teach students with mixed abilities are increasing and they offer a variety of school-leaving qualifications to the students.

All-day schools (*Ganztagsschulen*)ⁱⁱⁱ offer the right infrastructure for teaching mixed-ability groups, both inside and outside the classroom. In addition, they offer sport, cultural and other activities to all children and young people. The government and federal states have spent a total amount of 4 billion Euros on the program "The future of education and childcare" (Zukunft Bildung und Betreuung, IZBB)^{iv}, specifically on developing a system of all-day schools. Local authorities and other school organizations have contributed with at least 10 % of the invested amount.

Due to the federal system in Germany, the federal states are responsible for any decisions related to all-day schools. The rules on all-day schools are therefore different from state to state. Framework agreements have been established between the authorities responsible for education, the various umbrella organizations and associations. These agreements outline the organizational and financial cornerstones of cooperation between schools, associations, federations, institutions in regard to all-day school activities.

Germany has many instruments to promote education for all, in particular for youth from low-income families. Grants are available under the Federal Training Assistance Act (*Bundesausbildungsförderungsgesetz, BAföG*)^v. The students accepted receive the BAföG grant instead of taking a repayable loan.

The Federal Governments "education package" (*Bildungspaket*)^{vi} provides assistance to children and young people up to their 18th or 25th birthday if they live in families who receive unemployment benefit II (*Arbeitslosengeld II*), social benefit (*Sozialgeld*), asylum seekers benefits, supplementary child allowance or housing benefits. The education package includes financial assistance for:

- ┆ Learning support (extra tuition, generally limited to 35 hours per school year)
- ┆ School supplies (cash benefit to be spent on material such as pens, compasses, gym kits, atlas, etc.)
- ┆ [Participation in social and cultural activities](#)^{vii}.

At a conference the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz, KMK*)^{viii} argued that a better understanding of the role of education in regard to minimizing and eliminating discriminatory behavior is needed. This is in regard to lesson plans, exam questions, teaching and learning materials, teacher training and development, structures (decision-making processes, professional and educational profile of

schools, assurance of quality, statistics), [personnel development, and school equipment](#)^{ix}. KMKs initiative for a more intercultural education (*Interkulturelle Bildung und Erziehung in der Schule*)^x draws upon the idea that diversity in schools can benefit students and that schools should be free of direct and indirect discrimination and that [social, cultural and linguistic diversity among students should be promoted](#)^{xi}.

Considering increased migration to Germany, the ministries of culture and education of federal states have been working towards enabling young people with migrant and refugee background to enrol in school as soon as possible. Curriculums and lesson plans have been adapted to fit the needs of students with diverse backgrounds in the classroom and language teaching has been mainstreamed. In addition, the requirements for teacher trainings, especially regarding language teaching (especially German as a second language) were improved considerably.

Meanwhile, the acquisition of intercultural skills inside and outside the classroom has been made part of most of the curriculum for teachers. Some federal states offer support to schools wishing to develop their intercultural profile. The structured development of education partnerships is not yet common across the country. In many federal states there are programs to assist schools in working with non-school partners within the field of integration. [These efforts need to be stepped up in future and existing measures must be better integrated](#)^{xii}.

Welcome Classes and Native Language Classes – An example from Berlin

Newly enrolled students with migrant or refugee background without German language skills in Berlin attend during their first two years in normal classes and if needed in welcome classes from 3rd grade and onwards.

The welcome classes are run parallel to the normal classes. They can be set up at elementary schools, integrated secondary schools, high schools or upper grades centers.

Welcome classes are established and organized in close co-ordination between the school board and the school inspectorate at one school each year. They are provided with teachers and are not funded by the Structural Funds for language learning.

A school with one or more welcome classes develops a school-based language education concept that includes students without German language skills. The students' previous German language skills will be considered, and they will be taught according to their level of German language. If possible, they will be taught in the standard subject in normal classes. The school sets appropriate measures for their development. The goal with these classes is always the to create the foundation for a successful transition into a 'normal' class.

Welcome classes in elementary schools are 28 hours per week. In Welcome Classes the teachers hired have not often studied pedagogic methods, but instead they have experience in teaching German or have studied German. Many of the teachers have previously worked in adult education as a part of integration courses.

Native Language courses

Native language courses are on offer for students from 1st or 3rd grade and usually continue until 4th or 6th grade. The lessons are organized by teachers in Berlin as a supplement to regular lessons. The courses are free and include two lessons per week taught in the native language of the attendees.

Participation is voluntary but once registered the participation of the student is mandatory. There needs to be at least 12 students for a group to be established but in cases where there is an insufficient number of students, parents can form cross-school groups.

In Berlin courses in Turkish and Arabic are offered, while other migrants and refugees with different language needs, courses are offered by wider society partners (e.g. churches, NGOs, companies or consulates).

Native Language classes are usually taught by teachers with a migrant background themselves or have the required language skills. Courses on social integration are offered to the teachers but they are not obligatory.

2.1.2 Perspectives from the teachers - findings from the focus group interview

The focus group interviews conducted in Germany included teachers from primary schools in Berlin with 400 – 1000 students. Two of the schools are traditional half-day schools, one is a full-day school and one is a primary school specializing in language support. All of the schools are public and situated in different parts of the city. We interviewed six teachers in total, three female and three male. Four of them were trained teachers and two are trained pedagogues. The pedagogues in particular have an important role in the “full-day” schools due to the fact that they spend time with the students during their free time and during holidays.

The interviews were set up in a casual setting outside the school. We used the coffee talk method. In the second round the teacher was presented with quotations from the other interviews in order to give space for additional reflections and inputs. The interviews lasted between 45-60 minutes.

Concepts of Inclusion

Inclusion is generally understood as the inclusion of students with disabilities in the ‘normal’ classroom. When the term is debated in politics the concept is often used to describe the inclusion of disabled students into ordinary schools.

Social inclusion is concerned with giving equal opportunities to poor as well as well off students. The intercultural aspect is connected to the term ‘integration (if the student has a migration or refugee background) or used in relation to the so called “*Willkommenskinder*” (welcome child), “*Willkommensklasse*” (welcome class) or for students with German language skills. During the focus group interview the participants were consistent in this understanding due to the fact that these terms are used by teachers and pedagogues in their everyday work at the schools and by the administration. These terms were as well used during teachers and pedagogues’ training. This understanding of the term ‘inclusion’ created by headmasters, teachers, politics and to a lesser degree the parents and students. It was underlined by the participants that the success of inclusion depends of a school’s management and their willingness to implement socially inclusive approaches/methods and the support a school receives on a political/administrative level.

The challenges related to social inclusion are connected to the question: Who will implement which measures? Due to the high autonomy of schools, is for headteachers to decide and whether it is doable depending on additional resources, programs or initiatives.

An important consideration to take into account is the the age and which generation a headteacher / school leaders belong to. Because older generations of teachers were often trained that communication in classrooms must be in German and the measures implemented should focus on helping students learning German language. In recent years, universities have increasingly acknowledged bilingualism as an asset and therefore younger generations of school leaders as well as teachers are often more open to giving more space for other languages and cultures.

The participants described that they felt methodologically well prepared for strengthening social inclusion in schools. However, they said that they need more support and more staff in order to create a successful integration of students with migrant or refugee background. An interesting observation was made regarding the cooperation between teachers and pedagogues. In full-day schools the teachers and pedagogues form a unit and work together during the school day, which means they are able understand the conflicts going on in the class and can develop plans to solve the conflicts together. In the “traditional” half-day schools the teachers cover the mornings and the pedagogues the afternoons, which limits the cooperation between the two groups and can be a challenge for a successful inclusion of the students.

Other challenges for social inclusion is language, especially when communicating with parents. Schools have the opportunity to invite translators, and students can in some cases translate, but a clear communication between teachers and parents is often complicated, especially if there is a lack of teachers/pedagogues from migrant or refugee communities with the required language skills.

Pedagogical Skills for Social Inclusion

Teachers need to possess more intercultural knowledge and negotiation competencies. Often, teachers have received some training in handling intercultural issues, but with the increased diversity more training is needed.

Schools do not have many bilingual classes even though there has been an increased focus on adapting teaching to the needs of students with migrant or refugee backgrounds, it is still seen as a weakness rather than a strength to be a bilingual student. In schools students are taught about diversity in forms of religion holidays, food, stories or books, but not about other languages.

Teacher training focuses on the development within the subjects they are teaching but the intercultural or bilingual training is voluntary and depends on the personal interest of the teacher.

The teachers stated during the interview that they would appreciate sharing their experiences and practices but they do not have time for it in their everyday work life. Even though this is the case they feel well prepared for the methodological and practical side of their work as previously mentioned.

When the interviewer asked the group about which pedagogical approaches they find especially effective in strengthening the social inclusion of students with migrant and refugee backgrounds, most of the participants became silent. It seems like the teachers are focused on their everyday work where social inclusion is a side topic, but they do not reflect on the approaches they use. Most of the teachers said that they receive support from their respective headteachers, they used the example of headteachers hiring more staff to work with the students.

In this regard they were hiring more 'Sonderpädagogen' (pedagogues) who work with 'Willkommenskinder' (welcome kids) and other students with language problems. They work with these students in smaller groups while keeping them in the 'normal' class for classes that do not require German language skills.

The teachers underlined that placing students with no German language ability with other students motivates the students as well the parents to learn the language. In subjects like mathematics, music, sport or art the German language skills are not required and therefore the students stay together to create a community in the class and avoid that the students feel separated.

2.1.3 In-depth interview with the teacher

The interviewed teacher is an experienced pedagogue with over 25 years of experience at the board in Berlin and she has graduated from the formal GDR. The primary school is working on has around 500 pupils with 71 % of students with migrant or refugee background.

Culture, language and the will to share cultures

The most important and deciding skills to promote social inclusion are personal skills. Teachers should have intercultural competences, cross cultural communication skills, knowledge about other cultures or have an intercultural background themselves. The possibility of sharing knowledge and experiences among teachers can be useful, especially by teachers who from or experienced growing up in multicultural contexts. In Germany there are more and more teachers with multicultural backgrounds. The teacher points out that it is important for migrants and refugees to accept the host country's culture, though not all migrants or refugees are willing to accept German culture.

There are probably some special courses offered by the government in Berlin aimed towards promoting inclusion, but the teacher stated, that she did not have any information or knowledge about any courses or trainings. Thus, it would be great to share experiences between experienced teachers or schools, this is not easy due to daily workload and lack of time. It is through sharing experiences between colleagues at school that she gets this information.

Teachers are working with 'normal' classes often include cultural differences in their lessons as described in following quote:

'For example, by asking pupils how they celebrate some holy days, birthdays or other traditions like Christmas, Easter, etc. Some of the children do not know all the Christian traditions or Sugar holy day.'

For younger students it is hard to go deeper into the topics as they are not able to understand or explain why for example Ramadan is celebrated. Many primary school students do not yet have the language or intellectual capacity to discuss these complex cultural topics. During Religious Education classes it's in higher grades with older age groups that cultural and religious ideas are discussed.

According to the teacher, there is a need of additional helpers to assist in special cases as e.g. students who do not speak German or students with special needs, who need to be accompanied at all times. At the moment the only practical solution often includes asking other students to help, for example with translation.

Parents' attitude and their approach to integration is crucial. Some parents are resistant towards integrating, they would sometimes say that they wished that schooling is the same as they had in their country of origin, whereas others argue the opposite. Most of the parents want to share their culture e.g. by bringing specialities from their cultures to school festivals.

She describes that the biggest challenge is communication problems due to lack of German language skills and she mentioned an example in the interview:

"Sometimes parents are not coming ... to parent – teacher evenings because they think that they would not understand anything. On the other hand there are parents who even with small knowledge of German show that they are taking care, they are coming to school and communicate very well."

It is a special challenge to take in students who cannot speak a word of German into a 'normal' class. Sometimes bilingual children are asked to help to translate for the students in the beginning. Students learn a new language very quickly during the first few years of primary school. Learning from peers is very important. When a student who does not speak German arrives, the other students in the class explain that the new student does not speak and/or understand German. They are asked to speak in German, play, show and explain everything to the newcomers. The more children who speak German at school, the faster they learn and can improve their language skills. The teacher should be a good example by speaking in proper and clear German.

Many Policies are not fulfilled in reality

The respondent is not aware of any special policies promoting inclusion. The general problem of many school programs is that on paper many things are promised (e.g. a second teacher during classes in mixed classes) but when it comes to real life implementation, none of what was promised on paper is provided to the school, sometimes an implemented solution is only partly financed. This poses a huge challenge when schools are short on teachers and pedagogues or the promised resources are not forthcoming.

Conflicts in primary school classes are mostly ordinary everyday conflicts without a cultural aspect. Small children accept themselves and each other with little thought given to cultural differences. Growing up in diversified neighbourhoods gives the students a feeling that this diversity is normal from an early age. However when conflicts that have a cultural dimension, discussions about human values are taken up in class with the involved students.

The inclusion or integration of students is overall successful at the primary school level. In cases where it is not successful there are often other factors present as e.g. students with developmental delays etc. It is an important task, as the teacher says:

"The idea of living together with many cultures will be more and more important."

2.1.4 Perspectives from a school leader

The findings are based on an in-depth interview with elements of feedback with a school leader of an all-day primary school in Berlin-Wedding, which is placed in a culturally mixed area. The school has a share of 73%

of students with international background. This school is still one of the schools in the neighbourhood with the lowest proportion of students with an international background.

One half of the staff is pedagogues who are teaching, and the other half are `Erzieher` (educators). They work closely together due to the concept of the school.

The German report does not include a focus group with headteachers of the schools as it was not possible to gather a big enough group, mostly due to time conflicts.

Inclusion and integration as concepts

To be well integrated in school, students should feel as full, equal members of the school community. They need to be well treated and taken seriously by teachers, who should encourage and respect students and should not differentiate between them and their peers. Teachers and educators should be open, authentic, easily accessible, creative and support the students' abilities and talents.

In the context of social integration, pedagogues need to respect and understand differences and should be able to give the student the right assessment if she or he has one. It is important to support a child with difficulties from the earliest moment possible.

In order to improve integration, there should be fewer students in a class (The students per teacher numbers currently too high), this is in order for the teacher to be able to devote more time to each student during lessons. Current staff need more training through workshops and educational programs etc. Primary schools need more teachers' assistants, integration educators and volunteers. Although the city of Berlin provides a lot of learning materials and books, schools need more materials with newly developed and creative methods that could support the process of integration. In the interview the headteacher stated:

"The number of pupils in the classroom is still too high (about 26), by reducing this to 18 we will give the teacher and educator more time for each pupil. If you think about the lesson time – 45 minutes, divided by 26 pupils (minus time for the introductions and conclusions), there is very little time left for each child. And of course, if there are 18 students, this situation improves. More teachers and more integration and specialist pedagogues (right now we have 2 students working as special pedagogues in our school), teaching assistants are of course needed. Pedagogues needs more educational support (with training as integration pedagogues). Teachers or educators who are able to divide their time and work with smaller groups. We need volunteers who help with reading and writing, as well as more neighborhood mothers who support Willkommen classes, especially with Turkish and Arabic."

Challenges and solutions

The biggest challenge is communication and language barriers. For students but crucially, for parents as well. Parents need to understand how the school system works. There are translators to help e.g. neighborhood mothers (*Kiezmutter*) or access to German language lessons for adults. Another challenge is to integrate and engage parents with the school community. To do that they need to be able to communicate more with pedagogues and teachers. Some parents are afraid of school authorities (public institution) and do not want to engage/ cooperate with the school due to a fear of sanctions.

It's important to evaluate the students' development as early as possible to locate difficulties and to understand what kind of support is needed. Useful tools for this are different practices such as standardized

diagnosis, standard Migration Language Support (*Baerenstark, Laube, Hamburg* writing rehearsal, *standadiesierte MitSprache Förderung*). It is crucial to include teachers' observation of day to day, student behaviors and reactions in the evaluation. In the all-day school, teachers and educators are taking care of the students. Staff and educators are paid and employed by the city of Berlin, this gives them economic security and stability (stable contracts and higher salary) this creates consistency and stability stability for the school.

National, regional policies and rules supporting integration

In Germany all schools need to follow The Elementary School Regulation (Grundschulverordnung) and the School Act (Schulgesetz). The basic principle in those acts is that all children need to be individually supported according to their needs, competences and performance as much as possible.

In Berlin (federal state) schools, dialogue, consensus and democratic participation are highly valued and ever present in the management of the schools. Within the school system there is codes of conduct that state that every culture should be treated with respect and equality. This is emphasized in the classroom, and every student is still to be treated based on their individual needs.

Re-evaluating specialized schools

Integration educators and specialist pedagogues support students with special needs. They work closely together with teachers and the Youth Welfare Office (*Jugendamt*). A tool that can be used to work with these students is a so called 'diagnose - delivery report' but the pedagogues working with this tool are too few considering he needs of the school. Furthermore there are too few primary school teachers and pedagogues in Berlin. Most schools employ the so called 'careers changers' (*Quereinsteiger,*) who are not trained teachers, in order to support school staff.

Students with bigger developmental problems should receive more support in the regular school system or should be transferred to specialized schools with trained pedagogues. The continued existence of these specialized schools is very important. These students and their schools need more support:

"With a good plan and support, those children could be included more quickly there than in the regular school."

2.1.5 Final Summary

Schools in Germany play a fundamental role in the every day life of children and young people with migrant and refugee backgrounds. However, educational opportunities are not equal for all students. Social backgrounds and the socioeconomic status of the parents often determine the educational success of the student. Students with disabilities or migrant background are often disadvantaged in their education opportunities.

In order to create equal participation opportunities for all students, it is suggested that the connection between the students' social and ethnic background, disabilities and school participation and performance should be limited.

There are general obstacles to realizing the full potential of social inclusion. Firstly, social Inclusion is often perceived as a buzzword and there is, maybe due to the federal structure of the education system, there is

no overall national political strategy/ responsibility for the inclusion of students. Regarding the implementation of measures to build inclusive approaches into the education system, there are fears from some schools of depletion of resources, especially since the finances for the school infrastructure and maintenance have been historically low in poorer regions.

A methodological problem includes a “fuzziness” in the definition of the term ‘inclusion’. This has created broad and varying definitions and understandings of this term among the 16 federal states and the government. This means that the general discussion about social inclusion is just beginning. There is still a need of a common framework in discussions of the concept, because there is confusion about the inclusion of disabilities and inclusion of all students that occurs in these discussions. These discussions are not only different from region to region, but as well from each educational sector.

In general, the unclear understanding and definition of this concept in politics at different levels (such as national, municipality, school) slows down the implementation of social inclusion at schools, but at the same time, this slow process provides every region with space to experiment and find potential solutions, which work for them, which in turn might be shared nationally and might work for everyone.

Aside from that, schools experience other structural barriers that prevent social inclusion. The ratio of students per teacher in a given class is too high to enable the teacher to work individually with the students. There are too few employed staff, or they are unqualified for or untrained in working with students with migrant or refugee backgrounds.

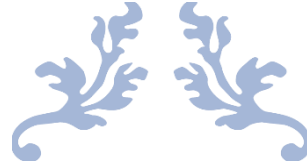
A further obstacle is in communication problems between schools, parents and students. In many cases language barriers do not allow schools to implement proper integration support for students, often due to the fact that the school is sometimes seen as part of a state system, which is not fully understood or trusted by parents and families.

Headteachers’ and teachers’ intercultural skills and knowledge depends on the generation of teachers and school leaders. Universities have in the recent years added intercultural components to teacher training programs, older teachers from older generations have not received the same intercultural training but have instead found their own ways, partly by improvising, or receiving peer-advice. The participants from older generations are not always aware of any special targeted and available workshops or training programs they can participate in to develop their competencies and knowledge.

Often students are enrolled in school from young age, where they are not yet fully affected by society’s discourses on race, migration and diversity. If teachers feel competent enough to work with social and cultural inclusion they can prevent these discourses from negatively affecting students.

In general, the teachers feel eager to deal with issues of social integration. They wish to implement more creative methods, holistic solutions that includes families and parents, as well as further develop their intercultural skills. Furthermore, there is a consistent criticism that many ambitious policies are implemented poorly due to too a lack of funding and staffing resources. Being well funded and staffed is crucial for successful social integration.

2.2 Greece



TARGET GROUP REPORT IO1

[Υπότιτλος εγγράφου]



2.2.1 Introduction

One of the most immediate challenges in Greece is the migration flows that have created a new reality for the education system. The right to education of newly-arrived refugees in the country has already been the main concern and priority of the Ministry of Education, Research and Religious Affairs since the school year 2016-2017.

One of the main objectives of the school community is the smooth integration of immigrant students into the Greek educational system. Starting from the non-negotiable principle that every child has the right to learn. The Hellenic Ministry of Education has made efforts to integrate all migrant and refugee children into school classes^{xiii}.

The plan to integrate migrant and refugee children into the education system has instituted two major initiatives; The creation of Reception Courses (RC) along with the Supportive Learning Courses (SLC)(called ZEP and DYEP in Greek). The two initiatives represent the educational policies regarding inclusion of students from socially vulnerable groups in schools. These classes contribute to the enrichment of the learning and education process of all students, fostering the recognition, respect and acceptance of students' linguistic and cultural diversity and utilizing diversity as a learning factor for all students.

Students at all education levels are able to enrol in the above-mentioned classes which are located in camps on the mainland and on the Aegean Sea islands (mainly in Lesvos, Samos, Chios and Kos), as well as in major urban areas around Greece. The afternoon SLC classes targets recently arrived refugee children who speak little or no Greek and take place in schools located near official camps. Refugee children, who join DYEP classes, attend formal school in the mornings with Greek students and receive additional support for their studies. As a part of the reception courses, students attend an intensive Greek language learning program. However, as part of the smooth integration of migrant students into the school community, they attend lessons in the regular classroom as well as art classes, mathematics, gymnastics, music, information technology and foreign languages.

According to the Ministry of Education, during the school year 2018-2019, ZEP classes operated in 72 primary schools, 33 secondary schools and 32 kindergartens. Also, about 1,000 reception classes (DYEP) were established for all education levels. As it was recorded by the Department of Coordination and Monitoring of Refugee, for the same school year, a total number of 12.867 migrant students were enrolled in all levels of education. 4.577 students of this total correspond to DYEP afternoon classes, 4.050 to reception (ZEP) classes and the rest 4.240 students enrolled in school units without reception classes^{xiv}.

It is important to mention that there are some issues that pose difficulties and sometimes restrict school attendance and the learning processes of students in general. For instance, many of the teachers who are hired to teach the RC and SLC classes have little formal teacher training, as well as the lack of specific skills to psychologically support students who suffer from traumatic experiences. Therefore, it is crucial for all teachers and Refugee Training Coordinators to enhance their knowledge about issues that can occur when teaching multilingual and multicultural classes. The detailed situation of social inclusion in the classrooms, as well as the needs and issues that should be taken into consideration have been addressed by both teachers and school leaders of schools.

The overall focus of the interview with the teachers was on following subtopics:

- ┆ Definition of social inclusion the classroom.
- ┆ Various differences and the way each teacher understands and applies social inclusion in the classroom.
- ┆ Responsibility for successful social inclusion in the classroom.
- ┆ Challenges regarding inclusion in the classroom.
- ┆ Required pedagogical knowledge for strengthening social inclusion in the classroom.

After the interview it became clear that all the teachers were extremely concerned about social inclusion in the classroom.

The overall diversity along with the general social disruption in Greece have had a great impact on the teachers, the school community, parents and students.

The main priority mentioned by the majority of teachers was that all schools need to be transformed into a place where all students can

- ┆ Socialize with their peers.
- ┆ Interact.
- ┆ Cooperate.
- ┆ Create groups
- ┆ Learn how to create and achieve their goals in life.

The great contribution of the teachers and their diverse opinions were helpful in getting insight into the following perspectives:

- ┆ Social inclusion can be enhanced with the rights of all students being involved in classroom education, along with teacher's efforts to make young migrant and refugees familiar with the Greek language. Teachers should acknowledge students varied linguistic repertoires as a resource for learning and exploring the possibilities of enhancing migrant and refugee students Greek language skills.
- ┆ All schools should be enriched with appropriate facilities to enhance social inclusion and accommodate reception courses and supportive learning courses.
- ┆ Inclusion can be achieved by treating everybody with respect.

The challenges that teachers face when implementing inclusion in the classroom are complex and multi-levelled. Communication with the migrant students requires teachers to adapt typical monolingual (Greek) school practices to the students' needs and they should provide a multilingual and multimodal learning environment that acknowledges and utilises the cultural and communication potential, linguistic and non-linguistic that these students bring to the educational setting. This can be achieved by enhancing teachers'

awareness and knowledge about the varied cultural, social and psychological aspects of school socialization of students with migrant background in the host country. Recognizing and interacting with their cultural differences means that teachers could sustain or enhance a “culture-sensitive pedagogy” making their path to inclusion easier. Furthermore, building fruitful relationships with parents is essential in order to have a better understanding the well-being of the student and enhancing their learning abilities.

Discrimination in schools can affect young students’ educational development. Such discrimination can include comments about the student’s appearance, race and ethnicity, which can lead to fear, stress and eventually low academic performance.

The teachers’ proposals for improving school policy regarding social inclusion in the classroom could be summarized as follows:

- ┌ School curriculum needs to be adjusted to meet all students’ needs.
- ┌ Every teacher should be aware of the personal needs of each student, how students interact within a group and the way they assess themselves.
- ┌ Parents should be aware of their children’s progress.
- ┌ Most teachers lack experience when it comes to social inclusion in the classroom and as a result training should be mandatory.
- ┌ The majority of teachers are afraid to discuss issues that arise inside the classroom and as a result they tend to reproduce stereotypes. They tend to use a “color-blind” approach assuming that all students in the classroom have the same needs, abilities and learning styles.
- ┌ There should be an evaluation on the pedagogical approaches teachers use in the classroom.
- ┌ Teachers should encourage students to share their opinions in the classroom to foster an inclusive practice.

Furthermore, regardless the school community efforts, the state’s contribution is essential for promoting social inclusion in the classroom. This contribution can be achieved by:

- ┌ Funding new facilities to host reception courses at schools.
- ┌ Hiring more teachers at schools, social workers and Refugee Training Coordinators.
- ┌ Creating after school supportive learning courses in order to help migrant students catch up with the school curriculum and learn the Greek language as a second language, since it is crucial for student to acquire the language skills to follow the lessons taught in Greek.

During interviews. Teachers said that the most important and effective pedagogical approaches to strengthening social inclusion inside the classroom are as follows:

- ┌ Learning through music.

- ┆ Learning through art.
- ┆ Group work and exchange of good practices based on different cultural background.
- ┆ Approaching students based on their experiences and their cultural background with the use of ICT technology.
- ┆ Interactive activities; role playing, discussion, storytelling, debates, question – answer and more.

The main focus of the in-depth interview with the teacher was on:

- ┆ The promotion of social inclusion in the classroom.
- ┆ The competencies needed from the teachers in order to gain knowledge on social inclusion and exclusion processes.
- ┆ The importance of consensus as an inclusive mindset.
- ┆ The factors that challenge social inclusion in the classroom.
- ┆ Examples of teachers' practice.
- ┆ The collaboration with parents, challenges and good practices.
- ┆ The school policies that challenge a good inclusive practice in the classroom.
- ┆ The recognition of the individual needs of each student.
- ┆ Improvement of the teacher training.
- ┆ The challenges facing teachers' collaboration, peer support and examples.

The teacher stated that *“the establishment of social inclusion depends on how the teacher communicates with the students; the way he/she addresses them, the frequency of their communication and the development of non-verbal communication.”*

Every teacher should be able to intervene in difficult situations that arise inside the classroom.

Furthermore, the teacher mentioned that in order to establish social inclusion, good communication and counselling provisions for parents is essential.

To the question regarding the competencies needed for gaining knowledge on social inclusion and exclusion processes the teacher stated that *“inclusive education is a process of strengthening and enhancing the capacity of the teachers to reach the needs of all students in the classroom and especially those with refugee and migrant background. Teachers need to be interested in both content and pedagogical dimension. For example, a teacher wants to make a student happy, but is that enough? He/she should be aware of what education is and why school is like this.”*

As far as collaboration within the school community is concerned, what the teacher mentioned was, that it is a very crucial fact when establishing social inclusion in the classroom. According to her saying *“Consensus*

may not totally remove all tensions and contradictions but develops a compatibility and support to the effort of the teachers when developing inclusive educational techniques”.

Regarding collaboration with the parents the teacher proudly described the additional tutorial classes for parents that take place in the afternoon after the morning courses. Specifically, the teacher said: *“we have created conditions for parents to feel familiar and to contribute in their own way to school activities”.*

Funding and resources are crucial factors when establishing social inclusion in the classroom. Migrant or refugee students need adequate funds since the majority of them are financially ‘weaker’ than the average student, which causes some students to lack basic school equipment.

The teacher stated that *“The reception Facilities for Refugee Education (RFRE) tried to provide us with an interactive blackboard as well as Internet connection in the classroom. The same happened in another school where I was earlier. We couldn’t support innovative practices without them. For example, we couldn’t speak about creating a real-time dictionary using images from the internet, without them”.*

National and regional school policies are in some cases a barrier for good inclusive practices at schools. For example in cases where the classes for refugees were scheduled at differently than the classes for the other students. Cases like this one does not help in establishing good inclusive practice. On the other hand, if migrant students were attending the same classes with the other students the school would probably have problems with the other students’ parents. That raises the question: *“If teachers were in the class alone, how would they speak about inclusion?”.*

Regarding the recognition of the individual student and his or her cultural background the teacher mentioned that the school she was working in a few years ago had implemented interactive activities aiming to enhance inclusion. During the activities so-called “open door” students would visit all other classrooms at the school where they played games aiming to create trust between the students from different themes.

When it comes to the useful trainings teachers and pedagogues have participated in, the most helpful ones the teacher mentioned, were trainings that focus on using drama as a teaching tool in education and other programs for teaching Greek as a second language. Moreover, the teachers pointed out that: *“Training needs to include multimodal ways of teaching”.*

Coming to the end of the interview, the teacher talked about the great collaboration between the teachers at her school and the significant contribution and support of the school leader that led to the great establishment of social inclusion which have made all students feeling welcome regardless of their background.

2.2.3 Feedback from school leaders / in-depth interviews

Social inclusion represents, according to school leaders, a school environment where all students, regardless of their nationality, color, religion and culture, can talk, interact, learn, cooperate and play equally.

During the focus group interview school leaders stated that:

- ┌ The educational background of the family plays an important role for the social inclusion of young students. An example that was highlighted during the interview was a young girl with Kurdish background. Her father was a member of a Kurdish political party which indicated that he had a high level of education and that made the young girl feel included very quickly.
- ┌ The economic background plays an important role as well in helping young students feeling socially included. School leaders shared examples of students from families with low income who dropped out school because there was an urgent need for them to work and support the family.

Regarding the school policies, the school leaders stated, that in order to prevent the school from becoming a so called 'ghetto school' there should be a balanced distribution of migrant students to the different schools. Moreover, they mentioned the important role psychologists and social workers play.

The policy of each school should align with the Ministry of Education framework and the solutions should be of interest for members of the schools. Moreover, new policies including the need for eliminating discrimination based on ethnicity or culture should be established.

In regard to unaccompanied minors, the school leaders pointed out, that it is of great importance to have a school policy that enables the school to respond to the specific needs of this minority group of students and provide a comprehensive and diverse education policy.

The pedagogical knowledge and approaches that are necessary for school teachers to possess, are according to the school leaders, being able to use diverse teaching methods and meet the learning needs of all students in the classroom, enhance their own knowledge in education techniques and gain experience in teaching the Greek language as a second language.

The aim of every school leader is to enhance the feeling of belonging to every single student. This task can only be accomplished through:

- ┌ Collaboration with organizations working with students.
- ┌ Collaboration with universities.
- ┌ Collaboration between teachers and students' families.
- ┌ Ensuring systematic training of all teachers within the school community. This includes learning strategies, teaching materials and assessment methods and strong pedagogical competences.
- ┌ The provision of information and training offered to parents in order to for them to understand how the educational system works and the opportunities it provides to their children for their future.

The main focus of the in-depth interview with the school leader was on the:

- ┆ Implementation of social inclusion.
- ┆ Teacher competencies and training needs.
- ┆ Inclusive mindset and the meaning of consensus.
- ┆ Challenges with relation to social inclusion in the classroom.
- ┆ Examples and exchanges of good practices.
- ┆ Collaboration between parents, teachers and peer support.
- ┆ National and regional school policies.

School leaders stated that social inclusion in the classroom can be accomplished by having a proper sitting arrangement in the classroom. Furthermore, social inclusion can be enhanced by organizing mixed group games in the school yard.

During interview, a very interesting example was mentioned. Based on the fact that students tend to copy things that interest and challenge them, a freely designed painting game was provided for the students. Interestingly, the majority of students with Greek ethnic background tended to copy the paintings made by children with minority background.

When answering the question about which competencies a teacher needs in order to establish social inclusion in the classroom, the school leader pointed out, that frequent training is essential and that when it comes to teaching migrant and refugee students specifically she said:

“The majority of Greek teachers have several years of experience, but unfortunately only a few of them have been trained in gaining new knowledge and adopt new pedagogical approaches and diverse teaching methods that meet the learning need of all students. However, the point is that the teacher apart from his/her good will, should receive further support from the whole school community and the human resources and need to understand that there is always space for extra knowledge and training”.

An interesting observation came from the school leader when she was asked about the inclusive mindset of the school community. She stated that:

“The school unit consists of three main components. The teachers, the students and parents. All these three components are usually important for the learning process. As a result, when one of these components malfunctions, the whole system automatically collapses. In order to avoid that and achieve social inclusion teachers, students and parents should leave aside their negative attitude towards integration in the classroom”.

Aside from that, the school leader talked about ghettoization and how to prevent it. What she mentioned was that refugee and migrant students should be included in adjacent schools, reception courses and have the same teacher for their Greek language classes and as a result they will be more easily integrated into wider society.

The school leader mentioned examples of situations with parents reacting strongly, and ways to overcome this challenge. As good practice she mentioned the meetings between the teachers, school leader and parents' association. During these meetings social workers and experts should participate too.

"The most essential thing is the conversations to be held in a calm environment, avoiding sharpened spirits and trying to achieve coherent and sufficient discussions frequently".

From the school leaders' point of view, a sign indicating if a student has been socially accepted, is the way the parents of the majority of the students behave among the refugee student's parents. The way they greet them or not greet them, the way they look at them or how they speak to and about them.

Social inclusion and integration inside the classroom can be further enhanced through a variety of activities or narratives from each students' country through music, songs and games.

Reception Classes for Refugees and Reception Facilities for Refugee Education are established through national school policies to support the education system. However due to the lack of financial resources and a lack of educational materials, it is difficult to implement good practices that will enhance social inclusion and integration of students with migrant or refugee backgrounds in school.

Finally, the school leader mentioned the importance of teacher collaboration and gave examples of good inclusive practices. She mentioned that there has been an affective collaboration between the teachers of the after-school learning program and the morning class teachers at her school. This collaboration functions, according to her, in an optimal way and therefore the young students are easy to integrate and become accepted more quickly by their peers in the classroom.

2.2.4 Conclusion

Taking the data collected through the in-depth interviews of teachers and headteachers into consideration, there are some points that must be given more attention to in order to achieve the social inclusion of migrant and refugee students into the classroom and the school community. It is important to support and guide refugee and migrant students through a smooth integration process in order for them to adapt to the regular school curriculum and to not feel disadvantaged by language barriers or cultural background in relation to their classmates. It has been suggested that migrant and refugee students are engaged as much as possible in various activities, educational or physical. As well as in Greek language learning programs, in order to prevent social exclusion of students from their school community. Additionally, the importance of communication and cooperation between teachers, parents and local communities has been highlighted, in order to create a positive climate for accepting and enhancing the socialization of students with migrant or refugee background.

It has been mentioned that action needs to be taken in order to overcome the difficulties that prevent the social inclusion of migrant and refugee students and their socialization into the school community in general. In regards to this, it is essential to implement a new didactic method with a mixture of languages, including the little English that refugee students have learned. They should learn Greek language through participation in experiential projects. Consequently, Refugee Training Coordinators and their teams in the supportive



learning courses should be bolstered, trainers and prepared to manage the increasing number of migrant/refugee students.

All school teachers should be appropriately trained in:

- ┌ Coping with problematic and difficult situations inside the classroom.
- ┌ Intercultural communication through using media tools.
- ┌ Specific teaching methods for students who do not possess any Greek language skills.
- ┌ Effective teaching methods for students with refugee and migrant backgrounds.
- ┌ The correct use of non-verbal communication.

Therefore, it is extremely important for all teachers and school leaders to become familiar with the different cultures and history of other countries. Moreover, there is a need for alternative educational approaches and processes in the classroom. The Government should prioritize enhancing teachers' knowledge and skills in order to ensure the best possible social inclusion through the reception courses and the supportive learning courses.



2.3 Italy

PAESIC NATIONAL ANALYSIS REPORT

The situation in Italy

2.3.1 Introduction

The topic of migration is particularly delicate in Italy. On one side, it is need for managing integration through family reunions and acquisitions of citizenship, on the other there continues to be a flow of migrants. At the moment Italy's 'hostile' policies hinder the process of inclusion and integration of newly arrived migrants and refugees. With the closure of the borders and ports of entry into the country the Italian Government has played a role in creating a cultural battle in Europe. This is reflected in schools, where exclusion, stigma and diffidence are dominant issues.

According to data processed by the Statistics and Studies Office Data Processing – MIUR (Ministry of Education University and Research) students with non-Italian citizenship in schools were 9.7% of the total amount of students between 2017 and 2018 and in the following school year 11 thousand students were enrolled. Emilia Romagna is the region with most students with non-Italian citizenship (16%), followed by Lombardia (14.7%), Umbria (13.8%), Toscana (13.1%), Veneto and Piemonte (13.0%), Liguria (12.3%). Campania is the region with the lowest number of students with non-Italian citizenship in Italy (2.4%).

In February 2014 the MIUR issued new guidelines for the reception and integration of foreign students in a National Protocol. They updated the previous guidelines from proposed operational indications, models of integration and didactic support that have been implemented by some schools, but these guidelines are not followed at national level because each school adapts the guidelines to their specific situations and challenges.

If national policies are not inclusive, it is often local communities that play a leading role in welcoming migrants. Even in this case, there are few good experiences, such as that of Riace and Acquaformosa. This hardly compensates for a largely bleak situation where Italy is placed (by the MIPLEX report) in last place in educational policies in Europe, making it clear that foreign students are often labeled as "Problematic group", without an accurate reflection on individual needs (for example, adapting and differentiating between teaching methods for first or second generation children, for the newly arrived or children of refugees and unaccompanied minors, etc.).

Italy is ranked among the EU countries with the worst education systems. Newly arrived migrants or refugees often risk being enrolled at the wrong level. Less than half of children and young people born abroad are placed in a class that is appropriate for their age. Early school leaving among foreigners is dramatically high (one third), which is 9 % more than average number of early school leavings in Europe (22%). The numbers showing students not completing the school is equally worrying. 8.7% percent of foreign students are not admitted for the next class which is almost four times the number of Italians (2.7%). Migrants or refugees often have a lower academic performance at all school grades compared to the majority students. At the age of 15 the gap in educational performance between minority and majority students is among the largest in the OECD countries.

Inclusion is important in the labor market, the educational system and the social sphere. Political actors often portray migrants and refugees as ‘the sons of a lesser good’ and not worthy of adequate reception. This has created a need for rethinking community spaces and transforming them, especially in large urban agglomerations. In overturning this equation, welfare inclusive policies should be implemented to connect school, society and work. This is more important than ever.^{xv}

2.3.2 Feedback from Teachers

In a small region located in the center of the south of Italy the main source of income is still from agriculture and there are few opportunities for schools to include students with migrant background. The country struggles with a large influx of migrants, especially from Africa. This region is not able to integrate the large number of migrants due to a lack of investment, infrastructure and facilities.

This region has only a few cities with maximum populations of 60.000. There are many scattered small villages that consequently receive families with migrant backgrounds. It varies between villages, but often there is a developed inclusion system at communal level to provide help for the newly arrived families. The assistance also varies from school to school because some schools provide more services than others depending on their size and management.

Most of the students are Muslim, with families involved in the agricultural sector or work in local markets selling their products. Families are composed of at least 4 family members and they are usually long term residents. Even though they have lived in Italy for a long time, they are not fully integrated in the communities and they maintain their original life, beliefs, traditions and their relation to the locals are mostly based on trade.

Students often go to their countries of origin on holiday for longer periods of time and it makes it difficult for teachers to follow their growth. Most of the time, a tailor-made strategy is needed in order for them to catch up with the majority of the students in the class.

Often the students take part in activities when they are at a young age. It is easier to establish cooperation, mutual respect and the sharing of ideas when the students are younger. When they’re older, they’re more resistant and lack the enthusiasm to be part of local and cultural activities.

Regarding the inclusion process set up by the schools, there is a national protocol including some guidelines, but these are not always followed at national level. Every school implements its own inclusion rules, management and strategy. Some schools have psychologists associated, some have an internal focus on inclusion whereas other schools do not develop a formal strategy.

There are huge challenges in the education system and huge differences between regions. Often successful integration is the result of the personal competencies of the teacher. Apart from protocols, notes, papers and declared strategies, it is often the teacher alone who uses his/her experience to enhance social inclusion in the classroom without many tools.

The majority of the interviewed teachers were open to the opportunity to follow a specific courses aiming to develop soft skills, teaching strategies and new ways to create the best possible inclusive processes.

No big issues with inclusion were mentioned during the interviews. All the interviewed teachers felt satisfied with their job, they know that their job is highly valued and they do not worry about taking responsibility.

2.3.3 In-depth interviews: Teachers

It is the first priority that the students learn the local language and the second priority is that teachers should learn about and understand the student's cultural background and countries of origin. Consensus of inclusion at the school is fundamental, otherwise students become isolated. In this region students with migrant backgrounds are fully integrated, most of them come from Morocco and Romania.

Teachers have a protocol (issued by each school) for inclusion that comprises of the activities that need to be developed. Migrant families are often not newly arrived, but permanent residents and they are often familiar with Italian language, so it is easy to include them. In this protocol the first phase is presented with administrative information from the school secretary, brochures in different languages and bilingual lectures with an aim of getting information about the families are offered.

The second phase involves a meeting with the families in order to get information about the background of the student, both personal and educational issues and the educational system of origin country. Moreover, the school explains the benefits available to students, such as school transport, meal allowance, as well as school rules and responsibilities. There is a commission responsible for these meetings. Aside from that, there is a set of meetings with the student themselves in order to check his/her language level and general knowledge. At this stage the student will take an entrance test in order for the school to determine which year he/she has to be enrolled in. Age is not the only factor to consider when a student is enrolled in the education system.

Tests may include listening to easy-to-understand stories, fairy tales, drawings and descriptions of colors, parts of the body, clothes and other basic themes. After this student assessment can begin.

- ┌ 'Accoglienza' or the so-called inclusion phase is related to the first months where the students can settle into the new environment.
- ┌ It allows the newly arrived student to feel like a part of the school community and during this phase the teachers work in a team to develop a strategy linked with the specific need of the student.
- ┌ 'Accoglienza' also means taking care of the students' needs, such as for example finding out if they have any dietary restrictions.
- ┌ In this phase they let the students play and participate in activities together. They organize a sitting order in class, so the student get to know his/her classmates.
- ┌ During this phase a cultural exchange takes place e.g. is the student asked to bring food or pictures from his or her country, which allows the student to present a new culture for the classmates.

┆ The student's self-esteem is raised as they get to tell their story.

A major challenge appears when students go on holiday for extended periods and they lose connection with the class. This widens school performance gap between them & their peers. Another challenge is that students change when they grow up. When they grow up and develop, they can become less open to local Italian culture, this creates a feeling of distance. It is easier for the teacher to have a dialogue with them when the students are younger. For example, they participate in Christmas play more often when they are younger. When they are older, it seems like they are not part of the school community anymore. Parents hardly speak or understand the language in most cases, but if the students have older siblings they can be helpful when it comes translating. Often, they speak their language of origin at home. Mothers never appear at school but fathers or brothers are more present at meetings with teachers.

Aside from institutional protocols the most efficient integration tool is the personal experience and knowledge of the teacher, because it is often the best way to support students in the inclusion process. Courses aimed at enhancing the inclusion process for teachers are strongly needed but there is a lack of resources and the resources available are not allocated to regions equitably.

2.3.4 Feedback from School Leaders

Based on the opinions of the school leaders who attended the focus group interview, inclusion as a concept is understood, well accepted and shared among colleagues working in their school on different levels (teachers, principals, assistants). At the same time school leaders cannot guarantee that all the employees at their schools have a clear understanding of the difference between physical inclusion and social inclusion.

School leaders are aware that not all employees know how to create an inclusive atmosphere, in particular social inclusion. In their opinion it would be useful to provide clear guidelines and best practices for how to be inclusive of students with migrant or refugee background.

A lot of work has been done to promote inclusion in Italian schools so far (especially in the last few years) and these initiatives are still in action. Recent events in the political sphere are jeopardizing the way inclusion is perceived and valued in Italian society and the local school communities.

According to school leaders all employees working at the school are responsible for successful inclusion practices. Each employee is able to contribute. Teachers are more in contact with students and more deeply involved in language teaching, but the success of inclusion depends on the efforts of everybody working at the school.

School leaders do not see any specific barrier preventing a successful inclusion in the current school policy.

As prompted by The Italian Ministry of Public Education, professionals working within the field of education have recently focused on inclusion. Mostly they work on the inclusion of students with mental and physical disabilities, but also towards the inclusion of students with refugee and migrant backgrounds.

Based on the school's central role in society, it has to be inclusive and set a good example for the wider community.

Regardless whether the students have disabilities or a different cultural background they should have equal access to educational opportunities, this is what the school should be instilling in all students.

At a local level, politics are supportive of enhanced social inclusion. Local policies are responsible for the number of students enrolled in the school and the organization of the inclusion process. In some cases, the collaboration between local political sphere and the school community has worked well.

In Italy school leaders are in charge of administration and collaboration with wider community (families and all stakeholders), whereas teachers are more focused on the relationship with the students.

School leaders rely on the teachers to successfully include disadvantaged students in the classroom. School leaders and teachers know their different roles are needed for a successful inclusion process. Both argue that there is a lack of a mainstream procedure for the social inclusion process of students. Politics provides a framework that allows the schools to work in depth with social inclusion and thereby avoid confusion e.g. doing things without knowing the outcomes. Recently some schools have taken the initiative to develop procedures explaining step by step what to do when a new student with migrant or refugee background starts at a school and how to make them feel included in class and school community.

After years of working without any tools, schools are finally starting to develop good practices with the aim of using them in the future.

The two main challenges school leaders experience in regards to the inclusion of students with refugee and migrant backgrounds are the language barriers and cultural barriers.

The first obstacle is connected to the basic language skills of the student. Unfortunately, many teachers are not able to speak students' mother tongue, this makes this language barrier is a major challenge for students.

Second, It is even more challenging for teachers to lack knowledge and understanding about the student's cultural background. Teachers do not know much about the families and the societies their students come from. They are unaware of how to handle cultural differences and customs. Often information about families is not provided to the teachers due to a lack of communication between teachers and parents. It is often because it takes time for parents to feel comfortable to open up and to trust teachers, in order to tell them about their life and the challenges they experience in the integration process. Based on the experience described by school leaders in the focus group interview, this is especially the case with Arabic families.

When school leaders were asked about which pedagogical knowledge and skills are necessary for teachers to possess to contribute to a successful inclusion process, they mentioned that language skills and empathy are the most important qualities. Many of the school leaders also mentioned that Italian teachers are often not aware of the different inclusive approaches used in other countries. They emphasised that this knowledge would be extremely helpful in making students with refugee and migrant background feel included in the class.

School curriculums differ from country to country, but if teachers use successful methods and approaches from other countries it could be helpful to enhancing the process of social inclusion in the classroom.

Some school leaders stated that teachers should have access to courses and trainings with the aim of developing inclusive, creative and innovative teaching methods. According to school leaders a lot of teachers still use old teaching approaches in class, and they should instead develop new participatory methods. From

school leaders' perspective, participatory methods are more effective in enhancing the inclusion of students with migrant or refugee background. Especially teachers, who experience inclusion related issues need to improve their knowledge about participatory methods. In doing that they need to learn about the best practices working in other countries.

According to the school leaders the teachers should change their approach to promote social inclusion and becoming more passionate about their work. Aside from that they should learn how to use techniques available for better communication.

Many resources are available to teachers who want to improve their teaching methods. Unfortunately, in our country a curriculum specifically designed with the aim of enhancing the inclusion of students with refugee and immigrant background does not exist. There is not yet a path designed and structured to identify the skills needed for enhancing social inclusion and such path has not been implemented so far.

The courses teachers can participate in are always decided and designed by the Ministry. Schools are rarely involved in the process of deciding which courses they'd be interested in based on the actual needs of teachers and to meet specific challenges at the schools.

School leaders stated that they should be able to supervise teachers and that the decisions made inside the school should be shared with the people working in the school. The school should be able to decide a set of methodological approaches to be used in the classroom in order to achieve specific results. Unfortunately, the structure of the Italian school system does not allow the autonomy of the school in making such decisions.

Based on their experience, school leaders believe that social inclusion is more easily enhanced within small villages and small communities. The Catholic Church still has a strong influence on inclusion policies in Italy. Churches and the religious communities are critical of inclusion policies, even though the church often is the first-place refugees and immigrants seek shelter in. Prejudice and mistrust towards refugees and migrants started inside the church community and from there it has spread to different levels of society.

Besides this, one of the things they mentioned that stood out was that the integrations of refugees and migrants is in some cases easier within lower social classes of society where there tends to be more openness to the diversity.

In Potenza there is still strong resistance towards welcoming refugees among among citizens. Parents tend to have discriminatory attitudes and behavior, and this filters down to their children. There is still a lot of work to be done within these families and communities. It is the school's responsibility to mediate between families and sections of the community to promote inclusion.

During the interviews school leaders mentioned a few cases of students with migrant backgrounds exhibiting challenging behaviours such as bullying or generally behaving badly or disruptively at school. School leaders have reported these incidences to family counsellors in order to help teachers tackle these issues in more effective ways. The results of this approach to handling issues has being successful. Unfortunately, this approach has been practiced sporadically and initiated disparately without any structure or continuity.

Examples of approaches successfully used to work on inclusion in the schools mentioned by school leaders are:

- ┌ Peer to peer tutoring: this has been implemented in many schools and is used often. The approach has been very effective and the fact that the students help each other creates motivation.
- ┌ Cultural mediation: inviting a cultural mediator is a pretty frequent practice where a professional cultural mediator helps the school with the inclusion of the students.

2.3.5 In-depth interviews: school leaders

In Italian schools, teachers and school leaders take the lead in dealing with social inclusion in the classroom, but all school staff are involved in this process, because the inclusion process requires everybody to do their part. No one is excluded from this.

Some schools use psychologists in order to monitor and enhance the process of inclusion in the classroom ,even though teachers often have direct and daily contact with students.

Each school is free to organize initiatives promoting social inclusion, because there is not a clear national procedure, or process established at a national/regional/local level. In the specific area the schools mentioned in the report are from (Basilicata region) teachers argue that local government is open to boost inclusion by financing these initiatives in schools.

Schools may decide to work on shared ideas or projects together with the teachers, but it is not mandatory for the teachers to participate in such projects.

Schools may decide to use extra-budget funds to organize courses for teachers with the purpose of giving them the necessary intercultural skills for working with students with migrant or refugee backgrounds. Sometimes professionals/experts are hired to help teachers improve their teaching methods and to become more effective in the way they manage the classroom.

Both teachers and school leaders have a common shared responsibility for activities and management of socially inclusive processes.

In the in-depth interview school leaders stated that the municipality and the region are very active in implementing the local and national policies for enhancing social inclusion in the classroom and they both staff and provide funds supporting social inclusion in schools.

There has been an increased focus on social inclusion in the regions of Potenza and Basilicata, especially compared to other regions in Italy.

According to the legal framework in Italy, children with disabilities at school can rely on support for any specific deficit they have: this refers mostly to students with disabilities.

It's the municipality's responsibility to provide the schools with professionals to improve the student's communication skills and schools are often given some support to communicate with the students with migrant or refugee background and their parents. This means that the school has the opportunity to use internal teachers or pedagogues working at the school or hire external professionals depending on the school's needs.

Psychologists or volunteers can also be involved in specific projects, for example when there are issues between students and their parents.

Schools in Italy are very engaged in enhancing social inclusion within the classrooms. All students are welcomed to school with a smile every morning, teachers and pedagogues work hard to make the students feel safe. This is especially the case within schools located in critical areas with a lot of families with migrant and refugee backgrounds in the city.

The schools want to make sure the students receive and the teachers give the right support. Besides this, schools are very cautious that they follow the rules and policies within this field.

According to the school leader, courses for teachers needs to be provided in order for the teachers to develop the specific skills needed for working with students from migrant and refugee backgrounds. They underlined, that schools are doing their best for teachers to be able to participate in intercultural training courses.

School leaders explained: *“I had a professional expert coming once from Milan to train teachers on how to properly use their voice in the class in order to facilitate relationship with the students and teach the language and vocabulary that has to be used.”*

She said that 65 teachers out of around 100 at her school attended that seminar, she added: “The teachers participating in the seminar were asked what they thought, and they said it was really helpful and they were positive about it.”

Teachers were positive about being trained in something they found useful for their daily teaching practice, especially it had to do with practice rather than theory.

Courses available to teachers and pedagogues are publicized to anyone interested in taking part. In most cases, the school leader stated, that participants respond positively to the courses offered.

The courses are not mandatory except from the ones provided by the Ministry of Education, but according to this school leader, extra training needs to be provided for teachers.

When talking about the situation in Italy and the need for enhanced inclusion the school leader stated:

“We admit that these days we are experiencing a dangerous attack on inclusivity in our country”.

One of the political parties in particular is clearly working against inclusion. In addition to this, large sections of the media seem to be against the idea of integration of migrants and refugees.

The school leader interviewed believes that the school system in Italy helps with inclusion of students of migrant or refugee backgrounds and she said that *“Our schools are still humane”.*

2.3.6 Conclusion

According to the empirical data collected through the in-depth interviews with teachers and school leaders, it is apparent that it is important to support and guide students in their integration process. Especially due the increasing number of students with migrant or refugee backgrounds in Italy. Even though Basilicata is not among the regions most affected by the numbers of migrants and refugees entering the country, challenges

are still to be found in this region and it is important to start working on enhancing social inclusion in these places.

One of the aspects to consider is that students with migrant or refugee backgrounds want to feel as normal students and it is the teachers and pedagogues' task not to make them feel disadvantaged compared to their classmates. It was highlighted that it's important to foster a positive climate in the school and wider communities, one that accepts and respects students with migrant or refugee backgrounds, that new teaching methods are needed. It is necessary to educate and train teachers and provide them with the skills and tools in order to guarantee the success of reception and support courses.

In some cases, there has been miscommunication between schools, policymakers and institutions. But most Italian schools apply the guidelines and work closely together with regions and municipalities to access funds and get assistance. When it comes to working on pedagogical approaches and methods used in the classroom, schools often work independently based on their own context and specific needs. The results are that better-equipped schools and more experienced professionals can more easily overcome integration related problems and challenges. For example by implementing specific and tailor-made measures or practices. Schools with few resources are often unaware of how to implement these guidelines and end up falling behind.

Both teachers and school leaders who have attended the focus groups and have taken part in the in-depth interviews understand the situation as an opportunity to learn and grow rather than as a problem. They describe that the inclusion of students with migrant and refugee backgrounds requires that all people working at school take part in this process. School leaders are more focused on policies and the school's relationship to communities and stakeholders, while teachers are more focused on the students and results. Both teachers and school leaders collaborate in reaching the same goals. In the interviews it was clear that teachers and school leaders were enthusiastic, passionate and informed about the topic.

Even though teachers and school leaders mentioned that training for teachers is available, it is widely agreed that there is a need for more training.

It was argued that teachers need:

- ┌ Training to help them become more effective at fostering an inclusive school environment.
- ┌ To learn how to access resources more easily.
- ┌ That practical resources, examples, demonstrations or instruments are more easily applied in the classroom and to help them foster the best relationship with new students and the rest of the class.
- ┌ To look for resources to help them design and choose activities, to pick the right approach or the attitude to use in the classroom, as exemplified by the best practices from schools in Europe.
- ┌ Resources to help them to overcome linguistic and cultural barriers they encounter when working with students of migrant or refugee backgrounds.

The above-mentioned challenges for the teachers could be easily solved with action and proper interest by the government within this field.



NATIONAL ANALYSIS REPORT

- The case of Denmark

2.4.1 Introduction

In the case of Denmark, the data indicates an increase in the number of students with a migrant^{xvi} background in the primary and lower secondary education system. This is a pattern we see in many European countries and therefore it is also the case in Denmark. In 2015 almost one in four students had a migrant or refugee background, which was equivalent to the OECD average (OECD, 2018).^{xvii} According to statistics from the Danish Ministry of Education^{xviii} 708,829 students were enrolled in primary and lower secondary education in Danish schools in 2018. Out of these, 83,814 were migrants/refugees or descendants of migrants/refugees. 29,350 students fall into the group of migrant or refugee students. There are 5 regions in Denmark and the number of migrant or refugee students vary to some extent between the regions. The regions of southern Denmark and Copenhagen have the largest population of migrant and refugee students, and the region of Northern Jutland has the lowest number of migrant students (Ministry of Education, 2018).

xix

Current educational policy at both national and local levels play a role in the Danish school system in facilitating and supporting inclusion of all students, but more specifically in regards to certain groups of students. This could be students with special educational needs (SEN) and students with a migrant, immigrant or refugee background. In 2014 the Danish school system was substantially reformed and two of the central aims were: 1) every student must be as proficient as he or she can be and 2) the school must reduce the significance of social background in relation to students' academic performance. Furthermore, in 2012 the so-called 'Inclusion Law' was passed by the Danish Parliament. The law, which was a modification of the Education Act, redefined the notion of special education and reformed the special education system. The law declared that students who were assessed as needing more than nine hours of weekly support should receive special education and the funding that follows this assessment (e.g. Engsig & Johnstone, 2015; Qvortrup & Qvortrup, 2015^{xx}). However, if a student was assessed as functioning well in the general education system with less than nine weekly hours of support, then it was not special education. This dramatically redefined the notion of special education, the number of students receiving special education and the school systems' special educational practices. Even though the inclusion law in Denmark primarily was aimed at SEN students, it must be acknowledged that it redefined the very notion of both special education and inclusive education. A consequence of the inclusion paradigm, in a Danish context, was also the case that reception classes in several municipalities were scrapped and that migrant and refugee students were included directly general education. What the implications are regarding migrant students' learning, well-being and sense of belonging in the wake of this is still not well understood or documented. The Ministry of Education in Denmark published a material for schools and teachers titled *Hele vejen rundt* (All the Way Around). The material aids teachers in making assessments regarding newcomers and multilingual students' language and competencies. The material should support the progression and learning outcome for the individual student.

The municipal council in each of Denmark's 98 municipalities has overall responsibility for primary education. This entails that the municipal council decides the content of the municipality's school policy. It is the responsibility of the local council that all children and young people in the municipality receive the primary school education they are entitled to. The municipal vision in one of Denmark's most northern regions has a number of policies and strategies, among others: Language strategy, Inclusion strategy, Refugee reception and Integration strategy.

Within the framework of the legislation and the decisions of the municipal council and the school board, the head of each school is responsible for the quality of teaching and the local initiatives regarding inclusion of students with migrant background. DSA (Danish as second language) supervisors provide guidance and co-teaching in relation to teachers. DSA supervisors have special knowledge and skills that specifically qualify them to provide counselling, guidance and teaching to colleagues. Supervisors in DSA have the task of focusing on the linguistic dimension in both Danish and professional education in school. The DSA supervisors can participate in subject training e.g. by undertaking linguistic activities. DSA supervisors annually test the 5th and 7th graders in the national tests in Danish as a second language. The result is followed up on at class conferences with the class teachers, who in cooperation plan the further course for the individual student and for the class. Likewise, the student will bring home the test result.

2.4.2 Focus Groups and In-Depth Interviews: Teachers

The interview with teachers followed a script and protocol in order to ensure possibilities of cross-national comparison and analysis. The questions covered the following themes:

- ┆ The definitions and understandings of the notion of social inclusion.
- ┆ Challenges concerning ensuring social inclusion in the classroom for students with migrant background.
- ┆ Responsibility for successful implementation of inclusion in the classroom.
- ┆ Signs of inclusion.
- ┆ Pedagogical practices which enhance social inclusion.
- ┆ Barriers and challenges in policies.
- ┆ Necessary pedagogical and didactical knowledge and competencies.
- ┆ Teacher training.

The interview data indicate that the notion of social inclusion is understood in different ways but that overall it signifies a pedagogical and ethical mindset which fosters diversity and has to do with the recognition of the individual student and their needs for learning and thriving in school. Some respondents argued that social inclusion is closely linked to anti-bullying and the individual student's sense of belonging to school communities. Furthermore, other respondents made clear that the notion of social inclusion is closely linked to the subject being taught. In other words, social inclusion is not a neutral term and practice, but one that has different meanings relating to different subjects. Moreover, respondents also said that the notion of social inclusion is related to students' culture and cultural identities. In connection to this, respondents used the term democracy in relation to their way of thinking about social inclusion and as a core value in the way school and education is conceptualized.

Regarding identifying and working with signs of inclusion, respondents mentioned in the interviews that it is possible to work with a set of signs or indicators of social inclusion. These concern when students have play

appointments and thus participate in different communities, talk with other students and socialize, recognize and respect other diversities e.g. cultural backgrounds.

Lacking adequate school funding is a theme that is related to the barriers and challenges professionals encounter when working with social inclusion.

The following can be extracted from the collected data in relation to these barriers:

- ┆ A focus on testing and assessment schemes can hinder social inclusion.
- ┆ Educational policies for being prepared or not for further education (High school).
- ┆ Lacking parental involvement and values regarding school.
- ┆ The experience of inadequate supportive practices in classrooms.
- ┆ Too many students in the classrooms.
- ┆ Inadequate time to prepare high quality teaching.
- ┆ Contextual and transition-based problems from school to SFO (after school activities)
- ┆ Insufficient time to devote to individual teaching time with students of migrant or refugee backgrounds.

When it comes to questions regarding the necessary pedagogical and didactical knowledge and approaches needed in order enhance social inclusion in classrooms, in relation to students with migrant background, respondents highlighted the following:

- ┆ Cooperative learning has socially beneficial potentials.
- ┆ A clear structure (classroom management).
- ┆ Play groups in lower grades contribute to a variety in children's relations.
- ┆ Possibility of studying the mother language besides learning Danish.
- ┆ Culturally responsive teaching.
- ┆ A clear awareness of students' background and the application of this knowledge in teaching.
- ┆ DSA (Danish as second language) supervisors.
- ┆ Teachers with different cultural backgrounds (role models).
- ┆ Special educational knowledge.
- ┆ A culturally sensitive and responsive curriculum.
- ┆ A deeper knowledge of parental collaboration.

- ┆ Co-teaching and incorporation of specialist knowledge.
- ┆ A fundamentally democratic approach to teaching and construction of local curriculum.
- ┆ The use of a student council.
- ┆ Professional learning communities.

Data from teacher focus groups also included questions about central knowledge of the teacher training in pedagogical and didactical approaches for enhancing social inclusion. A key point from several respondents is concerned with the notion of differentiated teaching, which is regarded to be an essential tool for fostering social inclusion – in particular for students with migrant and refugee background. When it comes to pre-service teacher training, the program of Danish as a second language is highlighted as being particularly significant. The possibility of practicing forms of professional coaching or knowledge sharing in professional learning communities is also emphasized as something that should be both a part of teacher training, and something which should be a possibility in schools.

In the in-depth interviews with teachers, central findings from the focus groups were further investigated and elaborated. A central theme that emerged, was the significance of incorporating a student's experience when teaching and working towards enhancing social inclusion. Specifically, this entails gathering knowledge from a student's perspective, on well-being and sense of belonging. Another theme was the expressed need for a more qualified pre-service teacher training, specifically for inclusive education for students with a migrant or immigrant background. The respondent emphasized that a part of this program or course should entail the competencies and skills to practice culturally responsive teaching. It was the viewpoint of one of the responders that new teachers, to some extent, lack adequate knowledge on intercultural pedagogy.

One respondent reported that teachers in one Danish municipality were offered a training course in DSA (Danish as second language) and that very few teachers had taken that up. This was viewed as either a lack of interest in the area or perhaps, more plausible to the respondent, experiences of insufficient time and resources.

2.4.3 Focus Groups and In-Depth Interviews: School Leaders

The in-depth interviews with school leaders' focus groups followed the same procedures and methodical approaches, with specific scripts and protocols to enhance possibilities of cross-national comparison and analysis. The questions in these protocols covered the following themes:

- ┆ The notion of inclusion.
- ┆ Pedagogical leadership in relation to social inclusion.
- ┆ Signs/indicators of social inclusion.

- ┆ Pedagogical approaches that enhance social inclusion.
- ┆ Knowledge sharing.
- ┆ The role of educational policies in relation to inclusion of students with migrant backgrounds.
- ┆ Challenges for teachers.
- ┆ Necessary pedagogical and didactical knowledge and competencies.
- ┆ Teacher training.

The school leaders in the focus groups showed a substantial consensus on their conceptualization of the idea of social inclusion. According to their understanding, inclusion does not necessarily have to do with a specific group of students but more to do with a pedagogical mindset and practice towards all students. However, the respondents recognized that different groups of students have different challenges and needs which must be adequately responded to. They emphasized that the recognition of the individual students' cultural and linguistic background was essential. This demands that teachers have sufficient knowledge on the needs each student has.

One respondent pointed out that it is a challenge to reach every student, from a perspective of differentiated teaching, when class sizes are too large. This is further exasperated when the teacher lacks the adequate knowledge on language learning and multilingual learners. Another central finding is the view that the national testing scheme in Denmark may in fact contain elements that are exclusionary or even marginalizing. One respondent pointed out that teaching according to the test is seen in schools and that this focus on doing well in the national test is taking time from high quality teaching. Furthermore, mandatory national testing is viewed by one respondent as putting a certain amount of pressure on all students but in particular added pressure on students with a non-Danish linguistic background.

Knowledge of good teacher-parent collaboration is central and the respondents point to the necessity of teachers recognizing parents' cultural background and potential linguistic challenges. Furthermore, having the knowledge and skills for working in professional communities of practice-sharing is viewed as central. In addition to this, the respondents also focused on the importance of school leaders being able to share knowledge, support and guide teachers in relation to working towards social inclusion.

The interviews show findings that indicate that the municipality's distribution of funding would be fairer if it was guided by more awareness and recognition of socio-economic factors. However, one school leader reported that their municipality school receives extra funding based on a socio-economic criteria and thus students who have difficulties receive extra resources in the form of support, extra language teaching etc.

2.4.4 Conclusion

The data collected in the focus groups and in-depth interviews with Danish teachers and school leaders indicates that the very notion of social inclusion from a pedagogical, didactical and ethical perspective,

resonates well with the respondents. Data from the Danish Ministry of Education shows that the number of students with refugee and migrant background has increased in recent years. It also shows that there are some noticeable variations between the five regions of Denmark.

Recent national as well as local educational policies have emphasized the need for more inclusive education both in relation to the student body as a whole but also in regard to specific groups of students such as students with a migrant or refugee backgrounds. In some cases, the data indicates a discrepancy between inclusive education policies and the real life implementation of these policies. One such finding is in relation to the national testing scheme in Danish schools where findings show some difficulties and negative implications of the testing schemes particularly in relation to students with specific educational needs or other cultural and linguistic backgrounds.

School leaders suggest the following examples of good practice for inclusive education:

- ┌ Cooperative learning.
- ┌ A clear structure aimed at different groups of students (classroom management).
- ┌ Play groups in the lower grades for facilitating a variation in children's relations.
- ┌ Possibility of studying the mother language besides learning Danish.
- ┌ Culturally responsive teaching.
- ┌ Awareness of students' background and the application of this knowledge in teaching and curriculum.
- ┌ Use of DSA (Danish as second language) supervisors.
- ┌ Teachers with different cultural backgrounds (role models).
- ┌ Special educational knowledge.
- ┌ A deeper knowledge of parental collaboration with parents with migrant background.
- ┌ Co-teaching and incorporation of specialist knowledge.
- ┌ A fundamentally democratic approach to teaching and construction of local curriculum.
- ┌ Knowledge-sharing in professional learning communities.
- ┌ Establishment of an inclusive ethos in schools.
- ┌ Socially conscious and fair funding.
- ┌ Incorporation of a student perspective when gathering knowledge on social inclusion.

3. Similarities and differences across countries and cultures

A systematic approach has been applied in order to identify similarities and differences across the national reports. An initial review of the four national reports was made, extracts from each of the reports were based on the suggested scripts and protocols that were applied to the interviews themselves:

The suggested themes presented to the teachers were as follows:

- ┌ The definitions and understandings of the notion of social inclusion.
- ┌ Challenges to ensuring social inclusion in the classroom for students with migrant background.
- ┌ Responsibility for successful inclusion in the classroom.
- ┌ Signs of inclusion.
- ┌ Pedagogical practices which enhance social inclusion.
- ┌ Barriers in policies.
- ┌ Necessary pedagogical and didactical knowledge and competencies.
- ┌ Teacher training.

Furthermore, the same approach applied to the school leaders with the following themes:

- ┌ The notion of inclusion.
- ┌ Pedagogical leadership in relation to social inclusion.
- ┌ Signs/indicators of social inclusion.
- ┌ Pedagogical approaches that enhance social inclusion.
- ┌ Knowledge sharing.
- ┌ The role of educational policies concerning inclusion of students with refugee and migrant backgrounds.
- ┌ Challenges that teachers find.
- ┌ Necessary pedagogical and didactical knowledge and competencies.
- ┌ Teacher training.

The extracted data was then analyzed and further refined by applying the elements taken from the initial cross-national report (mentioned on page 5 of this report). By further refining the extracted data with the mentioned elements, it was possible to identify some similarities across the reports.

Differences and / or similarities of the school systems

An analysis of each of the partner country's school systems was carried out and based on extractions from each of the four national reports.

Germany

All-day schools (*Ganztagsschulen*)^{xxi} offer the right infrastructure for teaching mixed-ability groups, both inside and outside the classroom. In addition, they offer sport, cultural and other activities to all children and youth.

Due to the federal system in Germany, federal states are responsible for any decisions related to all-day schools. The rules on all-day schools are therefore different from state to state. Framework agreements have been established between the authorities responsible for education, the various umbrella organizations and associations. These agreements outline the organizational and financial cornerstones of cooperation between schools, associations, federations, institutions in regard to all-day school activities.

Newly enrolled students with migrant or refugee background without German language skills in Berlin attend for the first two years in normal classes and if necessary they attend welcome classes from 3rd grade onwards.

Welcome classes are run parallel to normal classes. They can be set up at elementary schools, integrated secondary schools, high schools or upper grade centers.

Welcome classes are established and organized in close co-ordination between the school board and the school inspectorate at one school each year. They are provided by teachers and are not funded by the Structural Funds for language learning.

Often the teachers hired to teach Welcome Classes do not have pedagogic training, instead they have experience in teaching German or have studied German. A lot of the teachers have previous experience in adult education as a part of integration courses.

Native language instruction starts being offered to students between grades 1 to 3 and continues usually in grades 4 to 6. The lessons are conducted by teachers from the state of Berlin. These are supplementary to regular lessons, they are free and include 2 lessons per week and are conducted in the native language of the attendees.

Native language courses are on offer for students from 1st or 3rd grade and continues usually until 4th or 6th grade. The lessons are organized by teachers in Berlin as a supplement to the regular lessons. The courses are free and includes two lessons per week taught in the native language of the attendees.

To summarize the extract from the German report:

- └ A student is enrolled in a Welcome class for 2 years and it runs parallel to normal classes.
- └ Teachers in welcome classes are often not qualified pedagogically due to the fact that they have often studied or had work experience with teaching German as a second language.
- └ Native language classes are offered from 1st to 3rd grade and continues up until 4th or 6th grade (2 lessons a week)
- └ A lot of the things promised are not implemented due to a lack of funding.

Greece

The plan to integrate migrant and refugee children and young people into the education system instituted two major initiatives, which was the creation of reception courses (RC) along with the supportive learning

courses (SLC) (In Greek known as ZEP and DYE respectively). The two initiatives are the basic educational policies regarding the inclusion of students from socially vulnerable groups in school.

Students at all education levels are able to enroll in the above-mentioned classes which are located in camps on the mainland and on the Aegean Sea islands (mainly in Lesbos, Samos, Chios and Kos), as well as in major urban areas around Greece. The afternoon SLC classes mainly target recently arrived refugee children who speak little or no Greek and take place in schools located near official camps. Refugee children, who join DYE classes, attend formal school in the mornings with Greek students and receive additional support for their studies. As part of the reception courses, students attend an intensive Greek language learning program. However, as part of the smooth integration of migrant students into the school community, they attend lessons in regular classrooms as well, studying subjects such as art, mathematics, gymnastics, music, information technology and a foreign language.

To summarize the above extract from the Greek national report:

- ┆ Reception classes (RC/ ZEP) – intensive Greek learning language.
- ┆ Supportive classes (SLC/ DYE) – afternoon classes for newly arrived refugee children and youth.
- ┆ Students need to attend courses in a regular classroom .

Italy

In February 2014 the MIUR issued new guidelines for the reception and integration of foreign students in a National Protocol. They updated previous guidelines from proposed operational indicators, models of integration and didactic support that had been implemented by some schools. However, these guidelines are not followed at national level because each school adapts the guidelines to their specific situations and challenges with inclusion.

If national policies are not inclusive, it is often local communities that play a leading role in welcoming migrants. Even in this case, few virtuous experiences, such as that of Riace and Acquaformosa, hardly compensate for a largely bleak situation nationally. Italy is placed by the MIPEX report in last place when it comes to educational policies in Europe, making it clear that foreign students are often labeled as a "Problematic group" without an attempt to reflect on their individual needs (for example, adapting and differentiating the teaching methods for first or second generation children, for the newly arrived, children of refugees, unaccompanied minors etc.).

Inclusion is important in the labor market, the educational system and the social sphere. Political actors often portray migrants and refugees as 'the son of a lesser good' and not worthy of adequate reception. This has created a need for rethinking community spaces and transforming them, especially in large urban agglomerations. In overturning this equation, welfare inclusive policies should be implemented to connect school, society and work. This is more important than ever.

Regarding the inclusion process set up by schools, there is a national protocol including some guidelines, but these are not followed at a national level, so basically every school implement its own inclusion rules, management and strategy. Some schools have psychologists associated, some have an internal focus on inclusion, whereas other schools do not develop a formal strategy.

There are huge challenges in the education system and huge differences between regions. Often the most successful integration is due by the personal competencies of the teacher. Apart from protocols, notes, papers and declared strategies, it is often the teacher alone who uses his/her experience to enhance the social inclusion in the classroom without many tools.

This first approach based on entrance tests is needed to decide in which year student has to be enrolled, because age is not the only factor to be taken into consideration.

Tests may include the listening of easy-to-understand stories, fairy tales, drawings and descriptions of colors, parts of the body, clothes and other basic themes. After this the assessment of the student the education can start.

- ┌ 'Accoglienza' or the so-called inclusion phase is related to the first months where the students can settle into the new environment.
- ┌ It allows the newly arrived student to feel like a part of the school community and during this phase the teachers work in a team to develop a strategy linked with the specific need of the student.
- ┌ 'Accoglienza' also means taking care of the students' need such as figuring out if they eat meat or chicken.
- ┌ In this phase they let the students play and participate in activities together. In this phase they organize a sitting order in class, so the student get to know his/her classmates.
- ┌ 'Accoglienza' also means taking care the students need such as figuring out if they eat meat or chicken.
- ┌ The student develops the self-esteem that allows the student to tell his or her story.

To summarize on the above extraction from the Italy national report:

- ┌ Guidelines for the reception and integration of foreign students as described in the National Protocol are not necessarily followed on a national level.
- ┌ Every school adopts and decides its own inclusion rules and strategies.
- ┌ During the assessment phase, entrance tests decide the grade a student would be enrolled in.
- ┌ There should be an enhanced focus on inclusion during their education.

Denmark

The Ministry of Education in Denmark published a material for schools and teachers titled *Hele vejen rundt* (All the Way Around). The material helps teachers in making assessments regarding newcomers and multilingual students' language skills and competencies. The material should support the progression and learning outcome of the individual student.

Current educational policy, at both national and local levels is at play in the Danish school system to facilitate and support inclusion of all students, while specifically targeting certain groups of students. This could be students with special educational needs (SEN) or students with a migrant or refugee background. In 2014 the Danish school system was substantially reformed and two of the central aims

were: 1) every student must be as proficient as they can be, and 2) the school must reduce the impact of socio-economic background in students' academic performance.

Furthermore, in 2012 the so-called 'Inclusion Law' was passed by the Danish Parliament. The law, which was a modification of the Education Act, redefined the notion of special education and reformed the special needs education system. The law declared that students who were assessed as needing more than nine hours of weekly support should receive special education and the funding that follows this assessment (e.g. Engsig & Johnstone, 2015; Qvortrup & Qvortrup, 2015). However, if a student was assessed as functioning well in the general education system with less than nine weekly hours of support, then special education wasn't necessary for them. This dramatically redefined the notion of special education, the number of students receiving special education and the school systems' special educational practices.

Even though the inclusion law in Denmark primarily was aimed at SEN students, it must be acknowledged that it redefined the very notion of both special education and inclusive education. A consequence of the inclusion paradigm -in the Danish context- was also that reception classes in several municipalities were abandoned and that migrant students were included in the general education. What the implications are regarding migrant students' learning, well-being and sense of belonging in the wake of this is still not well documented

The municipal council, in each of Denmark's 98 municipalities, has the overall responsibility for the primary school. This entails that the municipal council decides the content of the municipality's school policy. It is the responsibility of the local council that all children in the municipality receive the education in primary school to which they are entitled

Within the framework of the legislation and the decisions of the municipal council and the school board, the head of each school is responsible for the quality of the teaching and the local initiatives regarding inclusion of students with migrant background. DSA (Danish as second language) supervisors provide guidance and co-teaching in relation to teachers and DSA supervisors have special knowledge and skills that specifically qualify them to provide counseling, guidance and teaching to colleagues. Supervisors in DSA have the task of focusing on the linguistic dimension in both Danish and professional education at the school. The DSA supervisors can participate in subject training, e.g. by doing linguistic activities. The DSA supervisors annually test the 5th and 7th graders in the national tests in Danish as a second language. The result is followed up on at class conferences with the class teachers, who in cooperation plan the further course for the individual student and for the class. Likewise, the student will bring home the test result.

To summarize on the above extraction from the Danish national report

- ┌ Reception classes are scrapped in some municipalities.
- ┌ The difficulties and negative implications of national testing schemes.
- ┌ Danish as second language, supervisors provide guidance and co-teaching in relation to teachers.
- ┌ DSA focus on the linguistic dimension.

- ┆ Educational policies regarding being prepared or not for further education (High school).

Conclusion

The way that refugees and migrants are introduced into the schooling system across the four partner countries is different, but each partner country has some sort of reception program. The period of time arrivals participate in these classes differs between the countries. From the extracts, it appears that all countries apart from Italy have a reception program and that reception classes in Denmark have in some cases have been scrapped.

At a national level, the inclusion of refugees and immigrants has been heavily discussed. Policies and laws have been put in place to ensure the standards are met, however, there seems to be a consensus that these policies are not being implemented and followed on a national level. It is often the schools that take the initiative to implement guidelines on how to deal with inclusion as in the case with Italy, Germany and Denmark.

The notion of inclusion

A suitable starting point for identifying differences and similarities across the national reports is to first look into the different responses received concerning the notion of inclusion. Below are several extractions taken from each partner country's national report from both a teacher's and school leader's perspectives.

Denmark - teachers

The interview data indicate that the notion of social inclusion is understood differently among the teachers but that it overall signifies a pedagogical and ethical mindset which fosters diversity and has to do with:

- ┆ The recognition of the individual student and his or her prerequisites for learning and thriving in school.
- ┆ Anti-bullying and the individual student's sense of belonging to school communities.
- ┆ Subject being taught.
- ┆ The student's culture and cultural identities.

School leaders in the focus groups showed substantial consensus regarding the understanding or conceptualization of the idea of social inclusion. In their understanding, inclusion has nothing to do with a specific group of students but more a pedagogical mindset and practice towards all students. However, the respondents recognized that different groups of students have different challenges and needs, which must be adequately responded to. Recognition of the individual student's cultural and linguistic background was essential to the respondents. This entails that teachers have sufficient knowledge of the prerequisites each student attends school with.

Policies promoting social inclusion (extracts from desktop research)

National plan

The School Reform's 3 national goals 2014:

1. Primary schools should challenge all students to meet their potential as much as possible.
2. Primary schools should reduce the impact of socio-economic background on academic performance.
3. Confidence and well-being in primary schools must be strengthened, by respecting professional knowledge and practice amongst other things.
4. **Primary School's purpose:**
 - ┌ The primary school gives students competences and skills in preparation for further education, making them want to learn more, familiarizing them with Danish culture and history, human relationship with nature, along with an understanding of democracy and cultures in other countries.
 - ┌ The primary school should cooperate with parents and students and live up to the primary school's purpose.
 - ┌ The primary school should develop the students' diverse competences.
 - ┌ The primary school should prepare the students for participation in and shared responsibility for rights and duties in a democratic society.

Common objectives, compulsory subjects and electives:

Guiding curricula and instructional guides for primary school subjects.

Ministry of Children and Education - All the way around:

This is a program with material for covering newcomers and other bilingual pupils' competencies. It can be used both for newly arrived pupils and for continuous follow-up of new arrivals and bilingual pupils' development. The material should support a focus on the individual student's progression and benefit from the teaching.

Fundamentals of the material:

- A holistic view of the individual student.
- A resource-focused approach to coverage.
- A conversation-based cover material.

Communal Plan

The municipal council has overall responsibility for the primary school. This means, among other things, that the municipal council decides the content of the municipality's school policy.

It is the responsibility of the local council that all children and youth in the municipality receive education in primary school to which they are entitled.

The municipal council must ensure that tuition is free.

Municipal vision a place for everything:

Includes several policies and strategies, among others a language strategy, inclusion strategy, refugee reception and integration strategy.

Local plan

Within the framework of the legislation and the decisions of the municipal council and the school board, the head of each school is responsible for the quality of the teaching.

Local value set (Herningvejens School): "When everyone is different, no one is different":

A value rule set includes guidelines for good behavior in the school and benchmarks for how well-being is achieved for students and staff. The value rule set must promote shared values, commitment and accountability. Building on "democracy", "openness, trust, care", "motivation and professionalism", "culture and traditions".

Italy

A direct answer to the notion or definition of inclusion was difficult to extract from the report, however, the following was mentioned:

As prompted by the Ministry of Public Education in Italy, schools professionals have recently focused a lot on inclusion. Mostly, the work they do is on the inclusion of students with mental and physical disabilities, but also involves the inclusion of students with refugee or migrant a background.

Based on its role in the society the school has to be inclusive and create a model of inclusiveness in its surrounding community.

Regardless of students' disabilities or background, all students have opportunities and this is what a school should teach all of the students.

Based on the opinions of school leaders in the focus group interviews, it appears that the concept of inclusion is understood, well accepted and shared among people working in their schools on different levels (teachers, principals, assistants). At the same time, school leaders do not feel they can guarantee that all staff members in their schools have a clear understanding of the difference between physical integration and social inclusion.

Policies promoting social inclusion (extract from desktop research)

Most of the time there is no a policy related to social inclusion. Teachers are asked to pay attention to whether the students are welcomed, they play together, they participate in activities together, they sit together in the canteen. Social inclusion is based mostly on these aspects and is continuously monitored and promoted.

A common practice is based on letting the class hear stories about the native country of the students with migrant or refugee backgrounds, by using pictures, books, eating sweets or specialties from their country. It is a way to let them tell their own stories and make them feel like the protagonists of their own stories. It makes them feel appreciated and happy to talk about their countries and their traditions. This is one of the most used practices used for enhancing social inclusion in the classroom.

Greece – teachers

The results from the in-depth interviews with the school teachers are as follows:

Inclusive education is a process of strengthening and enhancing the capacity of the teachers to consider the needs of all students in the classroom, especially those with refugee and migrant backgrounds. Teachers need to be interested in both content and pedagogical dimension of inclusion.

Greece – school leaders

The understanding of social inclusion according to the school leaders requires a school environment where all students, despite their nationality, color, religion and culture, can talk, interact, learn, cooperate and play equally.

Policies promoting social inclusion (extract from desktop research)

The reception courses (RC) along with the supportive learning courses (SLC) are the basic educational policies in regard to the inclusion of students from socially vulnerable groups in the school. The reception courses and the supportive learning courses were established in 1980 with Government Gazette 1105 (4.11.1980) and their attendance mainly concerned the Roma and repatriated students. During the 1980s, the legislative framework on RCs has been amended several times.

The law 3879/2010 introduced the Institution of Educational Priority Zones with the intention of promoting *"the equally integration of all students into the education system through the operation of supportive actions to improve learning performance, such as the operation of reception courses and supportive learning courses ..."*.

In this context, the establishment of the reception courses and the supportive learning courses required the the school to establish an educational priority area from specific criteria. Moreover, the arrival of the refugee students created a great need for the establishment of the reception courses, and thus, from the schoolyear 2016-2017, the possibility was given to all elementary schools and students from vulnerable social groups to join the education system and complete their studies.

Germany – teachers

Inclusion is generally understood as the inclusion of students with disabilities in the ‘normal’ classroom. When the term is debated in politics the concept is often used to describe the inclusion of disabled students into ordinary schools.

Social inclusion is concerned with giving equal opportunities for poor and rich students. The intercultural aspect is connected to the term integration (if the student has a migration or refugee background) or used in relation to the so called “*Willkommenskinder*” (welcome child), “*Willkommensklasse*” (welcome class) or for students with German language skills.

Germany – School leaders

To be well integrated in school, students should feel as equal members of the school community. They need to be well treated and taken seriously by teachers, who should encourage and respect students and should not differentiate between the students. Teachers and educators should be open, authentic, easily accessible, creative and support the student’s abilities and talents.

Policies promoting social inclusion (extract from desk research)

Due to Germany’s federal structure, the responsibility and decisions for the education policy is placed on the federal states, but the Federal Education Ministry ([Bundesbildungsministerium, BMBF](#))^{xxii} is responsible for issues relating to the education system, such as the development of an all-day school system.

According to the 2016 Education Report ([Bildungsbericht](#))^{xxiii} issues relating to teaching students with mixed-abilities and backgrounds together and the gap in their school performance is an ongoing debate in Germany. The number of schools that teach students with different abilities are increasing and they offer a variety of school-leaving qualifications to the students.

All-day schools ([Ganztagsschulen](#))^{xxiv} offer the right infrastructure for teaching mixed-ability groups, both inside and outside the classroom. In addition, they offer sport, cultural and other activities to all children and youth. The government and federal states have spent a total amount of 4 billion euros on the program “The future of education and childcare” (Zukunft Bildung und Betreuung, IZBB)^{xxv}, specifically on developing a system of all-day schools. Local authorities and other school organizations have contributed with at least 10 % of the invested amount.

Federal funds went to 8,262 all-day schools across the country. Due to the federal system in Germany, the federal states are responsible for any decisions related to all-day schools. The rules on all-day schools are therefore different from state to state. Framework agreements have been established between the authorities responsible for education, the various umbrella organizations and associations. These agreements outline the organizational and financial cornerstones of cooperation between schools, associations, federations, institutions in regard to all-day school activities.

Germany has many instruments to promote education for all, in particular for youth from low-income families. Grants are available under the Federal Training Assistance Act ([Bundesausbildungsförderungsgesetz, BAföG](#))^{xxvi}. The student accepted receives the BAföG grant instead of taking a repayable loan.

By contrast, university students normally receive half the BAföG subsidies as a grant, half as an interest-free repayable government loan. The Upgrading Training Assistance Act ([Aufstiegsfortbildungsförderungsgesetz, AFBG](#)) supports qualified professionals, especially young professionals, in funding an advanced training course that will give them a higher qualification.

The Federal Governments “education package” (*Bildungspaket*)^{xxvii} provides assistance to children and youth up to their 18th or 25th birthday if they live in families who receive unemployment benefit II (*Arbeitslosengeld II*), social benefit (*Sozialgeld*), asylum seekers benefits, supplementary child allowance or housing benefits in accordance with the Social Code Book II (*Sozialgesetzbuch, SGB II*), social assistance in accordance with Social Code Book XII (*Sozialgesetzbuch, SGB XII*), benefits in accordance with the Asylum Seekers Benefits Act (*Asylbewerberleistungsgesetz*), supplementary child allowance in accordance with the Act on Family Allowances (*Bundeskindergeldgesetz*) or housing benefit in accordance with the Housing Benefits Act (*Wohngeldgesetz*). The education package includes financial assistance for:

- ┆ Learning support (extra tuition, generally limited to 35 hours per school year).
- ┆ School supplies (cash benefit to be spent on material such as pens, compasses, gym kits, atlas, etc.).
- ┆ [Participation in social and cultural activities](#)^{xxviii}.

The guidelines and resolutions adopted by the Standing Conference of the Ministers of Education and Cultural Affairs (Kultusministerkonferenz, KMK) as well as the curriculums and educational plans of the federal states contain important approaches towards promoting social cohesion and equal opportunities in the formal education sector (KMK Rechtsvorschriften, Lehrpläne).

The KMK guidelines on safeguarding equal opportunities through gender-sensitive education and child-rearing (*Geschlechtersensible schulische Bildung*) describe the necessary actions to this end, which are closely aligned with the resolutions and recommendations of the KMK. The guidelines refer to the need to give a sharper definition to the educational role of schools regarding minimising and eliminating discrimination. This relates to lesson plans, exam questions, teaching and learning materials, teacher training and development, structures (decision-making processes, professional and educational profile of schools, quality assurance, statistics), personnel development, and school equipment.

The resolution of the KMK to strengthen democratic education (*Stärkung der Demokratieerziehung*) describes what schools can do to teach pupils democratic values, tolerance and respect for their fellow humans. School subjects where these issues play a role include history, politics and social sciences, ethics and foreign languages.

The resolution of the KMK on intercultural education in schools (*Interkulturelle Bildung und Erziehung in der Schule*) also draws up principles and objectives for diversity in schools. Schools should be free of open and hidden discrimination and deliberately work towards social, cultural and linguistic diversity among the student body.

In light of the increased migration to Germany, the ministries of culture and education of federal states have been working towards enabling youth with migrant and refugee background to enrol in school as soon as possible. Curriculums and lesson plans have been adapted to fit the needs of students with diverse backgrounds in the classroom and the language teaching has been mainstreamed. In addition, the requirements for teacher trainings, especially regarding language teaching (especially German as a second language) were improved considerably.

In some federal states these subjects are obligatory parts of basic teacher training. Meanwhile, the acquisition of intercultural skills inside and outside the classroom has been made part of most of the

curriculum for teachers. Some federal states offer support to schools wishing to develop their intercultural profile. The structured development of education partnerships is not yet common across the country. In many federal states there are programs to assist schools in working with non-school partners within the field of integration. These efforts need to be stepped up in future and existing measures must be better integrated.

Conclusion on the notion of Inclusion

Similarities can be found in that inclusion is related to the recognition of the individual student, as well as a pedagogical approach and practice. Inclusion does not only involve immigrants but more so the current notion is steered towards students with disabilities and/or of a certain economic status and can also be linked to anti-bullying.

Inclusion also involves a process of enhancing the capacity of teachers to reach the needs of the students in the classroom as well as being related to the student's culture and cultural identities.

Inclusive approaches

There were a lot of suggestions into what inclusive approaches should be implemented in the partner countries' schools as well as which are currently implemented. At times it was difficult to ascertain what had been implemented and what was merely a future suggestion, therefore they were all grouped for this analysis. The below-mentioned points are what was captured from the reports:

- ┆ Learning from music.
- ┆ Learning through art.
- ┆ Group work.
- ┆ Interactive activities.
- ┆ Role-playing.
- ┆ Discussions.
- ┆ Story-telling.
- ┆ Debates.
- ┆ Question / answer.
- ┆ Play together.
- ┆ Exchanging seats.
- ┆ Native language classes.
- ┆ Teachers should encourage students to share their opinions in the classroom to foster inclusive practice.

- ┆ Seating arrangements.
- ┆ Mixed group games in playground.
- ┆ Play-groups in the lower grades facilitating a variation in students's relations.
- ┆ Multi-modal teaching.
- ┆ Drama as a teaching tool.

The most commonly mentioned approach for the implementation of social inclusion was the suggestion of allowing students to interact together, whether it as part of a classroom activity or an arranged exercise on the playground.

An extract from the Danish national report, *“Regarding identifying and working with signs of inclusion, respondents mentioned in the interviews that it is possible to work with a set of signs or indicators of social inclusion. These concerns when students have play appointments and thus participate in different communities, talk with other students and socialize, recognize and respect others and diversities in cultural backgrounds.”*

An extract from the Greek national report, *“The school leader stated that social inclusion in the classroom can be accomplished by the proper sitting arrangement in the classroom. Furthermore, social inclusion can be achieved by organizing mixed group games in the school-yard.”*

In addition, it can be seen from the above-mentioned points that the general theme is that social interaction is a strongly suggested inclusive approach.

Time and Resources

Time and resources mentioned by school leaders and teachers from the four countries as a challenge due to lack of support and staff. Training was also an area of concern as well as the number of students within a classroom. Below is a list of the commonly identified points that have been extracted from the four national reports:

- ┆ More support and more staff.
- ┆ Too many students in classrooms.
- ┆ Inadequate time to prepare high-quality teaching.
- ┆ Insufficient time to teach students with migrant background.
- ┆ Funding for new facilities at schools that can host reception courses.
- ┆ Hiring more teachers at schools, social workers and Refugee Training Coordinators.
- ┆ Need for additional helpers.
- ┆ More staff training.
- ┆ Primary school needs more helpers, integration educators and volunteers.

- ┆ More qualified pre-service teacher training (culturally responsive teaching).

Knowledge sharing

An interesting trend that was identified from the analysis of data was the need for knowledge sharing. The following conclusions were made from the four reports:

- ┆ The exchange of good practices based on cultural background.
- ┆ Knowledge sharing between professionals.
- ┆ The experience of inadequate supportive practices in classrooms.
- ┆ Lack of adequate knowledge of intercultural pedagogy.
- ┆ Unawareness of different approaches used in other countries.
- ┆ Better knowledge sharing in schools.
- ┆ Adopting diverse teaching methods.
- ┆ Enhancing knowledge and capacity building in training techniques.
- ┆ Practical resources, demos, examples, instruments.
- ┆ Resources to help design and choose activities.
- ┆ Professional learning communities.
- ┆ Cooperative learning.
- ┆ Knowledge sharing in professional learning communities.

There is a consensus across the four partner countries that knowledge sharing is a necessity when sourcing out and applying effective inclusive approaches.

4. Summary

The national reports received from the four partner countries were hugely beneficial in providing an insight into how each country's school system functions and the politics and policies that provide guidelines and direction in dealing with inclusion in the classrooms.

All countries involved have legislation in place for dealing with inclusion, which is communicated at a national level, however it is evident from the findings that a common challenge is the execution of these policies. Often a lack funding, as well lack of clear guidelines & leadership from a higher level affect the success the mission of inclusion within schools.

Both teachers and school leaders from the respective schools in each partner country provided valuable feedback along with potential solutions that could be implemented in the future. The above section of this report has identified 3 core areas where most similarities occurred across the four national reports of which are: time and Resources, knowledge sharing and inclusive approaches. The former two (Time and

Resources and knowledge sharing– page 46/47) are more aligned with the challenges that the teachers and school leaders encountered. Interestingly, knowledge sharing can be aligned with Inclusive approaches as a common link between the two categories is collaborating with a common objective of introducing good inclusive approaches into the classrooms through the sharing of best practices. This, in turn, could help with the alleviate the time and resources constraints.

Examples could be:

- ┌ Exchanging of good practices based on cultural background (knowledge sharing).
- ┌ Better knowledge sharing in schools (knowledge sharing).
- ┌ Practical resources, demos, examples, instruments (knowledge sharing).
- ┌ Knowledge sharing in professional learning communities (knowledge sharing).
- ┌ Interactive activities (inclusive approach).
- ┌ Role- playing (inclusive approach).
- ┌ Learning from music (inclusive approach).
- ┌ Learning through art (inclusive approach).

Through the sharing of knowledge (ideally on a cross-border scale) can provide teachers with materials and ideas to implement inclusive practices in the classroom which in turn could help tackle the below-mentioned challenge.

- ┌ Inadequate time to prepare high-quality teaching.
- ┌ Insufficient time to teach students with migrant background.

To conclude on our findings, it is imperative that in order to succeed, a more effective approach to inclusion in the classrooms is necessary. This is achieved through the sharing of knowledge on a school, national and cross-border basis. Whether it be a teacher based in Germany, Italy, Denmark, Greece or beyond the four partner countries, they all share the same challenges and are all searching for the same solutions.

Appendices

Appendix 1 – Focus Group Protocol and Script - Teachers

Pedagogical Approaches for Enhanced Social Inclusion in the Classroom (PAESIC)

Focus Group Protocol and Script - Teachers

The following contains a protocol and script regarding focus group interviews with teachers (N=10 per country) in relation to the project *Pedagogical Approaches for Enhanced Social Inclusion in the Classroom* (PAESIC).

It is central that the focus group interviews are carried out in such a manner that cross-cultural and cross-country comparison is ensured. Thus, the following protocol and script should be followed carefully.

1. Each focus group interview should include N=10 teachers. One focus group per country is to be conducted.
2. Each focus group interview should run between 60 and 90 minutes
3. The interviewer should be guided by the script and apply all categories of questions in a dynamic and explorative manner
4. Be sure to arrange a comfortable and easily accessible location for the focus group interview and insure that audio recorders are fully functional before the interview. Study the script and the different categories of questions before the focus group interview
5. Translate the questions to the national language if needed
6. After the closing questions make a sum up of the information retrieved and test if the teachers agree. Inform the teachers of how their information will be used and thank them for their participation

Focus Group Script

The following script is comprised by five categories of questions:

IQ: Introduction questions

SQ: Sub Questions

TQ: Transition Questions

KQ: Key Questions

CQ: Closing Questions

Questions	Remarks
<p>Introduction:</p> <p>Welcome everyone and thank you so much for your participation today. My name is X, and I will conduct the focus group interview today. Please note, that the interview is being audio recorded, which is for research purposes only. Only the researchers in the project will have access to the recorded data and no names or other personal information will be used in project dissemination.</p> <p>The overall purpose of this focus group interview is to create knowledge on how, you as teachers, view social inclusion in the classroom and which challenges and possibilities you experience regarding this.</p> <p>The interview will take approximately an hour to an hour and a half, and it is essential that everyone gets an opportunity to speak and share their views and experiences.</p> <p>Are there any questions regarding the focus group discussion?</p>	<p>General information on the project and the process of a focus group interview</p>

<p>IQ: Please, introduce yourself by name and professional activities and responsibilities</p>	<p>Serves the purpose of introduction and familiarization</p>
<p>IQ: What is your initial understanding of the notion of social inclusion?</p>	<p>Further familiarization and initial focusing on the notion of inclusion</p>
<p>SQ: - What signs of social inclusion can we establish? - Does social inclusion differ from other types of inclusion? - Do you find that there is consensus regarding the understanding of social inclusion at your school? - How does the notion of social inclusion differ in the different communities in which students take part in?</p> <p>TQ: What are your professional experiences regarding the facilitation of social inclusion in the classroom?</p>	<p>Sub-questions are only applied if the discussion stagnates</p> <p>Transitioning to the personal experiences of teachers</p>
<p>SQ: - Which pedagogical approaches do you find enhance social inclusion in the classroom? - When do we know whether a student is socially included or not? - Do you find that every student in your class is socially included (why/why not)?</p>	<p>Sub-questions are only applied if the discussion stagnates</p>

<p>KQ: Which challenges do you meet as a teacher when working with including all students in your class – particularly students with migrant background? What role does policy level and contextual circumstances play?</p>	<p>Exploration of the subjective experiences with challenges and barriers regarding the enhancing of social inclusion in the classroom</p>
<p>SQ:</p> <ul style="list-style-type: none"> - Are there barriers in school policies regarding your work with social inclusion? - How does different policies at administrative and school level affect your possibilities of enhancing social inclusion in your classroom? - Which role does resources (support, counselling etc.) at school level play? - Which role does school leadership play regarding the work with enhancing social inclusion? - If you do experience barriers in relation to socially include students in your classroom – what are they and how do you experience them? 	<p>Sub-questions are only applied if the discussion stagnates</p>
<p>TQ: Can we talk about other forms of inclusion than social inclusion?</p>	<p>Transitioning to other dimensions of inclusion (experienced inclusion)</p>
<p>KQ: How does a sense of belonging play a role in inclusion?</p>	<p>Exploration of a broader understanding of inclusion, which includes a more psychological dimension</p>

<p>SQ:</p> <ul style="list-style-type: none"> - What do you understand by the notion of a sense of belonging? - How do you as a teacher create knowledge on whether students have a sense of belonging to the communities in the classroom and is this important? 	<p>Sub-questions are only applied if the discussion stagnates</p>
<p>TQ:</p> <p>Is it a real possibility to socially include all students in your classroom?</p>	<p>Transitioning to the questions regarding what is necessary in order to enhance social inclusion</p>
<p>KQ:</p> <p>What pedagogical and didactical knowledge and competencies do you assess necessary to enhance social inclusion in the classroom?</p>	<p>Exploration of the respondents' views on the foundations of inclusive pedagogy and didactics</p>
<p>SQ:</p> <ul style="list-style-type: none"> - In which ways did your pre-service teacher training enable you to work with social inclusion? - Have you had any in-service training that enhances your work with social inclusion in the classroom? - What characterizes the specific knowledge and competencies that is necessary to enhance social inclusion? 	<p>Sub-questions are only applied if the discussion stagnates</p>
<p>KQ:</p> <p>Which specific pedagogical approaches do you assess specifically effective in enhancing social inclusion in the classroom for students with migrant and immigrant background?</p>	<p>Exploration of the respondents' understandings of significant pedagogical approaches for enhancing social inclusion</p>

<p>SQ:</p> <ul style="list-style-type: none"> - How does your pedagogical and didactical approaches for social inclusion look like in the classroom? - How do you assess that these approaches are effective – which approaches are significant and why? - Do you engage your students' perspectives and voices when assessing the significance of these inclusive approaches? 	<p>Sub-questions are only applied if the discussion stagnates</p>
<p>CQ:</p> <p>Are there any other subjects you would like to discuss regarding social inclusion in the classroom, or do you have any closing remarks?</p>	<p>Give the respondents the opportunity to add closing remarks</p>

Appendix 2 – Focus Group Protocol and Script – School Leaders

Pedagogical Approaches for Enhanced Social Inclusion in the Classroom (PAESIC)

Focus Group Protocol and Script – School Leaders

The following contains a protocol and script regarding focus group interviews with school leaders (N=5 per country) in relation to the project *Pedagogical Approaches for Enhanced Social Inclusion in the Classroom* (PAESIC).

It is central that the focus group interviews are carried out in such a manner that cross-cultural and cross-country comparison is ensured. Thus, the following protocol and script should be followed carefully.

7. Each focus group interview should include N=5 school leaders. One focus group per country is to be conducted.

8. Each focus group interview should run approximately 60 minutes
9. The interviewer should be guided by the script and apply all categories of questions in a dynamic and explorative manner
10. Be sure to arrange a comfortable and easily accessible location for the focus group interview and insure that audio recorders are fully functional before the interview. Study the script and the different categories of questions before the focus group interview
11. Translate the questions to the national language if needed
12. After the closing questions make a sum up of the information retrieved and test if the school leaders agree. Inform the school leaders of how their information will be used and thank them for their participation

Focus Group Script

The following script is comprised by five categories of questions:

IQ: Introduction questions

SQ: Sub Questions

TQ: Transition Questions

KQ: Key Questions

CQ: Closing Questions

Questions	Remarks
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<p>Introduction:</p> <p>Welcome everyone and thank you so much for your participation today. My name is X, and I will conduct the focus group interview today. Please note, that the interview is being audio recorded, which is for research purposes only. Only the researchers in the project will have access to the recorded data and no names or other personal information will be used in project dissemination.</p> <p>The overall purpose of this focus group interview is to create knowledge on how, you as school leaders, view social inclusion in the classroom, the policies around the notions of inclusion and diversity and the challenges and possibilities you, from your position as leader, experience regarding this.</p> <p>The interview will take approximately an hour, and it is essential that everyone gets an opportunity to speak and share their views and experiences.</p> <p>Are there any questions regarding the focus group discussion?</p>	<p>General information on the project and the process of a focus group interview</p>
<p>IQ:</p> <p>Please, introduce yourself by name and professional activities and responsibilities</p>	<p>Serves the purpose of introduction and familiarization</p>
<p>IQ:</p> <p>What is your initial understanding of social inclusion in the classroom?</p> <p>Furthermore, what is your understanding of pedagogical leadership in relation to the notion of social inclusion?</p>	<p>Further familiarization and initial focusing on the notion of inclusion and pedagogical leadership</p>

<p>SQ:</p> <ul style="list-style-type: none"> - Does social inclusion differ from other types of inclusion? - What signs of social inclusion can teachers establish? - Do you find that there is consensus regarding the understanding of social inclusion at your school? - How does the notion of social inclusion differ in the different communities in which students take part in? - How is leadership significant in enhancing the possibilities of social inclusion? 	<p>Sub-questions are only applied if the discussion stagnates</p>
<p>TQ:</p> <p>How do you view the experience at your school regarding the facilitation of social inclusion in the classroom?</p>	<p>Transitioning to the school's experience of practices of social inclusion</p>
<p>SQ:</p> <ul style="list-style-type: none"> - Which pedagogical approaches do teachers at your school apply when working on enhancing social inclusion in the classroom? - When do we know whether a student is socially included or not? - How do you think teachers at your school view social inclusion in the classroom particularly concerning students with migrant or immigrant background? - How do you share knowledge on social inclusion between teachers and between teachers and school management? 	<p>Sub-questions are only applied if the discussion stagnates</p>

<p>KQ: Which challenges do you believe the teachers at your school meet when working with including all students in their classes – particularly students with migrant background? What role does policy level and contextual circumstances play?</p>	<p>Exploration of the school leaders' understandings of the teachers' experiences with challenges and barriers regarding the enhancing of social inclusion in the classroom</p>
<p>SQ:</p> <ul style="list-style-type: none"> - Are there barriers in current school policies regarding enhancing social inclusion? - How do you think the teachers at the school experience current policies in terms of either facilitating or hindering social inclusion? - How does different policies at political and school level effect the possibilities of teachers at the school in terms of enhancing social inclusion in the classroom? - Which role does resources (support, counselling, funding etc.) at school level play? - Which role does school leadership play regarding the work with enhancing social inclusion? 	<p>Sub-questions are only applied if the discussion stagnates</p>
<p>TQ: Do you believe that it is a real possibility to socially include all students in the classroom?</p>	<p>Transitioning to questions related to what is necessary in order to enhance social inclusion</p>
<p>KQ: What pedagogical and didactical knowledge and competencies do you assess necessary to enhance social inclusion in the classroom?</p>	<p>Exploration of the respondents' views on the foundations of inclusive pedagogy and didactics</p>

<p>SQ:</p> <ul style="list-style-type: none"> - Do teachers have access to adequate in-service training that enhances the work with social inclusion in the classroom? - What characterizes the specific knowledge and competencies that is necessary to enhance social inclusion? 	<p>Sub-questions are only applied if the discussion stagnates</p>
<p>KQ:</p> <p>In your opinion, what are the current training needs among teachers at your school to fully socially include all students in the classroom – particularly students with migrant and immigrant background</p>	<p>Exploration of the respondents' views on pedagogical, didactical and special educational training needs among teachers</p>
<p>KQ:</p> <p>Which specific pedagogical approaches do you assess specifically effective in enhancing social inclusion in the classroom for students with migrant and immigrant background?</p>	<p>Exploration of the respondents' understandings of significant pedagogical approaches for enhancing social inclusion</p>
<p>SQ:</p> <ul style="list-style-type: none"> - Which specific resources, knowledge and competencies do you find strictly necessary in order to foster a socially inclusive school environment? - Do you assess that these resources, knowledge and competencies are adequately present at your school? - If not, which resources, competencies and specific knowledge should be prioritized at policy level and at your school? 	<p>Sub-questions are only applied if the discussion stagnates</p>
<p>CQ:</p> <p>Are there any other subjects you would like to discuss regarding social inclusion at your school and in the classroom, or do you have any closing remarks?</p>	<p>Gives the respondents the opportunity to add closing remarks</p>

Appendix 3 – Outline for National Input for Desk Research

National Input for Desk Research

Social Inclusion of Students with Migrant or Immigrant Background

<p>What policies, at the local, regional and national level, can be identified in the partner country regarding promoting social inclusion in the classroom?</p>	
<p>Briefly describe these policies, which can be linked to issues regarding social inclusion of students with migrant or immigrant background, and their implementation in classrooms</p>	
<p>Which professionals handles practices related to social inclusion in the classroom regarding students with migrant or immigrant background?</p>	

<p>What specific tasks are carried out in schools of the partner country in relation to social inclusion?</p> <p>Which skills and specific training needs do these practices require?</p>	
<p>How does schools in the partner country organize and structure tasks related to social inclusion of students with migrant or immigrant background?</p>	
<p>Describe the conditions in the partner country school system in relation to working with the inclusion task</p>	

Initial cross-national research report

The following presents the initial results from intellectual output 1 and is based on cross-national data reported from the partner countries. Initially, a condensation of focus group data is presented followed by results from a light review of research literature. The results from the initial focus groups and the literature review informed the in-depth interviews, which are presented, in a tentative form, in conclusion in this report.

Condensation of Cross-National Focus Group Data

Focus groups with teachers and school leaders were carried out in each partner country. Each partner country followed the focus group protocol and script (see appendix x) to ensure a systematic and transparent approach to data collection, which enhances the possibilities of cross-cultural and cross-country comparison. Each partner country was to report interview data based on a template (see appendix x).

The analytical approach is based on the principles of the constant comparative method (Glaser, 2003; Postholm, 2010) for the purpose of identifying similarities and discrepancies in data and for organizing categories and codes. The processes of the constant comparative method are open coding, axial coding, and selective coding. Open coding takes place in the initial reading and organizing of data and are essentially processes of breaking down, conceptualizing and categorizing data. The results of the open coding are illustrated in the matrix below:

Focus group 1	Focus group 2	Focus group 3	Focus group 4	Focus group 5	Focus group 6
Rights	Ethos	Mindset	Consensus	Norms	Rights
Lack of support	No support	Lack of collaboration with specialists	Support inadequate	Lack of support	Lack of "hands"
Language problems	Language and communication	Lacking special language courses	Inadequate language skills	Language problems	Language problems
Discrimination	No recognition	Inadequate cultural recognition	Racism	Lack of recognition	Cultural "blindness"
Outcome orientation	No findings	Testing schemes	Not accessed ready for further education	No findings	No findings

Lack of funding	Economical discourse	No findings	Inadequate funding	Economy	No findings
Communicating with parents	Parents	Parent collaboration	School - parent	No findings	Parents
Cultural barriers	No findings	Cultural closure	Negative attitude and culture	No findings	No findings
No teacher training	Self-training	Inadequate training paths	No findings	No Findings	Pre-service teacher training
Lacking specific tools	Methods	No findings	Practical tools	No findings	No findings
Co-teaching	Different learning styles	No findings	Differentiated teaching	Differentiation	Differentiation
Coaching	Peer support	Peer learning	Collaboration	Leadership support	Observation
Intercultural knowledge	Special educational knowledge	Knowledge on gender	Knowledge on subcultures	Knowledge on second language	No findings
Group learning	Peer learning	Class meetings	Play groups	No findings	No findings
Language training	“Newcomer” classes	Language didactics	Funds of knowledge	Cooperative learning	First language
Material	Structure	Rules	Visual support	Aesthetic learning	Laboratory activities
Parent council	Student council	Democracy	Role models	Contact teacher	No findings
Child perspectives	Data	Digital tool (klassetrivsel.dk)	No findings	Data	No findings

Figure 1. Categorical matrix teacher focus groups

Focus group 1	Focus group 2	Focus group 3	Focus group 4
Rights	Ethos	Recognition	No findings

Participation	Verbal participation	Interact	Well-being
Lack of protocol	Language gap	Cultural Gap	No differentiation
Discrimination	No recognition	No findings	Discrimination
Tests	Accountability	Demand of raising grades	No findings
Lack of funding	Structure	Resources	Time
Collaboration with parents	Parents	Parent collaboration	School – parent relationship
Technology	Peer tutoring	Classroom management	Co-teaching
No adequate teacher training	Training	Second language training	No findings
Cultural mediator	School psychologists and social worker	Collaboration with research	No findings
Sharing good practice	Peer support	Peer support/learning	No findings

Figure 2. Categorical matrix leader focus groups

The categories in the matrices above are the result of the initial open coding and they are illustrating the comparison of data. In some instances, no data, regarding identifying categorical similarities, were found in some of the focus groups which is indicated by *no findings*.

The second stage is axial coding, which entails ensuring connections and patterns between categories and categories are sorted into new main categories. In other words, categories are grouped thematically (Glaser, 2003). The identified main categories are:

- 1) Time and resources
- 2) Notion of inclusion
- 3) Knowledge needs

- 4) Inclusive approaches
- 5) Language and communication
- 6) Recognition
- 7) Culture
- 8) Teacher training
- 9) Differentiation
- 10) Professional collaboration
- 11) Data
- 12) student/parent participation

During the selective coding a core category is established. The core category is the conceptualization that entails the most adequate explanatory potential regarding the multiple categories from the previous coding processes (Corbin & Strauss, 2008). The core category is *Inclusivity and structural prerequisites*.

The intention of establishing a core category is to establish theory in the tradition of grounded theory (ibid.) However, in this context the main categories', and to some extent the core category, primary function is to inform the desk study and the in-depth interviews.

The sub-categories, which constitute the core category *inclusivity and structural prerequisites*, are further explored in a light review of the literature. In other words, through a systematic search in databases the categories are sought validated in the literature.

Light Review of Literature

As an integral part of the desk research in IO1 a light review of research literature has been carried out. Search profiles consisting of specific search terms, which are informed by the above-mentioned categories and results, were established and results were initially screened at title and abstract level. As a part of the assessment following inclusion criteria were applied:

1. Published between 2006 and 2019
2. Peer-reviewed
3. Published in English

Following databases were applied:

ProQuest, Academic Search Premier, Educational Resources Information Center (ERIC) and Education Research Complete.

Search strings

Search String	Database	Criteria applied	Hits
"social inclusion" OR "inclusion" AND "migrant*" OR "immigrant*" AND "student*" AND "resources" OR "communication" OR "language" OR "culture" OR "differentiation" OR "recognition" OR "teacher training" OR "data" OR "collaboration" OR "parent*" OR "knowledge"	ERIC	Peer-reviewed journals from 2006-2019 in English, Danish, Swedish and Norwegian	61
"social inclusion" OR "inclusion" AND "migrant*" OR "immigrant*" AND "student*" AND "resources" OR "communication" OR "language" OR "culture" OR "differentiation" OR "recognition" OR "teacher training" OR "data" OR "collaboration" OR "parent*" OR "knowledge"	Academic Search Premier	Peer-reviewed journals from 2006-2019 in English, Danish, Swedish and Norwegian	55

<p>“social inclusion” OR “inclusion” AND “migrant*” OR “immigrant*” AND “student*” AND “resources” OR “communication” OR “language” OR “culture” OR “differentiation” OR “recognition” OR “teacher training” OR “data” OR “collaboration” OR “parent*” OR “knowledge”</p>	<p>ProQuest</p>	<p>Peer-reviewed journals from 2006-2019 in English, Danish, Swedish and Norwegian</p>	<p>20</p>
<p>“social inclusion” OR “inclusion” AND “migrant*” OR “immigrant*” AND “student*” AND “resources” OR “communication” OR “language” OR “culture” OR “differentiation” OR “recognition” OR “teacher training” OR “data” OR “collaboration” OR “parent*” OR “knowledge”</p>	<p>Education Research Complete</p>	<p>Peer-reviewed journals from 2006-2019 in English, Danish, Swedish and Norwegian</p>	<p>47</p>

Table 1. Search strings and databases

All hits (n=183) were exported to RefWorks and duplicates (n=79) were deleted. Thus, 104 results were screened at title and abstract level for relevance. Articles, where title and abstract screening did not indicate relevance to the scope were removed (n=79). 25 studies were full text screened. 25 studies were full text screened.

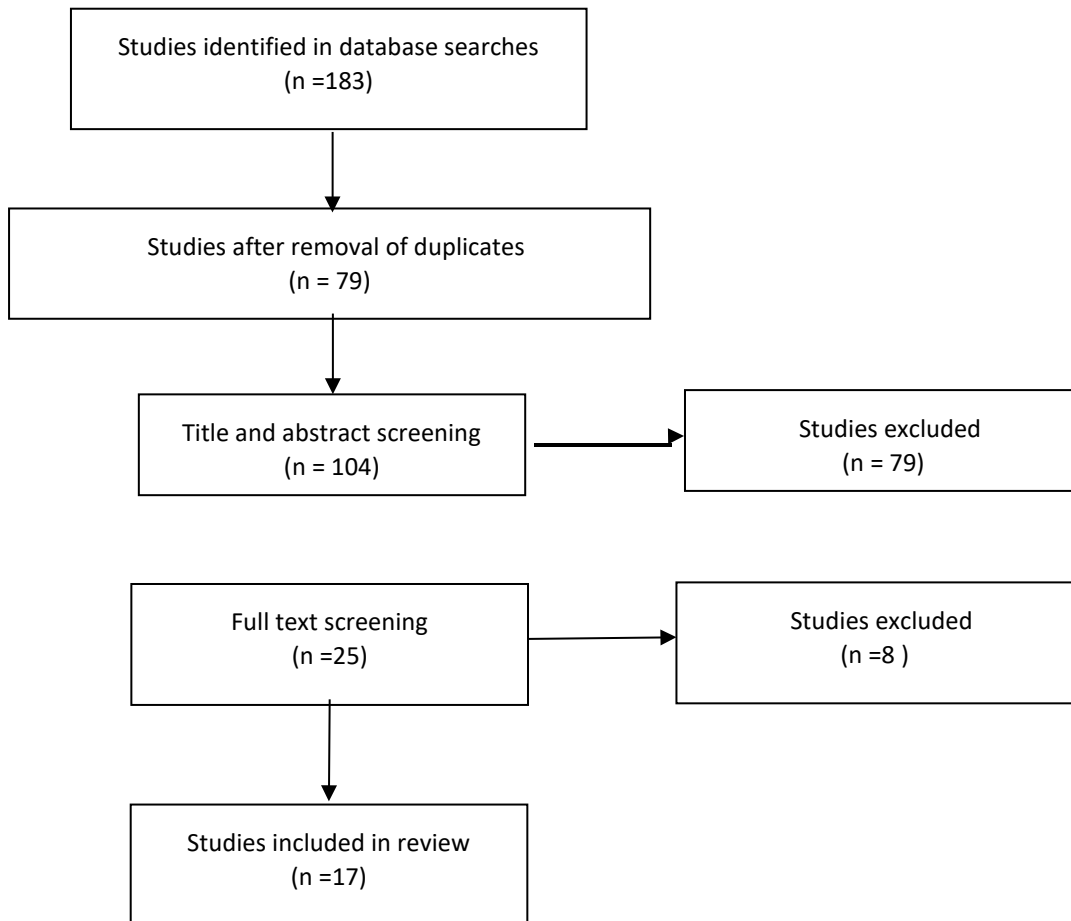


Figure 1. Review process

The full text reading of the included 17 articles resulted in the identification of the following themes: a) *Responsiveness to social, cultural and educational needs* b) *teacher training focusing on intercultural understanding* c) *peer-tutoring* d) *ethos of inclusion* e) *inclusive parent engagement* f) *focused staff support* g) *school culture with focus on barriers* h) *inclusive leadership*.

The included articles, geographical location and participants, methods and findings are illustrated in the table 2. below:

<i>Authors and Publication data</i>	<i>Country and Participants</i>	<i>Methodology</i>	<i>Findings</i>
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<p>Astiz, F. M. (2015). Immigration and educational inclusion: Preliminary evidence from three schools in Buenos Aires, Argentina. <i>Prospects UNESCO</i></p>	<p>Argentina, students, administrators and teachers</p>	<p>Multiple case study, participant observation and semi-structured interviews</p>	<p>Culturally responsive teaching entails positive implications If teacher training does not include cultural diversity and intercultural understanding social inclusion of migrant students is difficult Confusion about the concept of inclusion</p>
<p>Okamoto, D. G.; Herda, D. and Hartzog, C. (2012). Beyond good grades: School composition and immigrant youth participation in extracurricular activities. <i>Social Science Research</i></p>	<p>USA, students (n=15,356)</p>	<p>Longitudinal study, survey</p>	<p>Immigrant minority youth are disadvantaged in regard to activity participation relative to the average student in high- compared to low-SES schools Higher-SES schools are the most favorable contexts for the social integration of immigrant minority</p>
<p>Ficarra, J. (2017). Comparative International Approaches to Better Understanding and Supporting Refugee Learners. <i>Issues in Teacher Education</i></p>	<p>N.A.</p>	<p>Theoretical piece (referring to empirical studies)</p>	<p>Ethos of inclusion – social justice Teacher training - issues of multiculturalism but specifically on the refugee experiences is essential to their ability to support students Collaborative Leadership</p>

<p>Georgis, R.; Gokiart, R. J.; Ford, D. M. and Ali, A. (2014). Creating Inclusive Parent engagement Practices Lessons Learned from a School Community Collaborative Supporting Newcomer Refugee Families. <i>Multicultural Education</i></p>	<p>Canada, students, teachers, program/school leadership, cultural brokers, and other community partners</p>	<p>Ethnographic case study, 33 semi-structured interviews</p>	<p>Language barriers Cultural barriers Use of cultural brokers Inclusive Parent Engagement Practices</p>
<p>Dahm, R. (2017). Can pluralistic approaches based upon unknown languages enhance learner engagement and lead to active social inclusion? <i>International Review of Education</i></p>	<p>France, students, teachers (n=136)</p>	<p>Survey</p>	<p>Use of Pluralistic Approaches based upon Unknown Languages (PAUL) increases learner engagement leading to an enhancement of learning outcomes. PAUL seems suitable for helping to prepare the ground for social inclusion.</p>

<p>Quinn, U. and Wakefield, P. (2009). Experiencing inclusion within a Northern Ireland secondary school: the perspectives of migrant students from four European countries. <i>Support for Learning</i></p>	<p>Portugal, Lithuania, Poland and Latvia, students (n=72)</p>	<p>Survey</p>	<p>Responses from the migrant students indicated that the majority felt the school sought to make them feel included and valued</p> <p>The survey highlighted that the majority of migrant students had established a network of friends at the school</p> <p>Anti-bullying policy</p> <p>The key to developing more harmonious relations between the students, irrespective of migrant culture, is the implementation of a programme designed to teach all children skills and knowledge, rights and responsibilities</p>
<p>Daniels, D. (2017). Initiating a different story about immigrant Somali parents' support of their primary school children's education. <i>South African Journal of Childhood Education</i></p>	<p>South Africa, parents (n=5)</p>	<p>Interview</p>	<p>Respondents exercised agency by building their own capacity and skilling themselves to better support their children's education</p> <p>When teachers lack knowledge about parents and the home contexts of their students, they are unlikely to consider them as collaborators in education</p> <p>Were the schools to gain knowledge about the rich cultural capital that such homes have built under these parents' guidance, they could expand the narrow range of educational support activities by which they judge parental participation</p>

<p>Hamilton, P. L. (2013). It's not all about academic achievement: supporting the social and emotional needs of migrant worker children. <i>Pastoral Care in Education</i></p>	<p>UK, students, teachers, community officer (n=100)</p>	<p>Interviews, observation, document analysis</p>	<p>Ensuring teachers are appropriately trained to work with minority ethnic/linguistic learners and are adequately resourced in their daily practices Recognising the diverse needs, abilities and backgrounds of individual children Strategies that foster positive, caring and respectful teacher and peer relationships Effective three-way communication structures (children, parents and teachers) Strategies that address children's psychological and social well-being</p>
<p>Hajisoteriou, C.; Karousiou, C. and Angelides, P. (2017). Mapping cultural diversity through children's voices: From confusion to clear understandings. <i>British Educational Research Journal</i></p>	<p>Cyprus, students (n=40)</p>	<p>Interviews</p>	<p>The participant children's monocultural conceptions of diversity might lend support to stereotypical stances against immigrants, which could potentially lead to their exclusion within school and social settings A change in children's understanding of cultural diversity is an imperative need, as a change in their daily routines can only be 'actual' and 'substantial' if it encompasses a shift in their beliefs, preferences and values regarding diversity. Changes in children's understanding of cultural diversity may be the outcome of learning processes that should be facilitated by teachers</p>

<p>Leroy, N. (2017). Modern foreign language teachers – don't leave those kids alone! Linguistic-cultural “give and take” in an ad-hoc tutoring scheme. <i>International Review of Education</i></p>	<p>France, teachers (n=2), students (n=2)</p>	<p>Semi-structured interviews</p>	<p>Tutoring scheme influenced the attitude of the French 3e`me pupils towards the British pupils to the extent that those French 3e`mes who had very good English language skills also wanted to be involved This would suggest that the tutor role assumed by the British students raised their social status and the French teenagers wanted to share this status. The teachers encouraged closer links between the two groups in the 3e`me class by allowing the monolinguals to enter the “club” and work with the British migrants to develop activities for use during the tutoring sessions The British migrant pupils participated more fully in class, appeared more self-assured and generally happier.</p>
<p>Due, C. and Riggs, D. (2009). Moving Beyond English as a Requirement to “Fit In”: Considering Refugee and Migrant Education in South Australia. <i>Canada's Journal on Refugees</i></p>	<p>Australia, teachers (n=20)</p>	<p>Survey and ethnographic observation</p>	<p>New arrivals program must move beyond treating English language acquisition as a requirement to “fit in”. Schools with high populations of refugee and migrant students must consider how spatial relations in their schools may be negatively impacting these student populations</p>

<p>Wedin, Å. and Wessman, A. (2017). Multilingualism as Policy and Practices in Elementary School: Powerful Tools for Inclusion of Newly Arrived Pupils. <i>International Electronic Journal of Elementary Education</i></p>	<p>Sweden, teachers, students</p>	<p>Action research, observations, interviews and artefacts</p>	<p>Development of language policies that include students' diverse linguistic backgrounds, supports students in their language development in the bridging between L2-support and work in the mainstream classroom. The promotion of language policies that oppose hierarchies of power is crucial in terms of social change as it promotes social equity and fosters change</p>
<p>Gould, S. (2017). Promoting the social inclusion and academic progress of Gypsy, Roma and Traveller children: a secondary school case study. <i>Educational Psychology in Practice</i></p>	<p>UK, students, parents, staff</p>	<p>Single case study. Interviews, focus groups, questionnaires</p>	<p>The study identified one consistent strategy (focused staff support) to promote both social inclusion and the academic progress of GRT pupils</p>
<p>Folke, J. N. (2016). 'Sitting on embers': a phenomenological exploration of the embodied experiences of inclusion of newly arrived students in Sweden. <i>Gender and Education</i></p>	<p>Sweden, students (n=5)</p>	<p>Participant observation and interviews</p>	<p>The conditions and success of inclusion need to be determined by listening to the experiences of the students themselves. The inclusion of newly arrived students into the mainstream classroom ought to be coupled with adequate resources</p>

<p>Piliouras, P and Evangelou, O. (2010). Teachers' Inclusive Strategies to Accommodate 5th Grade Pupils' Crossing of cultural Borders in Two Greek Multicultural Science Classrooms. <i>Research in Science Education</i></p>	<p>Greece, teachers (n=2), students (n=23)</p>	<p>Video-based observation</p>	<p>Suitable cross-border strategies help students cross smoothly from their "world" to the "world of science" Strategies: Inquiry, as the organizing principle of curricular activities Establishing a collaborative community Using discursive strategies to scaffold students' learning Designing activities that bridge colloquial and scientific language.</p>
<p>Johansson, T. and Olofsson, R. (2011). The art of becoming 'Swedish': Immigrant youth, school careers and life plans. <i>Ethnicities</i></p>	<p>Sweden, students (n=10)</p>	<p>Interviews</p>	<p>The key finding is that these young people try to adapt to certain normative expectations connected to the notion of Swedishness. Being 'in sync' with this normative conception leads to self-confidence, whereas being 'out-of-sync' leads to low self- esteem. The results indicate the importance of investigating how symbolic barriers are created, and how they influence and sometimes function as obstacles to academic and occupational careers</p>

<p>Mutch, C. A.; Rarereb, V. and Stratford, R. (2011). 'When you looked at me, you didn't judge me': supporting transient students and their families in New Zealand primary schools. <i>Pastoral Care in Education</i></p>	<p>New Zealand, 11 primary schools</p>	<p>In-depth case studies, document analysis, interviews</p>	<p>School culture: The schools had thorough processes to identify and remove the barriers to achievement faced by students, and they place priority on finding and developing the strengths of all students Support: social support of transient students as a vital aspect in developing their achievement Responsiveness to social and educational need: Schools in this study were proactive in responding to the social and educational needs of transient students Making a difference for transient students: The schools placed a high priority on adding value to the education of transient students, regardless of the length of stay at the school Leadership: Leadership across the school was an important aspect of a school's effectiveness in supporting transient students Teamwork: The schools demonstrated high levels of cooperation between staff, regarding planning and assessment Relationships with families: Schools that were effective in supporting the achievement of transient students made excellent connections with families</p>
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Table 2. Included articles

The core category, which was established during the analysis of the focus group data, was *inclusivity and structural prerequisites*. Several of the identified sub-categories, such as 1) Time and resources 2) Notion of inclusion 3) Knowledge needs 4) Inclusive approaches 5) Language and communication 6) Recognition 7) Culture 8) Teacher training 9) Professional collaboration 10) student/parent participation entail a close connection to the themes identified in relation to the review of literature, which were: a) Responsiveness to social, cultural and educational needs b) teacher training focusing on intercultural understanding c) peer-tutoring d) ethos of inclusion e) inclusive parent engagement f) focused staff support g) school culture with focus on barriers h) inclusive leadership. These categories were further investigated in the in-depth interviews.

Condensation of Cross-National in-depth Interview Data

It must be stressed that the analysis of the in-depth interview data is tentative. At this point, the following themes have emerged from the data:

Recognition – entails the significance of creating knowledge on the student with migrant or immigrant background and his or her family regarding culture, habits, language, food etc.

Well-being assessments – yearly assessments on student well-being can be valuable data.

Student perspective on experience – in order to gain knowledge on students' social participation and sense of belonging we must talk with students and gather small data on their experience of belonging.

Lacking time and resources – an experience of insufficient time and resources (funding or professionals) can entail negative implications on possibilities for differentiation.

Peer/family-support – family and/or peers can be a valuable support in language learning and other learning activities.

Teacher knowledge and training needs – New teachers are assessed lacking sufficient intercultural knowledge specifically regarding students with migrant/immigrant background.

Testing schemes and exclusion – mandatory national testing schemes can hinder good inclusive practices

Funds of Knowledge – the knowledge and experiences of families is a pedagogical and didactical strength and potential

Whole school approach – a whole school/community approach is crucial for both the foundation of an inclusive ethos and for a consensus mindset

Literature

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^{xxi} <http://www.ganztagsschulen.org/>

^{xxii} <http://www.bmbf.de/>

^{xxiii} http://www.bildungsbericht.de/de/bildungsberichte-seit-2006/bildungsbericht-2016/pdf-bildungsbericht-2016/d_web2016.pdf

^{xxiv} <http://www.ganztagsschulen.org/>

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^{xxvii} <http://www.bildungspaket.bmas.de/>

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