

# SNAPSHOT OF INNOVATIVE APPROACHES FOR INTEGRATION OF MIGRANT CHILDREN

Migrant children and communities in a transforming Europe



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Migrant Children and Communities in a Transforming Europe

The project Migrant Children and Communities in a Transforming Europe (MiCreate) aims to stimulate inclusion of diverse groups of migrant children by adopting child-centered approach to migrant children integration on educational and policy level.

[www.micreate.eu](http://www.micreate.eu)

This paper was written in collaboration with research partners from The Manchester Metropolitan University, Znanstveno-raziskovalno središče Koper, Universitat de Barcelona, Syddansk Universitet, Stowarzyszenie Interkulturalni PL and Universitat Wien.

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## 1. INTRODUCTION

The report produces a sample list from the key 6 study countries (Austria, Denmark, Poland, Slovenia, Spain and the UK), with snapshots of case studies based on best practices and innovative approaches to integration through adaptive practices, social interactions, inter-cultural practices through bottom up approaches and also implicit ways of integration. In all, these multiple forms of interactions and interventions promote cross linkages in society, with an institutional, community and educational focus.

The report draws on the broad definition for integration, as per IOM, 2011.

The process by which migrants become accepted into society, both as individuals and as groups...[Integration] refers to a two-way process of adaptation by migrants and host societies...[and implies] consideration of the rights and obligations of migrants and host societies, of access to different kinds of services and the labour market, and of identification and respect for a core set of values that bind migrants and host communities in a common purpose ([IOM, 2011](#)).

In simple terms, integration relates to social inclusion and social cohesion, tackling any bias through anti-discrimination, and promoting mutual understanding.

It draws on concepts and measures from a range on contexts that speak to key terms relating to Migrant Integration through Education, such as adaptation, rights, obligation, capabilities, access and respect.

As these case studies demonstrate, integration can be enhanced through broadening stakeholders and agencies, across the society - in educational streams, the public and private realms, across generations, and at the individual, family, community and national levels ([IOM, 2015](#)).

Source:

Huddleston, T. et al. 2015 [Migrant Integration Policy Index 2015](#). Migration Policy Group, Brussels.

International Organization for Migration (IOM) 2011 [How the world views migration](#). Global Migration Data Analysis Centre, IOM, Berlin.

Migration Data Portal, <https://migrationdataportal.org/themes/migrant-integration>



### 1.1 Task 2.3 Identification of Good Practices (ZRS, UW, UB, MMU, SDU, IPL)

Researchers will analyse good practices related to the integration of migrant children in school, local community and wider society. More specifically, they will focus on practices related to language courses and teaching, religious instructions in public school and on general organisation of school life related to food, expression of religious beliefs, resolution of intercultural conflicts, intercultural cooperation, etc.

#### Template for Case Studies in Good Practices (Tasks 2.3)

##### Adapting SPICE Framework (Booth 2006)<sup>1</sup>

S	P	I	C	E
Setting	Perspective	Intervention or Exposure or Interest	or Comparison	Evaluation
Setting is the context for the question - <i>where</i> (e.g. EU/International)	Perspective is the users, potential users, or stakeholders of the service - <i>for whom</i> (e.g. Children/schools)	Intervention is the action taken for the users, potential users, or stakeholders - ( <i>teachers, programmes</i> )	Comparison is the alternative actions or outcomes – <i>what else?</i> (other institutional/policy that could have helped in its success)	Has it been evaluated? Evaluation is the result or measurement that will determine the success of the intervention - <i>what result or how well</i> (e.g. defining integration)

<sup>1</sup> More info at <http://www.knowledge.scot.nhs.uk/k2atoolkit/source/identify-what-you-need-to-know/spice.aspx>, <https://www.nccmt.ca/knowledge-repositories/search/326>

## 1.2 Definition of Key terms

**Integration** - Multi-dimensional process of interaction and adaptive processes that draws on ensuring access to services, building capabilities to, promote mutual respect and understanding in a diverse society.

**Migration** - Diverse mobilities and movements of groups and individual across national borders.

**Schools and Educational Community** - Formal and Informal Educational Institutions and Services.

**Good practice** - Examples of approaches and interventions that support social integration at institutional and community level.

**Innovative Practices** - Practices, ideas, topics and approaches that break from previous or existing practices, example through technologies or stakeholder engagement that foster integration.

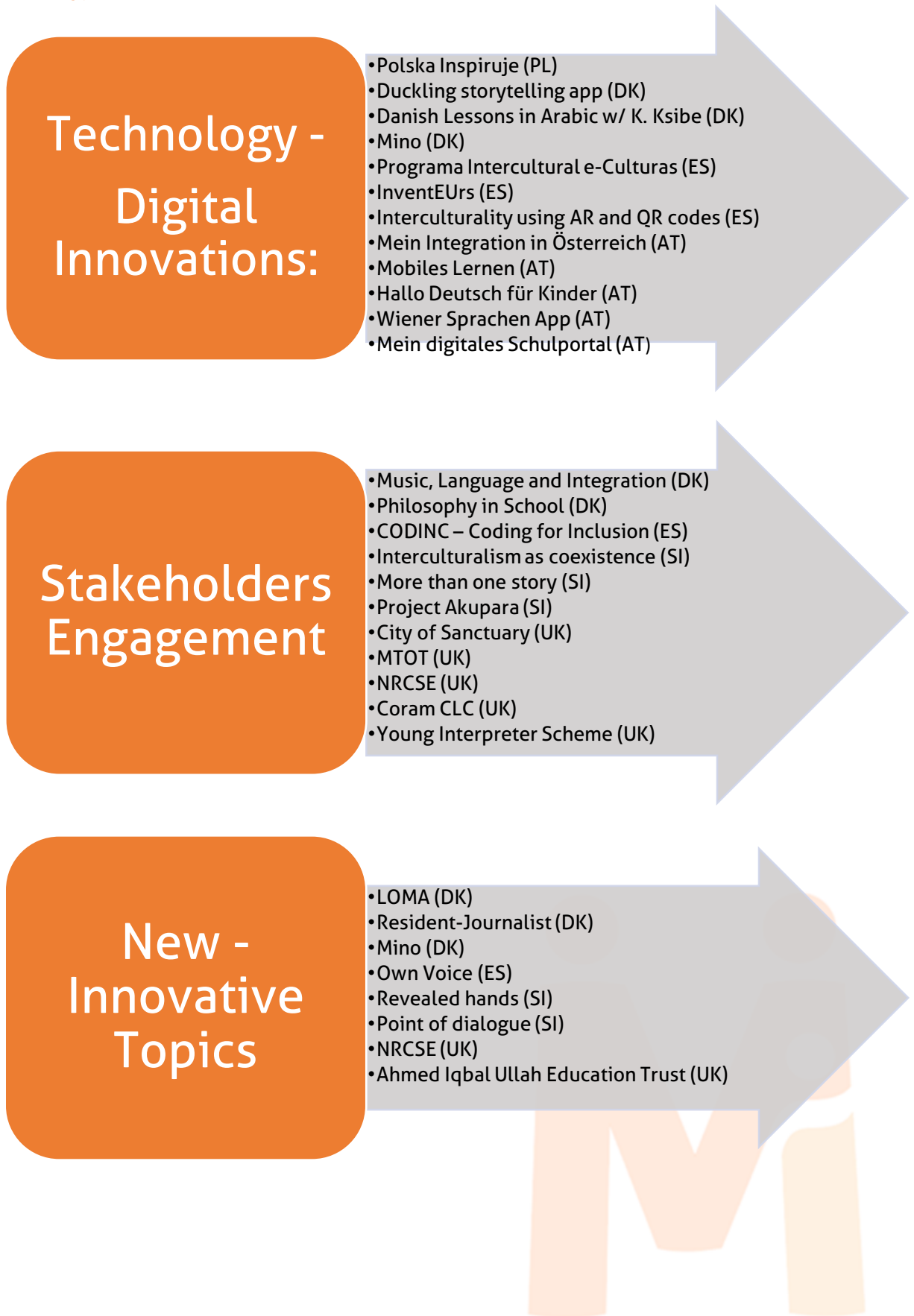
**European Union:** Refers to the political and economic union of 28 member states located in Europe.

**International:** Refers to geographical regions located outside the EU.

**Study Areas-** 6 Countries included in the main Micreate Study, primarily Austria, Denmark, Poland, Spain, Slovenia and the UK



Figure: 1.1 Type of Innovation- Break from The Past





## 2. SECTION A: NEW LANGUAGE ASSISTANCE

### 2.1 Music, Language and Integration (DK)<sup>2</sup>

#### Summary

The project involved one ethnic diverse 'folkeskole' (grade 0-9) in a socially disadvantaged neighbourhood (population of around 8000 citizens) in a provincial town in Denmark. At the school, around 40 languages are spoken. The overall goal was to increase children's personal resources and language skills by extended and professionalized music lessons in order to succeed in school and wider society and further inclusion of migrant children. The extended music lessons were both implemented in Kindergarten and in grade 0-3 with the objective to facilitate the transmission between the two institutions based on the knowledge that migrant children, with inadequate L1-resources are especially vulnerable in transitions between different educational contexts. The overall aim was to enhance inclusion by working with the children's participation in music pedagogical practices as part of their social, cultural and literacy competencies.

#### Context/Setting

The project rests on a larger project 'Music for all' (2001-2003), which had a significant impact on broadening literacy-competences for migrant children. In 'Music, language and Integration' (2008-2011) it is key to strengthen music lessons by collaborating with the music school in the municipality, qualifying the music teachers at the school and evaluate the outcome every year to implement follow-ups and gain knowledge about what kind of working methods in music lessons can create processes of inclusion. The project was funded by private fund, Egmont Fonden.

#### The project or programme/Intervention

Before starting the project, an evaluation documented that the children at the school had an average or above score on music literacy and social and personal competencies, but an alarming low average on language and literacy competences. After implementing extended and professionalized music lessons from kindergarten to 3rd grade, aiming at participation and inclusion, language skills were improved to an average in 1st grade. At the same time, the music lessons are part of an explorative experiment, focusing on and developing the teaching method, content and the cooperative relationships. A specific awareness of the transition between kindergarten and school was important for the project. The project aims at remitting five competencies with the extended lessons: music

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<sup>2</sup> Musik, Sprog og Integration

proficiencies, personal competencies and self-esteem, social competencies and inclusion, body and motion, language and literacy.

### How it fits in (comparison)

The aspect of inclusion, strengthening children's participation and working with broader resources than linguistics and language acquisition fits the scope of MiCREATE.

### Evaluation

A small research team was associated with the project. The evaluation was formalized (e.g. questionnaires, interviews, team-evaluation) and included children, teachers and management using both quantitative and qualitative methods. The overall result was a significant increase in Danish language and literacies-competencies. In addition, in grade 2, the otherwise remarkable differences between high and low achievers in the participating classes where even out.<sup>3</sup>

## 2.2 Signs of Language<sup>4</sup> (First example) (DK)

### Summary

'Signs of Language' is a research and developmental project aiming at making migrant pupils better writers and readers. Based on research (ethnographic fieldwork focusing on literacy practices in multilingual classrooms and interventions) through 10 years researchers in cooperation with teachers have developed tools and a pedagogy allowing migrant pupils to perform better, expand their linguistic repertoire and to be able to continue to further education. The project has a social semiotic and social interactionist approach viewing (written) language as a tool and a social phenomenon making it possible to construct meaning and identity.

### Context/Setting

'Signs of Language' is a Danish project conducted from 2008 to 2018. Five researchers have followed five classes in five schools from grade 0 to 10 aiming to gain knowledge about the way migrant pupils acquire the ability to read and write. Acquiring this knowledge, it will be possible to develop a pedagogy allowing migrant pupils to perform better and to be able to continue to further education. The five schools have been chosen because they have a large proportion of migrant pupils. Migrant pupils meeting written language and their language acquisition in the context of a biliterate pedagogical practice have been researched through ethnographic approaches and through interventions. Literacy practices – pupils and students doing something with written language – have been examined.

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<sup>3</sup> [https://pure.au.dk/portal/files/43975238/MSI\\_SLUTRAPPORT\\_digital.pdf](https://pure.au.dk/portal/files/43975238/MSI_SLUTRAPPORT_digital.pdf)

<sup>4</sup> Tegn på sprog

Theoretically the project has a social semiotic and social interactionist approach. The project has been funded by the participating university colleges and the municipalities housing the schools.

### The project or programme/Intervention

Using the findings and experiences from the research project ideas and instructions to teachers teaching linguistic diverse classes have been developed. The researchers have given out the booklet 'Literacy education in multilingual classrooms. Inspiration'. In this publication, the researchers recommend activities usable in classrooms with pupils being Danish-speaking in different ways.

Firstly, they recommend inter-language expanding activities claiming that migrant pupils do not acquire written Danish alone by learning how to use letters and how to spell words. In the process they learn the language *and* learn how to write it. Inter-language expanding activities can be horizontal (e.g. add information – from 'shark' to 'two hungry sharks swimming in the sea') or vertical (using synonyms, antonym, etc.). The pupils can even expand by using 'scientific concepts', e.g. from 'place the yeast in water' to 'dissolve the yeast in water'. These activities will strengthen the linguistic and the metalinguistic capacity of the pupils. Secondly, they recommend expanding the language of the pupils through cross-linguistic activities, e.g. by comparing letters, words, sentence constituents and sentences in different languages, by letting the pupils together translate from one language to another and reflect on translation technologies, by examining how languages are mixed in blogs, etc. Even these activities will make it possible for the pupils to develop their written Danish and to strengthen their metalinguistic capacity.

### How it fits in (comparison)

The project fits with other Danish research in bilingualism and acquisition of written language in a multilinguistic context in the classrooms.

### Evaluation

The project has not been formally evaluated focusing on the measurement of outcomes. But it has been evaluated given that the publications of the researchers have been peer reviewed and given that the project received The European Language Label in Denmark in 2014.



### 2.3 Danish Lessons in Arabic with Khaled Ksibe (DK)

A Danish Innovative Project Created by a Syrian Refugee using Social Media in Language Education

#### Summary

Khaled Ksibe is a refugee from Syria. Having arrived in Denmark he learned Danish very quickly at a "Learn Danish-Centre" (language centres offering Danish courses for adult foreigners. It is ran by the Danish Refugee Council<sup>5</sup>). Later he got a student job at the centre and got an idea: he established the Youtube-channel "Danish Lessons in Arabic with Khaled Ksibe". First, he focused on teaching grammar, later on he began to discuss cultural differences, social conditions, business education, etc.<sup>6</sup>

#### Context/Setting

First, the videos were published on his Youtube channel, but now he even cooperates with Restudy.<sup>7</sup> Restudy is funded by private investors and The Ministry of Higher Education and Science and produces videos that can be used in primary and secondary schools. His first videos addressed adult refugees, but by cooperating with Restudy he even addresses children and young adults. In the Restudy-edition quizzes and relevant links have been added.

#### The project or programme/Intervention

The project is innovative using social media and by insisting that the users should have access 24/7. It is innovative too because it is initiated by a refugee for refugees. The project has a refugee approach – and in the Restudy edition – a child or a young adult approach.

The project is aimed at refugees learning Danish. Focus is not only at grammar. Cultural, societal and everyday themes are addressed. What do you do when you visit a doctor in Denmark? Why is waste separation good for the environment and how do you sort waste in Denmark? Etc.

It urges the viewers to leave the screen and start using a language they did not master fully yet when discussing Danish culture and society with other refugees and with Danes. Ksibe apologizes for the fact that he has not developed an interactive channel yet.

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<sup>5</sup> <https://laerdansk.dk/> -

<sup>6</sup> Ksibe is present here: <https://www.youtube.com/watch?v=cVuaL4MlFPY>. Following this link you can see many of his videos.

<sup>7</sup> <https://www.restudy.dk/om-restudy/>.

### How it fits in (comparison)

The project was first developed within the framework of Learn Danish and in cooperation with this organization. Later, it has been developed further, but Ksibe does not consider his project as a competitor to Learn Danish. He appreciates the support given to him by Learn Danish.

### Evaluation

The project has not formally been evaluated. But informally it has been evaluated in the following ways:

- Khaled Ksibe received The European Language Label in Denmark in 2016
- The Ministry of Higher Education and Science has sponsored the production of a movie presenting Ksibe, his background and his project
- <http://www.falkeblegvad.dk/portfolio/styrelsen-for-videregaende-uddannelser/>
- His videos have got more than 3 million views
- He has been interviewed on Danish channels and even on El Jazeera
- First his project was right from the start acknowledges by "Learn Danish"

## 2.4 Design and implementation of an educational project on interculturality in early childhood education using augmented reality and QR codes (ES)<sup>8</sup>

### Summary

The action was developed by the pedagogical department of the University of Granada (Spain). The main goal was to favour, through the use of ICT tools (augmented reality and QR codes), interaction and cultural awareness between teacher students and school children, in order to learn to live in multicultural societies. The experience was addressed to children from an early age so they focused on language, clothing, objects, traditions, cuisine, religion, etc. According to Rodríguez-García, Hinojo-Lucena & Ágreda-Montoro (2018: 67) other objectives of the project were: to carry on innovative activities implemented by future teachers, to value cultural diversity as a positive element of today's societies and to know the view of future teachers and teachers once the project has been done.

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<sup>8</sup> Source: Rodríguez-García, A. M., Hinojo-Lucena, F. J., & Agreda-Montoro, M. (2019). Diseño e implementación de una experiencia para trabajar la interculturalidad en Educación Infantil a través de realidad aumentada y códigos QR. *Educar*, 55(1), 59–77.

### Context/Setting

The project was developed in 2016-2017, during the internship period of future teachers of the University of Granada. The activities were planned in the subject of Didactic-Technological Resources Applied to Early Childhood Education. Students were 4 years old. 40 teachers and 40 future-teachers were involved. All the schools were located in Granada and surroundings.

### The project or programme/Intervention

According to Rodríguez-García, Hinojo-Lucena & Ágreda-Montoro (2018: 67), the action was divided in two phases, design and implementation. At the beginning, the future teachers studied the theory about Augmented Reality and QR codes. Then they selected the apps they were going to use (such as Quiver, Aurasma or Chromville). In groups, they designed and created together activities related to culture, traditions and living together. Finally, they decided to design a *gymkhana* using QR codes.

During the next phase, they established contact with schools and teachers and implemented the activities. They began with a story called "pink monster" about how differences enrich our lives and societies, seeing them as strengths rather than weaknesses. Kids saw the images through augmented reality. Continuing with the action, students created a flag using the Quiver web and augmented reality. Then students played the cultural *gymkhana* (a different way to learn) using QR with images, videos, letters, etc. about clothing, objects, traditions, cuisine, etc. Finally they finished with an assembly about equality, solidarity, cultural diversity, etc.

### Innovative

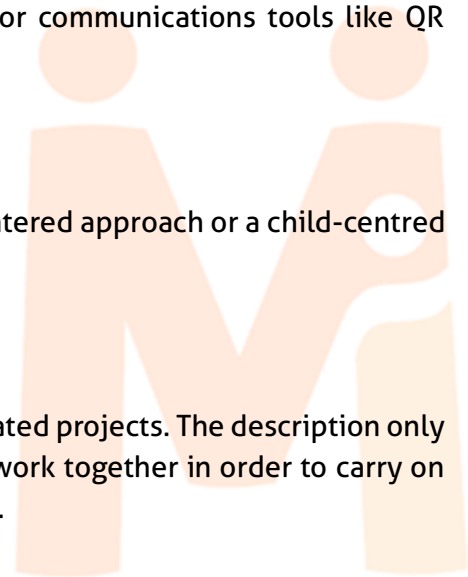
The project is innovative considering that it is the first edition of the action. The designed activities are not particularly innovative. On the other hand, it included relatively new technological concepts such as augmented reality or communications tools like QR codes.

### Child-centric

The program does not explicitly mention a child-centered approach or a child-centred methodological perspective.

### How it fits in (comparison)

The project does not explicitly mention policy or related projects. The description only mentions that university students, teachers and schools work together in order to carry on the activities, but do not specify the way they collaborate.



## Evaluation

At the end of the program they proceeded with the evaluation. Nonetheless it was not addressed to evaluate the activities. The main objective was to know the opinion of the teachers and future teachers about ICT tools used for an intercultural approach. The results showed that: (1) there is a lack of awareness of ICT educational tools, on the other hand, teachers and future teachers are aware of the potential of digital technologies, especially in intercultural environments; (2) after the experience they have more interests about the use of these kind of devices; (3) teachers and future teachers have seen that after the project students are more motivated and interested in the topic (Rodríguez-García, Hinojo-Lucena & Ágreda-Montoro, 2018: 74).

## 2.5 My integration in Austria<sup>9</sup> (AT)

### Summary

"My Integration in Austria", funded by Österreichischer Integrationsfond (Austrian Integration Fund, ÖIF), is a smartphone app that supports migrants and refugees in preparing for the integration examination. In the first step, German learners acquire the knowledge of values. In the heading 'values and orientation', the necessary knowledge is provided: Language and education, work and economy, health, housing and neighbourhood, legal integration and cultural integration. The app also entails information about the Integration Act (2017), counselling, learning the German language and professional recognition. The learning material is available in several languages: Arabic, Farsi, Pashto and English. The German version is available in a read aloud function. All questions in the questionnaire can be repeated as often as needed. Furthermore, the learner receives immediate feedback on his/her answers. Those who have practiced diligently can use the app to simulate an exam. Using real exam questions, German learners can test whether they have learned well and will successfully complete the integration examination. The ÖIF smartphone app is free of charge and available for Android in the Google Play Store and for iOS in the App Store.

### Context

The project was launched by the governmental ÖIF, an organization that deals with the integration of migrants and is largely financed by the Federal Ministry for Europe, Integration and External Relations. With the app, ÖIF helps third-country nationals who are obliged to comply with the Integration Agreement prepare for and finally pass the integration examinations. The new Integration Act, which came into force on 1 October 2017, applies to all new foreigners from outside the European Union and the European Economic Area who emigrated to Austria after this date. They are all obliged to learn German at A2 level within two years and to pass the integration examination which is a legal requirement for a three-year settlement and work permit. The integration examination now covers not only the

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<sup>9</sup> Meine Integration in Österreich,

German language, but also knowledge of the fundamental values of the legal and social order in Austria.

### Intervention

This project enables young people with migration background to prepare for the integration examination. Young people in particular have grown up with the use of technology and digitization and therefore often cope better with the use of apps than elderly people. Almost every young person has a smartphone and knows how to install and use apps. Therefore, the app "My Integration in Austria" is a good opportunity for young people with a migration background to learn more about the values and language in Austria in their everyday lives without attending an additional course with a teacher. They can use the app in their familiar environment, together with friends, whenever they have time. Thus, the app offers a flexibility that is especially important for young people. It can therefore be assumed that learning for the integration test using the app is effective for young people.

### Comparison

It is difficult to draw a comparison between this and other apps since they are relatively new tools which are available only in small number. What this and other apps some of which are discussed in the following have in common is that they facilitate autonomous (language) learning. The main difference between this and other apps is that this app prepares migrants for an obligatory examination which tests how integrated they are and affects state authorities' decision to grant resident and work permit to migrants.

### Evaluation

Despite its usefulness in terms of being accessible and practical, the app represents a digitalized tool to reinforce a migration and integration regime which is increasingly standardized and bureaucratized. This app is symptomatic for the ongoing discursive shift where integration is increasingly understood as a private matter to be regulated and accomplished by migrants which exempts the state from its responsibility to eliminate structural inequality between migrants and nationals. Regarding this and possibly other apps for integration researchers, policy makers and users should be alert to the question whether the right digital tool may serve the wrong sociopolitical purposes.

## 2.6 Mobile Learning<sup>10</sup> (AT)

### Summary

The mobile learning project is based on a cross-school peer learning approach and shows how students can benefit from the use of digital media. Two or three schools with little

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<sup>10</sup> Mobiles Lernen



use of technology in the classroom join forces with an experienced school to form a regional cluster and jointly develop a didactic concept for the use of tablets in the classroom, which they implement at their schools. The expert school supports and accompanies its partner schools continuously over the one-year project period. A total of 400 schools were reached with the project and 3,400 tablets are in use.

In addition, teachers from all school types, whether primary or secondary, developed best-practice examples for the use of tablets and tested them in class. Subsequently, 19 best practices (see the app Hallo App Deutsch für Kinder below) were published in a brochure. Each example of good practice includes a recommendation for a particular tablet application and a description of how it can be used by teachers in classroom.

### Context

In April 2018, the Federal Ministry of Education, Science and Research presented a new approach: The Master Plan for Digitization. The assumption of this approach is that digitization offers enormous potential for education. There are three fields of action:

1. New teaching and learning content from the field of digitization should be systematically integrated into existing curricula,
2. Creating the conditions (infrastructure, IT management) for the use of digital instruments and tools in schools,
3. Digitization and new forms of teaching content should be systematically anchored in the initial and continuing training of teachers.

The project on mobile learning is part of this master plan, along with many other projects.

### Intervention

The multilingualism of the pupils can be taken into account by the tablets in different ways. For instance, exercises in German as a foreign language or in a second language can be stored on the tablets for children and young people with insufficient knowledge of German. Videos stored or searchable on the tablet can also have a high potential for language learning: Videos support areas in which language competence in the German language is a challenge. Pupils can watch videos several times and there is the possibility to use the subtitling feature in videos to allow pupils to fully understand the content of the video. Pixabay, an international website for sharing photos, illustrations and graphics, can also be used to clarify terms: The children and teenagers enter the word into the database and see the photo associated with the word.

### Comparison

Tablets combine a wide variety of digital support services. The initiative to use them in class is innovative and unique, and provides great support especially for children and young people with migration background. The tablets help practice pronunciation and speaking in general, they offer translation applications, integrate the family languages of children and

young people in multilingual blogs, and enable children with little knowledge of German to solve special learning programs and tasks.

### Evaluation

The project was evaluated by the University of Graz and subsequently by the University of Education in Vienna. The evaluations show positive effects: Individual learning is encouraged, pupils with different learning progress work together on common tasks and in teams, different learning speeds can be mastered well. The teachers of the participating schools see the advantages of participating in the project in improving the quality of their teaching as well as in better networking and cooperation with colleagues within their own school and with other schools.

## 2.7 Hello German for children<sup>11</sup> (AT)

### Summary

The smartphone app *Hallo Deutsch für Kinder* is a mobile application developed in Austria in 2015. The app runs on smartphones and tablets and is available free of charge for iOS and Android. The software aims to help children between the age of 8 and 11 to acquire German skills. It conveys the elementary vocabulary for German as a foreign language, with about 1200 words and expressions. It also provides audio functions that train listening comprehension and promote the pronunciation. The app is accompanied by a printed information sheet and teaching material "Welcome to Austria – German as a Second Language". Hence, this digital tool equips teaching staff with an automatic, subject-matter-dependent repetitive content which ensures the sustainable acquisition of the vocabulary.

### Context

The new app was created in cooperation between the language software provider phase6, Alphary online dictionary and the publishers Hueber and Miltenberger. The project is supported by the lead sponsors Erste Bank AG and Wiener Städtische Insurance Group as well as by the cosponsors T-Mobile telecommunication company, Deloitte as well as C-Quadrat Investment Group. The software was developed in the context of increased applications for asylum in Austria in 2015. Developers and sponsors of the app understand smartphones as a basic need for newly arrived persons since it is the most convenient and most low-cost instrument to keep contact to relatives in the countries of origin and find one's way in the new environment. Thus, the free of charge app was developed as an encouragement to learn the basics of the German language independently from one's access to the state provision of language courses. The developers have put emphasis on the needs of children in the Hallo App Deutsch.

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<sup>11</sup> Hallo Deutsch für Kinder,

### Intervention

The app is insofar innovative in the field as it is suitable not only for the children who have already started their education in Austrian school system, but also for newly arrived children who have not yet been alphabetized in Latin script. Hence, the universally understandable visualization of German words and phrases is the innovation that has been brought about by this app.

### Comparison

In comparison to the other German language apps for children, Hallo App Deutsch has several advantages that promote a more sustainable language acquisition. Firstly, the App does not have time limits for solving the tasks, thus children can take the necessary time to solve the given task. The aspect of individual learning speed is respected and much-noted by the software. Secondly, it allows several users being registered at the same time. Hence, both individual and cooperative learning are supported by Hallo App Deutsch. Moreover, the app offers syllabary as well as solution help for the ones who have difficulties with reading and pronunciation. The app provides the option to choose between different topics and levels of difficulty and provides motivational feedback independently from one's success.

### Evaluation

The app developer phase6 was awarded with several prizes of excellence. In 2014, GÍGA-MAUS software price was given to the idea of Hallo App Deutsch for being the best leaning software for pupils around 10 years old. In 2015 and 2016, phase6 received a Comenius EduMedia award for high pedagogic and medial quality of the developed app. Moreover, Hallo Deutsch App was awarded as a best app of 2016 by the initiative 'Mid tier' (*Mittelstand*).

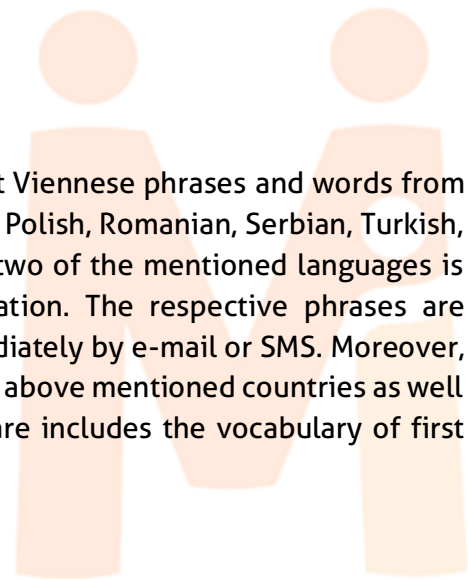
## 2.8 Vienna App for languages<sup>12</sup> (AT)

### Summary

*Wiener Sprachen App* offers translation of important Viennese phrases and words from or into 10 languages: Bosnian, German, Croatian, Kurdish, Polish, Romanian, Serbian, Turkish, Arabic and Farsi. In addition, the translation among any two of the mentioned languages is possible. Around 450 phrases are available for translation. The respective phrases are presented in writing or read aloud and can be sent immediately by e-mail or SMS. Moreover, the app includes a calendar with all important dates in the above mentioned countries as well as religious holidays. Complementary to this, the software includes the vocabulary of first names with an audio of pronunciation.

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<sup>12</sup> Wiener Sprachen App,



### Context

The app for Viennese languages was developed in 2013 by the city of Vienna, Department of Integration and Diversity (MA17). The initiator of the software is Vienna Integration Councilor Jürgen Czernohorszky from Social Democratic Party of Austria (SPÖ).

### Intervention

The app provides the opportunity to learn Viennese phrases and words that are otherwise not taught in the official language courses. Thus, this is a practical tool for migrants to understand and learn the local dialect that is so important for everyday life in Vienna. On the other hand, the software encourages its users to learn basic everyday phrases in other languages that are used in the city on a daily basis. Finally, the app can be used abroad as a translation app. Thus, the software encourages multilingualism in Vienna by providing a free of charge and easily to operate access to the most often used phrases.

### Comparison

In comparison to other tools developed to help learning Viennese dialect, this software is more accessible for everyone, including children. Despite not tackling children as an explicit target group, the app includes simple vocabulary for topics like people, activities, food and objects that is very attractive and useful for young people, especially in the school context.

### Evaluation

The app for Viennese languages has not received an evaluation yet. Due to its recent emergence, the popularity of the app among the Viennese population is unknown. Furthermore, it is yet unknown how successful the users are in acquiring language proficiency.



### 3. SECTION B: MOTHER TONGUE /PREVIOUS CULTURE ASSISTANCE

#### 3.1 Poland is inspiring<sup>13</sup> (PL)

##### Summary

Poland is inspiring is a learning app for smartphones/iPads and other mobile instruments – via Apple Store/ Google Play. This educational application in the form of the interactive game was designed for the primary school children to learn basics on Polish culture, history, heritage and customs. It was designed for the Polish diaspora in order to bring the motherland closer and give ability to learn about their country of origin. Its multicultural design gives however an opportunity for other migrants, even with basic knowledge of Polish, to be familiarize with Polish culture which may facilitate the integration process.

##### Context/Setting

The application was designed by Foundation Future Parents “Fundacja Rodzice Przyszłości” settled in Łódź, Poland and made with cooperation of London based Enabling Environments Foundation. It is an interactive, educational tool in the form of a game. Children need to explore the important events in Polish history, learn about literature, films, famous people, get familiarise with customs and other typical aspects of Polish culture. During the game they can learn the Polish language or even improve their language proficiency. The specialists for the multicultural education, including teachers of Polish as a foreign language, designed the application. It is accessible for free in the Apple Store and Google Play. As of June 2019, the application was downloaded and installed by over 5 thousand people. The application itself was designed with the cooperation of children who tested the game before it was officially published. Developers included most of the children’s suggestions.

##### The project or programme/Intervention

For many years, the application developers support the education of Polish diaspora all over the world, and their main aim is to direct teachers how to work with Polish children abroad most effectively. Their main goal is to overcome the differences between the poor quality of learning in Polish weekend schools and attractive programs of British, American or Scandinavian schools. Authors of the app are in daily supervision over the implementation of British intercultural and diversity learning, and provide training to teachers. As both educational systems are well known to them, it made the development of the interactive game much easier to produce. Some of them are also experts on the EU level which gave them extra experience and access to best practices collected in different European projects. They are cooperating with educational institutions and bodies in Poland, Spain, USA and Australia

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<sup>13</sup> Polska Inspiruje

in order to deliver high quality multimedia education, intercultural, patriotic, including entrepreneurship coaching on basic, intermediate and high school level.

### Innovative

This is simple, funny and time-consuming educational tool providing comprehensive knowledge on Polish culture and allowing for the learning of the Polish language in a manner crafted especially for children. It uses multi-sensory learning practice as method of effective knowledge transfer as well as STEM and STEAM techniques, that combine informatics tools with art based techniques and science.

### Child-centric

"Polska Inspiruje" app speaks in children's speech as they are engaged in the development process. The scriptwriters consulted especially the wording, simplicity of words and some other specific expressions characteristic to a child's way of observing the universe. Children also had an impact on the visual part of application which had a profound impact on the interest, and possible of children's engagement in the game.

### How it fits in (comparison)

Poland has a long story of development of very creative and internationally awarded educational tools. Most of them are traditional books but there are more and more interactive applications for mobile instruments. It is mentioning that in Poland Aleksandra and Daniel Mizieliński are the main editors of the educational books for children that include intercultural learning, cultural sensitivity and diversity promotion. It includes internationally acclaimed "Word Maps", translated to numerous languages, including Chinese, Japanese and Vietnamese, "Eye On" Series for the environmental learning, design, fashion, world art books, and many other educational books that show World's Diversity.

### Evaluation

The app got the 4.1 review score on Google Play index. Further on it was developed according to the suggestions of its users and their parents.

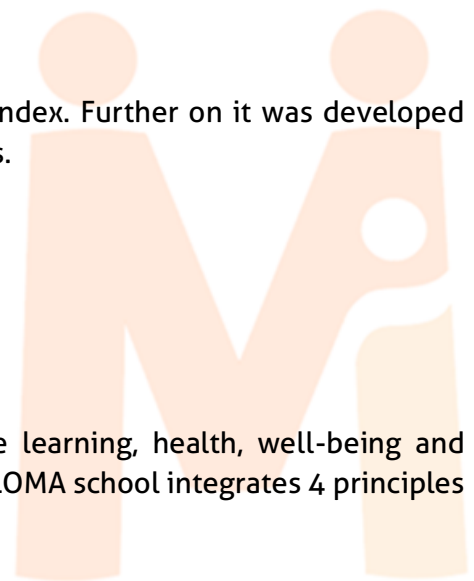
## 3.2 Local Food<sup>14</sup> (LOMA) (DK)

### Summary

The purpose of LOMA (Local Food) is to promote learning, health, well-being and sustainability through food and meals. To achieve this, a LOMA school integrates 4 principles

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<sup>14</sup> Lokal Mad (LOMA)



(see below) into the school's daily life in a holistic way. The individual school decides for itself the local implementation in specific activities. The children's perspectives are incorporated into the project, as the children participate in the planning, preparation and the serving of healthy meals for their schoolmates and teachers.

### Context/Setting

The first LOMA project was developed and implemented at Nymarkskolen in Svendborg, a school describing itself as intercultural and inclusive, having 20 per cent multilingual students representing 24 different languages, from 2011-2013. Since then, LOMA has been a regular component of the school's everyday life. Furthermore, the concept has been implemented at other Danish schools. In 2013, the private Nordea Fund granted funds to disseminate LOMA to several schools, and by the end of 2017, 6 schools had been appointed to LOMA and 3 schools were in the process of completing it.

### The project or programme/Intervention

LOMA is based on a broad, positive health concept and is based on four principles:

1. *Bildung* - community and wellbeing. Adults and pupils should eat a common meal together on a daily basis. The food can be produced at school or brought from home. In Denmark, it is most common for the students to bring packed lunches, which are eaten without adults taking part in the meal.
2. Learning & teaching - LOMA teaching may be integrated with all school subjects, linking learning and food production with a focus on the students' development of action competence in relation to health and food.
3. Cooperation on learning with parents and other partners in the local community.
4. The quality and physical environment of the food. The food must be healthy, reflect the season and be prepared from scratch, using locally produced and organic materials.

### How it fits in (comparison)

We chose this project because it combines food and learning. It does not have specific multicultural or integration aims, but since the project was developed and implemented in a school with a high degree of cultural diversity, we estimate it to be supporting the integration of migrant children.

### Evaluation

Evaluation of the program theory of LOMA project (2015-2017) was conducted by the Danish Evaluation Institute (EVA). The main conclusion was that the project had improved learning opportunities of students, providing them with knowledge and skills to make healthy choices, and improved relations between teachers and pupils and between the pupils as well as increased the student's wellbeing in the long term. Hence, both teachers and students expressed positive outcomes in taking part in the LOMA project.

### 3.3 Mino Danmark (DK)

#### Summary

Mino Danmark is a Danish organization situated in Copenhagen. It aims at the engagement and the equality of citizens having a minority background, and it aims at facilitating the dialogue and deliberation between citizens with different cultural minority or majority backgrounds. The staff and the board consist of people from different minority groups. Mino Danmark is developing a web site and a digital portal. The site/portal presents digital tools for learning including instructions for teachers. These digital tools are free access. Mino Danmark is a community that discusses options for Danes from minority groups and explores how deliberation between minority groups and majority groups can take place. The project has not been evaluated yet.

#### Context/Setting

Mino Danmark has existed since 2016. It is led by Niddal el-Jabri – a second-generation migrant. The organisation was founded one year after a terror attack in Copenhagen committed by an Islamist. Three weeks after the attack el-Jabri organized a “Peace Circle” around the Synagogue in Copenhagen, and subsequently Mino Danmark was established. Mino Danmark aims to build networks among people with a minority background, and it aims to improve dialogue and deliberation between minority groups and majority groups. The organisation claims that, a minority perspective is lacking in the societal deliberation; Danes from minority groups are under-represented in positions of power; And because of the inequality faced by Danes with a minority background, they are often not able “to live up to their potentials”.

The core values of Mino Danmark are democracy, citizenship, freedom, equality, and progressivity, and their three pillars are knowledge, deliberation and sense of community. The organisation has a staff of eleven and a board of five, all of whom are from ethnic minorities. Mino Danmark is funded by donations from different organisations.

#### The project or programme/Intervention

Mino Danmark arranges public meetings four times a year. Themes like ‘radicalisation’ and ‘male identities in minority groups’ have been on the agenda. They also have a group of ‘prejudiced ambassadors’ – young people with a Jewish or Muslim background visiting schools. This is done in order to enter into dialogue with the students and in order to create a sense of community and mutual understanding. Mino Danmark is still in its initial phase of developing digital technologies that can be used for changing users’ attitudes or behaviour through persuasion and social influence. Visiting their web site, you can find four online tools for learning. These tools can be used by teachers teaching in primary school and lower secondary school.



One example is “The teamwork contract”. The tool consists of a video and instructions for the teacher. In the video, students from an upper secondary school talk about having the teamwork contract in their class. The working relationship in the classroom is adjusted by this contract. Having seen the video the students produce a contract that suits their own class, and they discuss freedom of speech, democratic participation, safety, and deliberation and disagreement. Finally, democratic participation on a societal level is discussed aiming the students to be active citizens and to be prepared to vote at the elections – when they get the right to vote.

Another example is “Conversations on SKAM”. SKAM (“disgrace”) is a Norwegian teen drama TV series about the daily life of teenagers at an upper secondary school. Each season places focus on particular topics, ranging from relationship difficulties, identity, eating disorders, sexual assault, homosexuality, mental health issues, religion, social control, and forbidden love. Three videos are included in the tool. In the videos girls with a minority background are discussing “Partying and alcohol”, “Falling in love with somebody having another religion”, and “Love without kisses and hugs”. Questions to be discussed in groups or in the class are included in instructions to the teachers. The teachers are encouraged to contact Centre against Honour Related Conflicts (funded by The Ministry of Foreigners and Integration) if they are worried having listened to the students’ utterances. Mino Danmark plans to develop tools making it possible for the students to involve Mino Danmark in their discussion in interactive ways.

Mino Danmark is privileging a minority approach to the conflicts mentioned, but also it seems like they are underlining that minority groups and majority groups have to understand each other. Having empathy and an emic approach is required but a transformative approach is needed too. Through deliberation a common understanding can be developed.

### How it fits in (comparison)

The activities of Mino Danmark can be compared to “The cultural diverse teacher training education”; a development project carried out at the University College Copenhagen. The aim of the project is to find out how teachers can act in an appropriate way in intercultural classrooms and how they can teach themes and subjects that are potentially conflictual in classrooms with minority and majority groups. The project focuses on cultural self-awareness, majority-minority, language and power, and conflict management in an intercultural classroom. The project presents 20 cases teacher students can reflect on, and 23 exercises addressing the potential conflicts in these cases. These exercises are like those developed by Mino Danmark, even though digital technologies are not used. The aim of the project is to facilitate deliberation, identity work, and knowledge construction in an intercultural context on the one hand, not excluding any culturally loaded discourses and on the other hand, insisting the necessity of a cross- and intercultural dialogue.

## Evaluation

The project has not been formally evaluated yet. Mino Danmark is developing their web site. From spring 2019, it will be a more interactive portal. Teachers and students will be offered access to the portal, which according to Mino Danmark will be evaluated later by teachers and students in cooperation with the Educational Department of the Municipality of Copenhagen.

### 3.4 My integration in Austria (AT)<sup>15</sup>

See page 12.

### 3.1 Vienna App for languages (AT)<sup>16</sup>

See page 17.

### 3.2 Mother Tongue Other Tongue (MTOT) (UK)

#### Summary

Mother Tongue Other Tongue is an innovative multilingual poetry competition celebrating the many languages spoken in schools in the UK, delivered by The Manchester Writing School at Manchester Metropolitan University. The project encourages children who speak a community language at home to celebrate their 'mother tongue' by submitting a poem or song. This can be an original or a 'remembered' piece, written in any language, except English. Entries will be judged on a short paragraph in which pupils will explain the piece and its significance to them. Pupils learning a new language at school to write a poem in their 'other tongue'. Internationally renowned poets and creative writing students lead poetry workshops in schools, before the winning entries are announced at an annual celebration event at the University. It aims to make a contribution to creative education and community engagement, celebrating cultural heritage and building cohesion between pupils from different backgrounds. MTOT has engaged over 30,000 students since 2012, helping to foster pride for community languages and cultures, and encouraging educational aspirations for underrepresented groups, particularly among Black, Asian and Minority Ethnic communities.

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<sup>15</sup> Meine Integration in Österreich

<sup>16</sup> Wiener Sprachen App,

### Context/Setting

The project was spun out of MMU's Routes into Languages in 2012, therefore it is based in the North West of England. To a lesser extent, it is also reaching other regions of the UK. It is used in primary (Key Stage 2) contexts (age 8-11) and in secondary/ sixth-form schools, so reaching young people up to 18 years old.

### The project or programme/Intervention

The project is a national Laureate Education Project, created by Professor Carol Ann Duffy DBE, Poet Laureate (2009-19), and is run by Yasmin Hussain, Faculty Outreach Manager. It currently reaches 60 schools in the North West, and 50 in the rest of England and Wales, with Scotland running its own version of the project. Teaching ideas are provided for school teachers to run this in their classrooms, drawing on the Poetry Society's *Poetry Class* resources and MMU's Writing School runs a programme of poetry workshops in schools, facilitated by poets, creative writing tutors and students, to support the competition.

Each school selects the four best entries and puts them forward to a regional panel. The winning poems are selected by a panel from The Writing School, and schools are invited to the national celebration event at the University, where the winners receive prizes and engage with cultural activities from around the world.

### Innovative

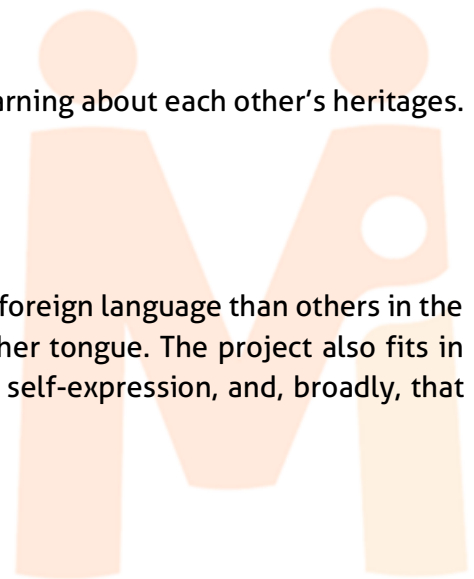
This project is innovative in the way that it has found a way around the age-old problem of trying to treat all pupils the same, while recognising that differences require treating pupils differently. Everyone can enter the competition, while part of it is for commentary on a mother tongue. The key rubric here is 'not in English', so the project is a response to the assumption of a monolingual environment.

### Child-centric

The project can allow some child-led discussion/ learning about each other's heritages. It can create a safe space for an inclusive education.

### How it fits in (comparison)

People in the UK are known to be less likely to speak a foreign language than others in the EU. The project is there to encourage pupils to use another tongue. The project also fits in with other parts of the school curriculum on poetry and self-expression, and, broadly, that concerning social cohesion.



## Evaluation

The project is currently being subject to evaluation research by a member of MMU's Manchester Centre for Youth Studies. This work includes pre- and post-intervention questionnaires for participants, and reflective diaries being completed by teachers. 8 schools will be chosen for more in-depth case study research.

### 3.3 National Resource Centre for Supplementary Education (NRCSE) (UK)

#### Summary

The National Resource Centre for Supplementary Education (NRCSE) is a national strategic and support organisation for community-led supplementary schools and the wider supplementary education sector across England. It was established in 2006, and became an independent, registered charity in 2013 campaigning throughout England on behalf of supplementary schools and their students, tutors and leaders.

#### Context

NRCSE has developed nationally recognised and accredited teacher-training for providers of supplementary education. Supplementary education can be defined as all out-of-school-hours learning. Particularly classes focused on the provision of additional support for curriculum subjects including all languages, history and cultural enrichment activities such as faith, arts and sports. The qualification is designed to develop practical teaching skills; gain knowledge of the national school curriculum; maintain a safe learning environment. Optional units include teaching a language, teaching in Islamic supplementary schools, supporting children with special educational needs and/or disabilities. It works with local authorities, community organisations, individuals and faith groups to manage safe and effective educational opportunities and support communities and children in achieving their true potential.

#### The project or programme/Intervention

Supplementary schools offer this range of educational support (language, core curriculum, faith and culture) outside the school day and within the context of a specific ethnic, national, faith or physical community. They are established and managed by community members, generally on a voluntary basis. As community-based organisations they act as crucial information and advocacy points for adults as well as children. There are 3,000-5,000 such schools in England. Provision takes place within a range of contexts including: Tuition groups, After-school clubs, Supplementary schools, Mother-tongue classes, Complementary schools, Saturday schools, Faith tuition (temple-, synagogue-, mosque-, church-, or home-based).

#### Innovative

These community-led out-of-school educational programmes, set up largely by migrant and ethnic minority communities, have widespread support from parents and communities, and offer a personalised and informal learning environment that complements mainstream education, covering areas including the core curriculum, languages, and cultural activities. At their best, these supplementary schools offer children and young adults a rich learning experience, providing personalised learning with strong pupil–teacher engagement, and giving young people the means to explore complex questions of identity, engage with role models from similar backgrounds, and develop networks of peer support.

Specific examples:

Manchester Bharathiya Vidya Bhavan:<sup>17</sup>

Bharatiya Vidya Bhavan Manchester was inaugurated in 1993 and is a recognised educational institute within Manchester Council’s Supplementary Schools Network. The main aim of Bhavan is to preserve, promote and propagate Indian culture including dance, music, languages, yoga and meditation. It is a community organisation run by volunteers with 100 students. The Bhavan fulfils an important educational need for students who want to learn Indian dance, music, art and culture which most of the mainstream schools are unable to provide due to lack of resources. Not only can our students gain a diversity of knowledge and experience, they also leave with valid qualifications that count for entry into further education establishments. Most of all, parents are proud to see their children gain cultural education of their heritage.

Arabic School in Manchester:<sup>18</sup>

The school aspires that as well as being taught the Arabic language, children will learn about their countries of origin and be proud of their heritage, whilst integrating into the society we live in today. This will give the children a sense of belonging, which will make them more confident and more tolerant. With the number of universities introducing Arabic programmes as a key part of their courses, the study of Arabic is more relevant than ever before. Using a well-constructed syllabus, the Manchester Arabic School allow children to learn Arabic and achieve their potential. Similar schools are found in the West Indian, Polish and Chinese Community groups.

PHF published a report on the characteristics of supplementary school pupils and their educational attainment in seven English authorities: Coventry, Leeds, Lincolnshire, Manchester, Milton Keynes, Nottingham, Sheffield. The findings indicate that supplementary schools are likely to make an important contribution to their pupils’ education and academic attainment, showing a positive contribution to children’s education<sup>19</sup>.

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<sup>17</sup> <http://bhavan-manchester.co.uk/>

<sup>18</sup> <https://www.manchesterarabicschool.com/>

<sup>19</sup> <https://www.phf.org.uk/publications/supplementary-schools-research-report/>

Further, evidence from IPPR<sup>20</sup> and RSA<sup>21</sup> report that mainstream schools can benefit in a number of ways from the work of the UK's many community-led educational programmes. Through their rich, extracurricular learning environments that these 'supplementary schools' offer. In this report we recommend greater complementarity and coordination between the mainstream education system and these thriving supplementary schools. This would make some mainstream schools better prepared and equipped to deal with the pressures that come with catering for a diverse student body, and further the government's commitments to community- and parent-led approaches to education, and to greater diversity and autonomy within the schools system.

### Child-centric

These initiatives empower communities to support children in integration through art and culture and languages, drawing on their experiences of migration and cultural capital. The initiatives involve working with local authorities, schools and communities to bridge the gap between inter-generations of migrants.

### Evaluation

Paul Hamlyn Foundation<sup>22</sup> (PHF) has completed a number of case studies showing a range of models for relatively sustainable supplementary schools financing. The summary report is available to download from the PHF website<sup>23</sup>, while the full-length case studies can be accessed from our research page here on the NRCSE website<sup>24</sup>.

IPPR and RSA both completed and published research on supplementary schools and the importance of their role in improving and sustaining the educational outcomes of BME and disadvantaged children and young people.

John Lyon's Charity is at the forefront of support for supplementary schools and believes them to be an important vehicle for channelling direct support to a variety of communities. The Charity has commissioned many pieces of work exploring and supporting the sector<sup>25</sup>.

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<sup>20</sup> <https://www.ippr.org/publications/saturdays-for-success>

<sup>21</sup> <https://www.thersa.org/discover/publications-and-articles/rsa-blogs/2015/01/is-it-time-for-supplementary-schools-to-evolve-and-rethink-their-role>

<sup>22</sup> <https://www.phf.org.uk>

<sup>23</sup> <https://www.phf.org.uk/publications/supplementary-schools-case-studies/>

<sup>24</sup> <http://nrcse.wpengine.com/supplementary-education-the-nrc/research/>

<sup>25</sup> <http://jlc.london/jlc-extra/special-initiatives/supplementary-schools/>

## 4. SECTION C: ADAPTING TO NEW CULTURAL MILIEU (TAUGHT)

### 4.1 My integration in Austria<sup>26</sup> (AT)

See page 12.

### 4.2 Duckling storytelling app

#### Summary

The overall purpose of flygtningebørn.dk (refugee children) is to strive for a good and safe integration of refugee children in the Danish society and school system. It comprises a number of digital materials (see below). One of those is the app Duckling, facilitating smartphone documentaries made by children for children. Duckling is an interactive app where users create a story, support it with movies, images, text or sound, and then store them in the app under 'tags' so that the movies are sorted by subject and interest for inspiration for other users.

#### Context/Setting

Flygtningebørn.dk is an interactive teaching portal aiming at preparing teachers and pupils (at all levels of primary and secondary school) for meeting refugee children. The portal also creates interactivity between teachers, educators, refugee children and Danish school students across the country. The portal presents several new video-based teaching materials, documentaries and apps, and will allow students to ask questions directly to children in the neighbourhood or create small cinematic micro stories that they can share with each other and refugee children. Furthermore, the portal gathers the most important educational material on refugee children from the major players and NGOs in the field through links, sharing and referrals.

Flygtningebørn.dk is supported by the private fund Egmont Foundation, the NGO Danida and The Danish Film Institute, and has the following partners: Danish Red Cross, Save the Children, DR (Danish Broadcasting Corporation), UNICEF, Danish Refugee Council, DFUNK (Youth Network of Danish Refugee Council).

#### The project or programme/Intervention

Duckling is an app where students can film and share small stories from their everyday life at flygtningebørn.dk. The use of the Duckling app is integrated in parts of the teaching material of the portal, so that the students can share their assignments with other children at flygtningebørn.dk. Since Duckling is integrated into teaching, there will be continuous

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<sup>26</sup> Meine Integration in Österreich,

checking of the content being shared on the site. There are three thematic teaching guides ('War and Conflict', 'Escape', Asylum') on how students can make their own stories about refugees. Under each topic, a documentary film shows some of the things that refugees may experience, which the students must include in their own stories. Each teaching guide includes seven different tasks for the students to solve and a detailed guide for students and teachers.

#### How it fits in (comparison)

The app combined with other digital teaching material may serve as example of the innovative approaches to be developed in MiCREATE Integration Labs.

#### Evaluation

It does not appear from the available material on the website whether the portal has undergone a formal evaluation.

### 4.3 Interculturalism as a new form of coexistence (SI)<sup>27</sup>

#### Summary

The project's activities were focused on four main objectives: (1) to ensure the successful integration of migrant children into the new environment and through this contribute towards better quality of their lives, greater opportunities for developing their potentials, future enforcement in the labor market, (2) to ensure long-term results and implement the program in primary and secondary schools through the establishment of a network of teachers - multipliers - and network of schools involved in the project, (3) networking between participating experts, (4) to contribute towards widely available professional support for teachers implementing programme titled Successful integration of immigrant children and (5) contribute to the development of interculturality in wider society.

#### Context/Setting

The project was co-financed by the European Union from the European Social Fund and the Ministry of the education, science and sport. It was implemented under the Operational Program for Human Resources Development for the period 2007-2013. The project was co-managed by ISA Institute (as the manager partner of the consortium responsible for the administrative coordination) and Primary School Koper (as the expert coordination of the project).

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<sup>27</sup> Full name of the project: Interculturalism as a new form of coexistence. Professional staff's competence improvement for the effective integration of immigrant children in education and training. (Razvijamo medkulturnost kot novo obliko sobivanja. Izboljšanje usposobljenosti strokovnih delavcev za uspešnejše vključevanje učencev in dijakov priseljencev v vzgojo in izobraževanje)



### The project or programme/Intervention

The project's main activity was training professional workers - multipliers – who transferred acquired knowledge to other professionals and peers. Other activities were focused on finding, testing and developing new models and strategies for the integration of immigrant children. To that end implementation and upgrading of various existing best practices in education was implemented. One of the activities focused on children was competition in creative expression titled Interculturalism is enriching us. The competition was held among primary school pupils from the 6th to the 9th grade and pupils in secondary school. The creative work could have been a comic story, photo or collage of photos or short video.

### Innovative

The project involved above mentioned competition whose goal was to strengthen the values of interculturalism, raise the awareness, the importance of good intercultural relations and intercultural coexistence. Likewise, the purpose of the competition was to encourage children and young people to express their views, positive opinions and observations on how the values of interculturality can be spread and how to contribute to a good intercultural relationships and coexistence in their schools, families, local community or in wider Slovenia. To that end different tools of expression (comic, photo or video) were used.

### Child-centric

The project does not explicitly mention the child-centered approach or perspective. Although part of the project was concentrated on newly arrived migrant children included in the education system and their classmates. Namely; competition on positive aspects of interculturalism was organized, where participating children were free to express their opinions and views on the topic.

### How it fits in (comparison)

The project is similar to previously presented action (Facing the challenges of intercultural cohabiting) since its main goal is to make school environment friendlier to migrant children and thus help them with integration process.

### Evaluation

The program "Successful integration of immigrant children" was carried out jointly by 18 multipliers from thirteen primary schools involved in the project. The program was implemented within the consortium network consisting of 65 primary and secondary schools. In the period from the 1st of November 2013 to the 31st of August 2015, multipliers implemented a total of 31,946 hours of activities of the program; namely: 70% of hours of direct work with children and 30% of training hours for professionals. In the project was involved total of 1543 migrant children and 3800 professionals working in education.

#### 4.4 Mein digitales Schulportal (AT)

##### Summary

Austria's largest digital school portal offers the ideal support for everyday school life. The existing information within the school network is available free of charge to teachers, pupils and schools. All subjects are displayed in the form of portals and current offers, information and professional advice are made available.

The aim is to expand the educational, technical and economic management of the Upper Austrian school network and similar educational systems. The school portal offers promotion of school tasks, provision of educational media, advice through media impact research, training and further education offers for educators and media pedagogical projects, media production of teaching materials and educational films.

##### Context

Schule.at is a project which is supervised by the Education Group which is a non-profit limited company. The Education Group is a leading center of the educational landscape with innovative character, high media competence and pedagogical know-how with a technical background. The coordinated interaction of education, people, media and technology creates solutions for social and educational requirements. The project schule.at is also funded by the Federal Ministry of Education, Science and Research.

##### Intervention

schule.at offers many topic-oriented preparations of teaching materials and didactic information to support the design of school lessons. Among many other topics, there are also many teaching materials on the subject of migration / integration. For instance, there is information on anti-discrimination training, UNHCR school material, information sheets from the Office for Migration and Schools, a brochure on forced marriage for teachers, multilingual books for children and young people, suggestions for intercultural teaching, teaching materials to promote multilingualism and much more. All these teaching materials and information are useful for teachers and schools in general to deal with a high level of diversity in the classroom. It also offers migrant pupils the opportunity to learn about upcoming or ongoing workshops and school campaigns. This initiative therefore supports the successful integration process of children and young people with a migration background.

##### Comparison

It is Austria's largest digital school portal. Therefore, it is a very special and unique offer. It is a response to increasing technology and digitization, as the portal provides digital learning materials that can be downloaded and used easily.

## Evaluation

The school portal was awarded as Austria's largest school portal.



## 5. SECTION D: SOCIAL INTERACTIONS

### 5.1 Philosophy in School<sup>28</sup> (DK)

#### Summary

The purpose for the children, often in mid-school classes, grade 4-6, engaging in Philosophy in School sessions, is not to learn *about* philosophy, but to learn to think philosophically, train the children in finding out what they mean themselves, explain it to others and take part in a discussion in a qualified and respectful manner. The dialogues are facilitated by a teacher or an outside guide, the subjects are chosen by the guide or by the children themselves and the form of the dialogue insures that the children have to listen to each other, and they are given time to develop their own thoughts and develop each other's thoughts.

#### Context/Setting

Philosophy in School is a school intervention project at University of Southern Denmark. Philosophy for Children (P4C and equal terms) is not a newly developed way of classroom dialogue. It has been performed by facilitators in many countries through many years. Often facilitators come to a school throughout a period of weeks or months and facilitate sessions in one or more classes. It can be connected to a teacher-training program at the school, but not necessarily. In Denmark it is for first time more systematically offered to schools as part of a research project, led by Associate professor Caroline Schaffalitzky.

#### The project or programme/Intervention

An example of a thought experiment with children in Philosophy in School: in a lesson in 4<sup>th</sup> grade the students are introduced to the stuffed animal Torsten. Torsten comes from Firstland, but one day he is on a vacation in Secondland. Is Torsten now a secondlandisher? The children quickly agree that he is not. But then the Firstland gets troubled by a huge earthquake, and Torsten and his family must stay in Secondland. Now half the children find that Torsten is a secondlandisher. At this point, driven by stories like this that unfold dilemmas, asks existential questions or pushes ethical questions and values, and get the children to engage, to be inspired by each other and wanting to learn together.

#### How it fits in (comparison)

The project does not have specific multicultural or integration aims, but the small interventions seems to have a large effect on children and humans in general when the child

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<sup>28</sup> Filosofi i skolen

feel that he or she is being heard – he or she gain confidence. Furthermore, this way of classroom dialogue also develops the culture in class in general.

### Evaluation

These kinds of dialogues promote thinking and personal and social skills. The Danish example has not reached an evaluating phase yet, but international research points to that P4C-dialogues in general promotes children's social skills and can improve a child's cognitive, linguistic and mathematical skills. It happens because it can exercise a child to better see a viewpoint from different perspectives, it strengthens the child's capability and courage to reason and argue for and against an opinion and to discuss constructively. At the same time the children make room for their conversation partners and their viewpoints.

[https://www.sdu.dk/da/om\\_sdu/institutter\\_centre/ikv/forskning/forskningsprojekter/filosofi+i+skolen/filosofi+med+boern](https://www.sdu.dk/da/om_sdu/institutter_centre/ikv/forskning/forskningsprojekter/filosofi+i+skolen/filosofi+med+boern)

#### 5.1 Local Food<sup>29</sup> (LOMA) (DK)

See page 19.

#### 5.1 Music, Language and Integration (DK)<sup>30</sup>

See page 6.

#### 5.1 Danish Lessons in Arabic with Khaled Ksibe (DK)

See page 9.

#### 5.2 Mino Danmark

See page 21.

#### 5.1 Mobile Learning<sup>31</sup> (AT)

See page 14.

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<sup>29</sup> Lokal Mad (LOMA)

<sup>30</sup> Musik, Sprog og Integration

<sup>31</sup> Mobiles Lernen



## 5.2 'Resident-journalist'<sup>32</sup> (DK)

### Summary

In Denmark, around 54.000 thousand citizens live in areas referred to as 'ghetto' in policy, politics and media and in Slagelse Municipality, two areas are singled out as 'harsh ghettos'. In these two areas, PlanBørnefonden has an ongoing project with young residents between 15-27 years, meeting for lessons in media studies. The aim is to equip the young residents with knowledge and facilities to counter the medias misrepresentation of residents and conditions in the so-called 'ghettos'. The young residents learn from journalists how to make movies about their lives, record sounds and participate in the public debate. The overall aim is to give voice to citizens often misrepresented and misquoted in media.

### Context/Setting

Together with '*Responsible Press*', '*Helhedplanen*' and '*Planbørnefonden*' the project runs over a three-year period, starting in 2019 in the two designated areas. The participants attend the project for 6 months, where they meet and discuss in workshops and media course training. The training takes place on Saturdays and the participants commit themselves to attend at least one a month in the 6-month period.

On the basis of an analysis of the media's representation of the two 'ghetto areas' in Slagelse, the areas received negative publicity in 73% of the press coverage. The project aims at rectifying this mis-coverage by enhancing the residents' knowledge on how to participate in the debate and account for their own interpretation and voice.

### The project or programme/Intervention

For the six-month period, journalists and communicators organize workshop, where the young residents acquire competences in journalism, communication and presentations. Through personal narratives, the 'ghetto' will be presented in new angles, countering the master narrative that their urban area is unsafe, and crime ridden. The aim is also to raise the voices of the young residents, as they often deny making statements about their urban area as the press often misquote their statements or don't want to interfere in the debate because of mistrust. Knowing about journalism and mastering an interview or photo session with the press, will strengthen their position and participation.

### How it fits in (comparison)

It fits very well to the concept of innovative approaches in MiCREATE.

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<sup>32</sup> Beboerjournalist

## Evaluation

Not yet evaluated, but videos are published on YouTube and other platforms.<sup>33</sup>

### 5.3 \*peppa Center for Girls (AT)<sup>34</sup>

#### Summary

\*peppa is a project funded by the Federal Ministry of Europe, Integration and Foreign Affairs and carried out by the Catholic non-profit organization Caritas. Its target group are girls and young women who are third-country nationals and are between 10 and 20 years old. The center aims to promote social participation, self-determination and equality of opportunity for migrant girls and offers confidential and free of charge consulting, educational services, information and leisure activities to this end. \*peppa is a meeting point for girls where they can make use of learning aid, workshops, multilingual library, excursions, events and individual counselling.

#### Context

\*peppa was launched prior to the so-called 'summer of migration' (2015), though still in the context of growing migration to Austria. It is part of the growing partnership between public/governmental institutions and non-governmental organizations which work in close tandem with each other to meet the growing pedagogical and educational demand in the fields of migration and integration.

#### Intervention

Researchers, policy makers and activist find that public spending always reflect and shape gender-based inequalities. Most of the time, public spending is not assessed with regard to its gender impact despite significant developments in gender budgeting of the last decade. Since girls are structurally disadvantaged based on their gender, gender-sensitive projects can be considered as an affirmative intervention to improve girls' social status. \*peppa is one such intervention although its project-based character and unforeseeable duration may prevent any long-term structural effect.

#### Comparison

Compared to most integration projects which are gender-blind, \*peppa recognizes that migrant girls and boys experience different forms and degrees of obstacles and hardships due to their gender.

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<sup>33</sup> <https://planbornefonden.dk/unge-afliver-myter-fra-deres-ghettoer/>

<sup>34</sup> \*peppa Mädchenzentrum,

## Evaluation

In 2014, \*peppa was included in the list of 'spaces of respect' (Orte des Respekts). In cooperation with Raiffeisen Bank International, the association Respekt.net aims to encourage and make initiatives that create and promote safe spaces for peaceful coexistence visible. Furthermore, \*peppa is commendable for its gender-sensitive approach to social integration and participation and for its consideration of gender-specific aspects of migration.

### 5.4 Own Voice: Interculturality and Gender in Primary Schools of Extremadura and Andalusia (ES) <sup>35</sup>

#### Summary

This is a project of continuity in terms of interculturality and gender equity, which addresses both as an objective and in its methodology the increase of the intercultural and co-educational approach of an extracurricular nature in early childhood and primary schools in Spain.

The project integrates and strengthens the transforming processes of educational communities, intervening with teachers, students and families and motivating the relationship between them and the sum of synergies based on their interests (creation of networks). This involves different training, workshops, and games of teachers, students and family associations in interculturality and co-education.

It started in 2014 with primary schools and ended in 2016 working also with early childhood schools. It has been implemented in 11 schools from Andalucía and 7 from Extremadura. Each year the project was assessed in order to introduce new topics or educational strategies for greater effectiveness.

#### Context/Setting

This project launched by the NGOD Women in Conflict Zones works on interculturality and gender equity in the educational field of early childhood and primary education schools in Andalusia and Extremadura (Spain). It is an intervention that responds to the needs detected together with the educational communities (students, teachers and families associations).

Participating agents have been: (a) Teacher interested in issues related to gender equity, cultural diversity and education as transforming tools. (b) Students in schools with high number of migrants. The students have received the project in a very positive way, getting

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<sup>35</sup> Voz Propia: Interculturalidad y Género en los Centros Educativos de Primaria, Extremadura y Andalucía, Spain. Source: Ortega, S., Cantillo, L. and Rinconada, P. 2015. 10 Experiencias y buenas prácticas en integración. Volumen III. Madrid: Gamar.



involved in the proposed activities and contents. (c) Association of families interested in strengthening the link between the school and the private sphere (family). (d) Other key agents who have collaborated in the educational centres involved in the project: Pedagogical Guidance Teams, Responsible for coeducation plans, Responsible for the programme School, Space for Peace.

### The project or programme/Intervention

The aims of the project were: (1) to improve the intercultural and co-educational approach of teachers in schools, (2) to improve the coexistence among migrant and local students in schools through intercultural and co-educational dynamics and games in the recreational space and (3) to increase the level of learning and awareness about interculturality and gender equity in those schools.

The methodology developed is a combination of the socio-affective approach with action research. It is an active and integrative methodology, which has allowed to adapt the contents to the real needs of the beneficiaries, achieving greater impact in the interventions.

The interventions with students in recreational spaces have been developed through an intercultural playground that combines songs and games from all continents based on cooperation, respect and mutual enrichment. These methodologies have fostered a critical attitude, promoting small and big changes towards fair relations in terms of equity.

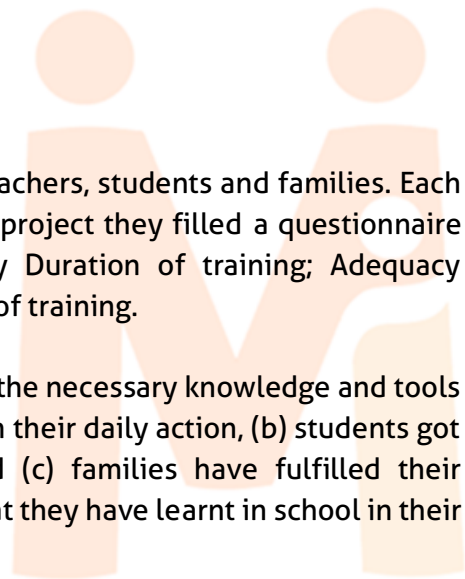
### How it fits in (comparison)

Although the project ended in 2016, the NGOD Women in Conflict Zones is still working in similar projects with schools, also with European and Spanish funds. Currently they are carrying out the project 'Education for Development: Improving Dialogue, Coexistence, Interculturality and Integration from a Gender Perspective', and the project 'Action Weeks: Strengthening the Network of Coeducational, Global and Diverse Communities on both Shores'.

### Evaluation

The project was evaluated in three communities: teachers, students and families. Each community was tracked during the project and after the project they filled a questionnaire on: Adequacy Contents; Adequacy Materials; Adequacy Duration of training; Adequacy Methodology; Monitor Performance; Practical usefulness of training.

According to the results: (a) teachers have acquired the necessary knowledge and tools to include cultural diversity and the gender perspective in their daily action, (b) students got involved in the proposed activities and contents, and (c) families have fulfilled their commitment of participation, as well as of integrating what they have learnt in school in their family environment.



## 5.5 Intercultural Program e-Culturas, Jaén,(ES)<sup>36</sup>

### Summary

This program is an online platform designed to support interaction and intercultural learning between primary school children from different countries (Spain, Argentina, Brazil, Chile, Paraguay). The system goals are: (1) improving the children's knowledge of their own culture and other cultures, (2) supporting children's positive attitudes toward immigrants (3) fostering the interaction between children and teacher from primary schools in Spain and Latin America.

The program has been used during 4 years by a total of 2020 children in different schools. The project was evaluated through a qualitative approach based on portfolio as a tool for collecting data from students and teachers.

### Context/Setting

The project ran between 2008 and 2012 across different primary schools in Spain, Argentina, Brazil, Chile and Paraguay. The project involved a total of 58 schools, 2020 children and 81 teachers. Involved children range between 11 and 12 years old.

The project was promoted by the research group IDEO (Investigación y Desarrollo Educativo de la Orientación) of the Pedagogy Department of the University of Jaén (Spain) and counted with the collaboration of different universities and schools teachers in the involved countries.

### The project or program/Intervention

The program e-Culturas is based on an online platform aimed at supporting collaborative learning and networking between children from different countries. The web platform offers different materials, resources and tools: configurable intercultural vocabulary, forums, blog, agenda, activities, etc. The process was in three stages: 1)The photographic album: a set of guided activities aimed at collecting different materials to support children's knowledge about themselves, their personal life and their culture. 2) Mosaic: related to various intercultural topics referring: history, gastronomy, language and more. 3)A cooperative game based on answering questions about different countries' cultures.

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<sup>36</sup> Source: Vallejo, A. P., & Roa, C. V. (2015). Mejoras del conocimiento de la cultura propia y del otro tras la aplicación de un programa basado en las TIC. *Revista de Investigación Educativa*, 33(1), 133-148. <https://doi.org/10.6018/rie.33.1.191591>

### Innovative

The project uses an online platform to support networking and sharing experiences between Spanish speaking children from different countries. The designed software and activities are not particularly novel or innovative. Nonetheless, the large scale transnational impact constitutes an innovative aspect in the project.

### Child-centric

The project does not explicitly mention the child centered approach or child centred methodological perspective. The software and the program are designed by experts and children were not involved neither in the design of the software nor in the design of the activities. It seems that the design behind the product follows the classical top-down approach where the children's perspective are not considered nor included.

### How it fits in (comparison)

The project does not explicitly mention related projects or programs.

### Evaluation

The project was evaluated through a qualitative approach based on portfolios as a tool for collecting data from students and teachers. Contents proceeding from portfolios were coded into categories such as: knowledge about one's own culture and other children's cultures, democratic values, attitudes toward immigration, etc. The results showed that collaborating with children from other countries supported the modification of children's attitudes toward them, allowed children to overcome and question certain stereotypes and promoted an improvement in the acceptance of the immigrants.

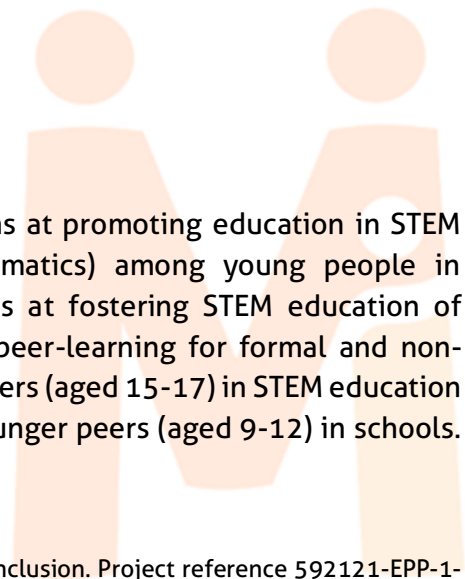
## 5.6 Coding for Inclusion (CODINC) (ES)<sup>37</sup>

### Summary

Coding for Inclusion is a European project that aims at promoting education in STEM subjects (science, technology, engineering and mathematics) among young people in situations of vulnerability. Specifically, the project aims at fostering STEM education of disadvantaged youth through an approach based on a peer-learning for formal and non-formal educational contexts. The project will train youngsters (aged 15-17) in STEM education and coding, so that they can act as animators for their younger peers (aged 9-12) in schools. The project specific objectives are:

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<sup>37</sup> Source: ALL DIGITAL (Coord.). (2017). CODINC - Coding for Inclusion. Project reference 592121-EPP-1-2017-1-BE-EPPKA3-IPI-SOC-IN. Retrieved June 6, 2019, from <http://codinc.fun/>



- Increase and improve teachers' and trainers' capacity to foster the STEM education of disadvantaged youth
- Empower disadvantaged young people in the acquisition and development of IT and collaborative competences as well as problem solving, self-confidence and creativity
- Foster the development of a European "Coding for Inclusion" learning community among different actors and across different sectors.

### Context/Setting

The project is funded through the EU program ERASMUS+ KA3 "Social Inclusion through Education, Training and Youth". Its duration is 24 months and it runs from 01/2018 to 01/2020. The project is led by the "All Digital" network and it counts with the collaboration of 6 partners across 5 European countries: Belgium (MAKS, Educentrum), Cyprus (Cyprus Computer Society), Germany (21CCC), Italy (University of Naples) and Spain (Colectic). The project targets neighbourhoods where there may be more exclusion by measuring disadvantages in comparison to other areas. Within that, it addresses primary and secondary students (10 to 12 and 15 to 18 years of age) from disadvantaged areas, school teachers, parents and youth workers. The project expects to involve at least 300 secondary school students, 480 primary school students and 36 teachers.

### The project or programme/Intervention

The project adapts and scales up the outcomes of the "Capital Digital" project, which was developed and implemented by the project partner Maks in Brussels. Specifically, the project employs a peer-to-peer learning methodology by training secondary school students (aged 15 and over) to become animators and teach basic coding and STEAM education to their younger peers, pupils aged 9-12 years. This is done by training the secondary school students in a programme where they learn how to programme, create their own coding and STEAM education projects, and then go to teach to younger students. At a practical level, during the project, the partners from the different countries will train secondary schools students and their teachers in the basics of coding through a 10 hours course in the school. After, the training, the secondary school students will coach pupils in primary schools accompanied by their teachers and professional trainers.

### Innovative

The project offers an innovative perspective to STEAM education and integration by employing a peer-to-peer learning methodology and training older students to become "teachers" of younger children in topics related to digital technology. While the employed technologies and contents are not necessarily novel, the focus and the methodology constitute a relevant added value and innovative approach.

### Child-centric

The project does not explicitly mention the child centered approach. However, even if the program is designed by experts, the level and agency of children's involvement is higher if compared with related initiatives. Especially, the involvement of secondary school students as tutors of younger students can offer relevant perspectives for child-centric methodologies.

### How it fits in (comparison)

The project builds on the outcomes of the "Capital Digital" project, which was developed and implemented by the project partner Maks in Brussels. Specifically, the project aims at scaling up the scope of this previous project.

### Evaluation

Results or information about the evaluation are not available yet.

## 5.7 Fostering Invention-Based Collaborative Learning for Social Change (InventEURs) (ES)<sup>38</sup>

### Summary

I4EU is based on a previous successful program (Inventors4Change). The project follows an innovative methodology based on digital storytelling, creative computing and virtual exchanges. The action is implemented in schools with high level of migration. According to the developers, it promotes Global Citizenship Education and inclusive education. The main objective is to find solutions to global issues, for doing so, different classes collaborate together, promoting ties between migrant and unprivileged children from different zones.

### Context/Setting

The project is being developed between 2016 and 2019. It is coordinated by the research group UdiGitalEdu of the University of Girona (Spain). The action is being carried out in different countries and organizations such as London South Bank University, Università Degli Studi Di Perugia, Escola Veinat, Università Degli Studi Di Perugia and Liceul Technologic Constant Ianulescu.

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<sup>38</sup> Source: Universitat de Girona (Coord.). (2016). INVENTEURS - Fostering invention-based collaborative learning for social change. Retrieved June 6, 2019, from <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/580325-EPP-1-2016-1-ES-EPPKA3-IPI-SOC-IN>

The main target of the action is newly arrived migrant children, but in the final phase any school and country can participate. The project is funded by the European Commission (ref. 580325-EPP-1-2016-1-ES-EPPKA3-IPI-SOC-IN).

### The project or programme/Intervention

The project aims to establish connections between classes of different countries and in groups they work cooperatively. Each team has to investigate one topic related to the United Nations Sustainable Development Goals. Through video conferences and blogs they share thoughts, ideas, reflections and debate about the results. Using Scratch, mixed teams (with children from different countries) create a digital story about the topic. Teams share their stories with the whole school.

### Innovative

I4EU promotes the development of digital skills such as blogging, coding and multimedia projects, abilities that are indispensable in our century. It is based on a previous experience, but the ongoing project includes two more resources: a Massive Open Online Course addressed to teachers and an online platform for teachers that facilitates connections between schools.

### Child-centric

There is no specific mention to a child-centric approach. Although, the main target of the project is migrant children. They are the protagonists of the activities and they play an active role during all the process.

### How it fits in (comparison)

The project does not specify any policies but the program highlights similar projects such as: Inventors4change, Brights (Boosting Global Citizenship Education using digital storytelling), Meet (Media Education for Equity and Tolerance and Tinkering EU (Contemporary Education of Innovators of Tomorrow).

### Evaluation

It has not been evaluated because it is an ongoing project. Although, in the webpage there is space dedicated to results where you can find: Creative learning materials, Educational materials, Kids blogs, Children's final projects, InventEurs Mooc, Co-creation platform: GlobalChangemakers, Publications in Educational Conferences.

On the other hand, it is important to emphasize that it is based on a previous experience that was recognized as an innovative practice in the Global Education Innovation Awards.

## 5.8 Revealed hands<sup>39</sup> (SI)

### Summary

The project Revealed hands was based on the idea that participating women were from different cultural environments, which are extremely rich in the field of textile cultural heritage. At the same time, in some of these countries, the traces of a thousand years old textile industry remained intact until the present day. The project's title referred to the women's covered faces, who communicate with the world through their loving, skillful, and diligent hands.

### Context/Setting

The project idea came from the Oloop institution for contemporary textile art and design group which has been researching and developing projects, actions, and products with the purpose to raise awareness about the importance of textile handicraft and its influence on individual's well-being. After the success of the first project (Revealed hands I) Oloop in cooperation with the Humanitarian Charity Society UP from Jesenice prepared two more projects (Reveal hands II and III), which received a support of the European Social Fund. The project Revealed hands II was hosted by Turkish designers Mine Ovacik Dortbas in Solen Kipos, who introduced themselves with their attempts of modernization of traditional Turkish products. The project was intended for a group of women living in Jesenice – immigrants from Bosnia and Herzegovina, Macedonia, and Kosovo - and were brought to Slovenia by different life stories, coincidences, and conditions in home country.

### The project or programme/Intervention

Together with the project participants the design team co-created a collection of contemporarily designed hand-made textile products, which on aesthetic and content basis relied on textile cultural heritage of the vulnerable group and benefited from Slovenian tradition. Both traditions were freshly and contemporarily intertwined and redesigned in the spirit of time and are therefore appropriate for nowadays. The idea was to additionally educate participating woman in the field of textile design, marketing and sales topics, humanitarian work, social skills, and therefore psychosocially empower them. During the project participating women learned contemporary textile techniques that are fast, easy, funny, and appropriate for everyone. The resulting products, connected into a collection, were intended for presentations at exhibitions, fairs, and other promotional events. Besides women learnt about each other through handicrafts, which they stored in home treasuries and remind them of the past times and home. Participants exchanged interesting stories, knowledge, memories, and ideas. In addition, the project Revealed hands III provided more space for various artistic approaches, such as movement, play, theatre improvisation, photography, video, poetry with the aim to create a relaxing and creative atmosphere at meetings.

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<sup>39</sup> Razkrite roke

### Innovative

The project is already innovative in its basic idea, namely contemporary design theme is intertwined with socially engaged content. In addition to aesthetic design solutions, women's migrant problems are brought to the surface, and at the same time looks for opportunities, social integration and material survival of vulnerable group (immigrants from the former Yugoslav republics and asylum seekers).

### How it fits in (comparison)

The project does not specify any policies or similar projects. It aims towards raising awareness regarding migrants, especially women, and at the same time it empowers them in the field of employment.

### Evaluation

The products, participants' portraits, and impressions from creative processes were presented at the exhibitions with the same name (Revealed hands) at Slovene Ethnographic Museum in Ljubljana, Stara Sava in Jesenice and Right Atrium of the Ljubljana Town Hall (Revealed hands II) and in the Right Atrium of the Ljubljana Town Hall (Revealed hands III). The project received the International Award "Alpine Pluralism Award Winner 2018" in the category "Integration into the Labor Market", organized by CIPRA Lab and EUSALP Action Group.

## 5.9 Point of dialogue<sup>40</sup> (SI)

### Summary

Point of dialogue is a special radio show, which is broadcasted once a week and presents migrants from the local environment with their life stories and engagements in the host society. With those who already speak Slovene language well enough, the interview is conducted in Slovene language, with others are recorded in their own mother tongue and translation is provided.

### Context/Setting

NGO PiNA together with the Radio Koper formed short weekly radio show with the purpose to present immigrants living in the local environment.

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<sup>40</sup> Točka dialoga



### The project or programme/Intervention

Through regular presentations of migrants, people from local environment become aware of their presence, challenges they encounter, process of social integration and everyday life from the perspective of an immigrant.

### How it fits in (comparison)

The project works on the strengthening of local environment in a way that sensitizes local population and raises awareness about migrants.

### Evaluation

The show has been broadcasted for the second year, so far was conducted and broadcasted 18 individual interviews. Because of the successful reception among general population the show is planned to continue with another season.

## 5.10 Academy for integration of migrants<sup>41</sup> (SI)

### Summary

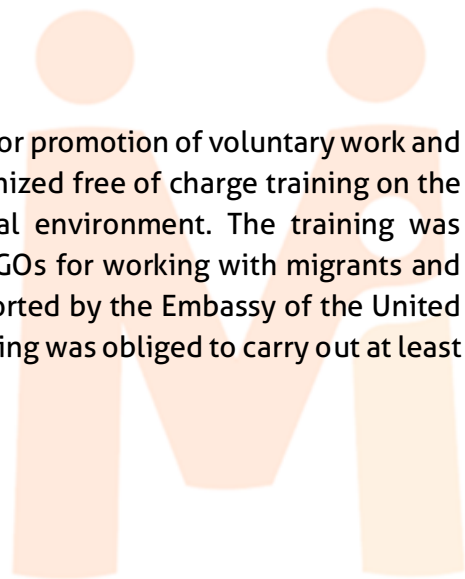
The purpose of the training is to equip participants with information and skills to prepare and organize events and workshops on the topic of integration of migrants in their local environment and help to promote a respectful and open attitude towards refugees. The Academy is intended for those who need knowledge and skills of intercultural dialogue, inclusive speech and the basis of the Slovenian integration model. The training was based on two questions: (1) How can we connect as a community and jointly respond to the arrival of migrants, and (2) what can individuals do to rise as a society beyond fear and respectfully accept migrants?

### Context/Setting

In 2016 the NGO Slovene Philanthropy, Association for promotion of voluntary work and platform of non-governmental organizations SLOGA organized free of charge training on the topic of effective integration of migrants into the local environment. The training was implemented as a part of the project Strengthening of NGOs for working with migrants and strengthening the support environment, which was supported by the Embassy of the United States of America in Ljubljana. Each participant at the training was obliged to carry out at least two events on the topic in his/her local environment

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<sup>41</sup> Akademija za integracijo migrantov



### The project or programme/Intervention

The topics addressed during the trainings were: presentation of legal framework and rights of migrants, psycho-social help to refugees, integration of refugees, conversations with migrants who live in Slovenia, presentation of non-violent communication as a tool for hate-speech response, organization of different activities intended for raising awareness.

### How it fits in (comparison)

The project does not specifically mention any policies, but it is important to highlight that works on the strengthening of local environment in a way that sensitizes local population and raises awareness about migrants.

### Evaluation

In 2016 were implemented two trainings with 55 participants from non-governmental organizations, schools, centers for social work and humanitarian organizations.

## 5.11 Only (with) others are we<sup>42</sup> (SI)

### Summary

The duration of the program is five years (2016-2021) and aims at training 10,000 professional and managerial workers, educators (in kindergartens, primary and secondary schools and dormitories) in the field of social and civic competences. By raising awareness of the importance of respecting diversity, intercultural cooperation and respectful coexistence in multicultural societies, the program will strengthen the creation of inclusive school and class communities in educational organizations. The program encourages respect for communication, constructive conflict resolution, and intercultural dialogue at school and in wider society.

### Context/Setting

The project is financed by the The Ministry of Education, Science and Sport of the Republic of Slovenia and the European Social Fund (Strengthening the social and civic competences of professional workers). The project is implemented by top researchers and higher education lecturers from each thematic area, from all three Slovenian public universities, the Pedagogical Institute and the Institute for Slovenian Emigration and Migration, ZRC SAZU, in cooperation with practitioners and NGO activists, as well as with immigrants, with a personal experience of integration into the Slovenian cultural space. The seminars are implemented in each of 12 state `s regions.

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<sup>42</sup> Le z drugimi smo.



### The project or programme/Intervention

The program offers five seminars: (1) Living diversity: integration of immigrants, Slovene language and intercultural dialogue, (2) Zero tolerance to violence: challenges and problems, (3) Respectful communication and conflict resolution, (4) Challenges of modern society and school, and (5) Intercultural relations and integration. The seminars are organized in such a way that pedagogical workers are introduced to modern knowledge from each thematic field, sharing appropriate approaches and effective strategies of pedagogical work, and enabling them to exchange good practices. The seminars are adapted to the objectives of the program, i.e. strengthening the competences of professional workers. During the seminars participants refresh their own and gain new knowledge, strengthen their skills and strategies in pedagogical work and overcome or consolidate their attitude towards education for democratic values and integrate these principles in everyday behavior, work at school and in working with families and local community.

### How it fits in (comparison)

The project brings together top researchers and higher education lecturers from each covered area, practitioners and NGO activists, as well as immigrants. In this way the project offers insight into theory and practice of respecting diversity, intercultural cooperation and respectful coexistence in Slovenian society.

### Evaluation

Not available.

## 5.12 Interculturalism as a new form of coexistence (SI)<sup>43</sup>

See page 29.

## 5.13 Ahmed Iqbal Ullah Race Relations Resource Centre and Ahmed Iqbal Ullah Education Trust (UK)

### Summary

Ahmed Iqbal Ullah Education Trust (AIUET) a registered charity, developed from the work of the **Ahmed Iqbal Ullah Race Relations Resource Centre** to promote social and community cohesion, to challenge racism and to remove social and ethnic barriers. It works with schools

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<sup>43</sup> Full name of the project: Interculturalism as a new form of coexistence. Professional staff's competence improvement for the effective integration of immigrant children in education and training. (Razvijamo medkulturnost kot novo obliko sobivanja. Izboljšanje usposobljenosti strokovnih delavcev za uspešnejše vključevanje učencev in dijakov priseljencev v vzgojo in izobraževanje)

and local communities, as well as the University of Manchester, arranging educational activities to encourage people of all ages and ethnicities to learn more about the contribution of Britain's ethnic minorities while raising aspirations among young people and their communities. It is one of Europe's leading specialist libraries on migration, race and ethnicity, and the Trust works from the Race Relations Resource Centre.

### Context/Setting

The [Ahmed Iqbal Ullah Race Relations Resource Centre](#) is a unique library on race, ethnicity and migration, including life stories, resources for schools and rare archival sources with books, journals and interviews that document the contributions of Black and Minority Ethnic people to British, European and American history. The local history section records the histories of African, Asian and Caribbean people in Manchester, much of it collected in the oral history projects developed by the Education Trust. It is. Its first book, *A Long Way From Home*, in which young refugees in Manchester told their stories through poetry, short stories and mini biographies, was published in 2002 in association with Save the Children. The Trust has published a range of books for children as well as teaching resources for schools. It actively celebrates cultures and fosters race relations through a range of work and initiatives.

### The project or programme/Intervention

The AIUET was awarded a grant from the Heritage Lottery Fund to explore the 'Legacy of Ahmed' in 2015, through a documentary and audio archive. Events like **Black History Month is celebrated in the UK throughout the month of October**. The Oral History projects related to Migration include **Yemeni Roots**, **Salford Lives** was an oral history project, delivered with the Yemeni Community Association in Eccles. This community stretches back to the 1950s and wanted to record their history. **The Distance We Have Travelled**, an oral history project with communities in Manchester who originally came to England as refugees from Somalia, Afghanistan and Kurdistan. **Exploring Our Roots** was an oral history project that explored the local heritage of Manchester's Indian, Bangladeshi, Pakistani, Chinese, African Caribbean and West African communities, acknowledging the contribution of local ethnic minority groups to the development of modern Manchester and the Northwest.

### Innovative

The Centre is named after Ahmed Iqbal Ullah, a 13-year-old pupil of in Manchester, who was murdered in a playground incident in 1986. Ullah's death and the public inquiry into it highlighted deficiencies in UK race relations education of the time. The name was adopted for the Centre because Kushnick 'wanted to send a signal' and aimed for the material to be used in outreach programmes to teachers in schools with limited resources and a narrow curriculum [to] encourage an environment where all children could flourish. Migration and belonging is an important theme in education, for example, 'Above the Noise' is a collaborative exhibition that has brought together memories and accounts of people who live and work in Bradford and nearby areas to explore how communities can shape their

experience of the place in which they live. It uses the theme of migration to share stories of people from around the world who have settled in Bradford, focusing on 15 particularly engaging stories.

### Child-centric

By focussing on education and schools, the context and actions are themselves more a part of the diversity of children's world.

### How it fits in (comparison)

It is a key institutional and educational innovation that links identity, migration and belonging in a multi-cultural society to promote social cohesion.

### Evaluation

While there is no formal whole programme evaluation several research and evaluation projects have been done with the project. For over two decades now, collections held by the Centre include unique primary resources and extensive secondary resources related to local, national and international race relations and migration and include:

The history of BME (Black and Minority Ethnic) communities in the Manchester area, including oral histories and many rare and unique items.

Materials documenting the debates around race and schooling in the UK from the 1960s to the present, as well as teaching materials which are made available to school teachers to enhance their educational activities.

A wide range of materials relating to the US Civil Rights Movement, including material on the struggle for civil rights stretching from long before the American Civil War to the present day.

A significant collection of published journals and magazines, including hard-to-find specialist publications.

The library of the CRE (Commission for Racial Equality) was acquired by the Centre when the CRE closed, and includes extensive historical material documenting the changing issues around race relations in the UK, including documents relating to inquiries, and reports published by the CRE, Runnymede Trust and other bodies.

## 5.14 Coram CLC (Children's Legal Centre): Migrant Children's Project (MCP) UK

### Summary

The Children's Legal Centre was founded in 1981 and aims to promote children's human rights, do research and policy work in the area of children's law, and improve access to justice. In 2011 the centre joined the Coram group, the UK's oldest child-focused charity (founded 1739). Since the 2000s, the CLC has had a dedicated 'migrant children' stream of work which includes: a. advice and representation, b. training and guidance for professionals and practitioners, c. policy and research work, including strategic litigation. The ongoing work of the MCP is funded by a number of large charitable organisations, including the non-departmental public body Big Lottery Fund.

### Context/Setting

Since the 1990s refugee crisis, the subsequent huge increase of asylum applications and the failure of government systems to keep pace, UK governments' migration policy focused on attempts to stop arrivals without permission, and removal of those whose asylum claims had failed and so remained without permission. The focus on 'undocumented migrants' has more recently been characterised as a 'hostile environment', with the logic that the 'generosity' of the British regime – be it benefits or the possibility of long drawn out asylum processes – attracts such migrants. Whether deliberately, or as a result of any such policy inevitably creating false positives, there will be some who are subject to this 'hostile environment' who will eventually be found to have the legal right to stay. Further, the policies have been designed to make claiming rights (to legal aid, housing, welfare, health) more difficult.

### The project or programme/intervention

'The Migrant Children's Project helps professionals and practitioners to understand the rights and entitlements of this group of children and young people, and how they can be supported.' This includes training sessions, fact sheets, and newsletters. They also contribute to the policy debate in this area through research reports, engagement with politicians and policy makers, and 'strategic litigation'. More directly, the MCP runs an advice line offering 'free and confidential advice on the rights of migrant children and young people and issues affecting them, including children who are separated and those in families.' They can also provide direct face-to-face advice and representation in London, with regards to accessing public services/ support and addressing the 'immigration issues' underlying this.

### How it fits in (comparison)

The context here is a large reduction in the funding for legal aid, including for migration case work not connected to asylum seeking. That said, 'in July 2018, the Government also committed to expanding the scope of legal aid to immigration matters covering separated children'.

## Evaluation

No formal evaluation. However, the MCP produced a 2016 impact report, which enumerated their caseload<sup>44</sup>. This argued that 'an estimated 120,000 children are living in the UK with uncertain immigration status [and] many of these children cannot access the legal advice and support they need. Local authorities continue to need training and guidance on how best to care for this group.'

### 5.15 Young Interpreter Scheme (Hampshire) (and New Arrival Ambassadors) (UK)

#### Summary

The Young Interpreter Scheme (YIS) provides extra support to pupils learning English as an Additional Language (EAL), to families and schools, using the skills and knowledge of pupils (either bilingual or English speaking) to help new students communicate. Hampshire EMTAS (Ethnic Minority and Traveller Service) has created online training and other materials for those chosen to be interpreters or ambassadors, with school staff doing the training. The work increases the confidence and leadership skills of pupils, and 'support[s] new learners of English so that they feel safe, settled and valued from the start.'

#### Context/Setting

The YIS was created by Hampshire EMTAS after the 2004 accession of 8 East European countries to the EU, and a subsequent rise in numbers of EAL children. It was piloted in 4 schools (primary and secondary) with materials developed by teachers and EMTAS. These contexts are not metropolitan areas with high numbers of EAL pupils. It is also important to note that this work also arose in a setting where, due to funding and staffing, there was less support available for EAL pupils than was required. Thus, it is argued that this project was able to increase support. Since its creation in Hampshire, the scheme has been rolled out more widely.

#### Innovative

When YIS won the 'Overall and grassroots excellence winner' in the Guardian's 2013 Public Service Awards, the project was described as 'so stunningly simple that you wonder why it has not been done before'. However, it could also be seen as formalising and upskilling a process that has always happened as a social norm, i.e. children who want to play or co-operate in some way find techniques for interpreting, which may include both non-verbal communication and language learning. It may be that in some contexts levels of mistrust mean that the social norms need reinforcing, hence a need for the project now.

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<sup>44</sup><https://www.childrenslegalcentre.com/wp-content/uploads/2016/11/MCPImpactReport2016.pdf>

### Child-centric

Both the YIS and NAA projects use children to do the activity itself, which may make them child-centric. Necessarily, the context and actions are themselves more a part of the children's world (e.g. showing a child around, passing on games).

### How it fits in (comparison)

[EAL pupils are accompanied by some ringfenced funding. I believe that this is sometimes used for specialist EAL provision, but is sometimes used to fund other activity and staffing that will be aimed at helping the EAL pupils.]

### Evaluation

While there is no formal whole programme evaluation as yet, some research and evaluation projects have been done with the project. Astrid Dineen of Hampshire EMTAS did MA dissertation research on the effects of the project on the young interpreters themselves (<https://naldic.org.uk/wp-content/uploads/2017/06/EAL-Matters-2.pdf>) and Debra Page (University of Reading) is currently doing a more general evaluation as part of her MA, and eventual PhD.





## 6. SECTION E: OTHER EDUCATIONAL STREAMS (MUSIC/MATHS)

### 6.1 Philosophy in School<sup>45</sup> (DK)

See page 33.

### 6.1 Music, Language and Integration (DK)<sup>46</sup>

See page 6.

### 6.1 Coding for Inclusion (CODINC) (ES)<sup>47</sup>

See page 40.

### 6.2 Kick together<sup>48</sup> (AT)

#### Summary

Sport is a progressive tool and stimulating motivation for integration of people with migration background. The project "Kick Together" encourages girls and young women aged 6 to 21 years old to play soccer and consequently, to collect some positive experiences and create a lasting interest in sports and physical exercise. Moreover, the project aims to strengthen their self-esteem and positive body feeling. Special emphasis of the project is placed on girls with a migration experience and from socially disadvantaged families. The participating girls and young women receive positive impulses, acquire self-confidence and experience themselves in new role models. In addition, young women can get a taste of the work of soccer trainers and receive new perspectives through targeted training and further education. Furthermore, through common activities and movement, girls enter into social interaction, get to know each other better, establish new networks and exchange some positive experiences beyond verbal communication.

#### Context

Three cities participate in Kick mit: Vienna since 2015, Salzburg since 2016 and Vorarlberg since 2017. Around 600 girls between 6 and 15 and 30 young women aged

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<sup>45</sup> Filosofi i skolen

<sup>46</sup> Musik, Sprog og Integration

<sup>47</sup> Source: ALL DIGITAL (Coord.). (2017). CODINC - Coding for Inclusion. Project reference 592121-EPP-1-2017-1-BE-EPPKA3-IPI-SOC-IN. Retrieved June 6, 2019, from <http://codinc.fun/>

<sup>48</sup> Kick mit

between 16 and 21 are involved in the project. Schools play an essential role in the project. They are not only project partners, but also provide training locations and outdoor areas enabling the project participants to train. Furthermore, schools are partly responsible for organizing competitions and championships between schools. The main sponsors of the project are the UEFA Foundation for Children, the Austrian Football Association (ÖFB), the private Helga Keil-Bastendorff Foundation, the non-profit limited company for sports, leisure, education and culture, SFBK GmbH, and the Vorarlberg-based association Ma Hilft for people in need.

### Intervention

Soccer is known to be a male-dominated terrain. Thus, the project represents an important intervention that opens new spaces for girls and women and gives them access to self-fulfillment despite the socio-economic status or migration experience. Furthermore, the project is based on the idea of capacity building. Central to capacity building are the ideas of health promotion and establishment of sustainable framework conditions and structures that enable individuals to strive for their own well-being. Hence, the project contributes to the capacity building of girls with migration experience or from socio-economically disadvantaged background. Finally, in addition to increasing enthusiasm for physical activity and exercise, the project supports social interaction and community spirit. This has considerable effects for communication, tolerance and integration into school environments.

### Comparison

Another Styrian project KOMM! unity.sportiv encourages migrants to become more active in everyday life and their social inclusion by participating in sports club activities. The project was acknowledged as the best integration practice in the realm of sport of people with migration experience in 2016 by Austrian Integration Fund (ÖIF). However, the project does not regard the importance of exercise in the young age. Furthermore, the project does not consider the gender aspect in the access to the possibilities of physical activity. Thus, in comparison to other existing sport initiatives, Kick Together is the only one in Austria that puts the specific emphasis on female integration in sports in school environment.

### Evaluation

The project was awarded the second prize of integration in sports in 2016 by Austrian Integration Fund (ÖIF) for empowering young girls. In 2018, it was distinguished by UEFA Foundation for Children Award for supporting disadvantaged children.



### 6.3 More than one story<sup>49</sup> (SI)

#### Summary

More Than One Story is a unique and powerful card game which builds bridges between people of all ages, backgrounds and cultures. It is being used by schools, municipalities and organizations all over Sweden and has been spread in over twenty languages around the world. Playing *More Than One Story* awakens empathy, compassion, understanding and appreciation for the unique experiences of each person; it brings strangers together and deepens communication amongst family and friends. The game does not ask for opinions which can often lead to discussions namely; participants ask for personal experiences and the feelings connected to them, feelings we all have in common. *More Than One Story* empowers individuals and organizations who wish to work for a more harmonious world.

#### Context/Setting

Within the project Messengers of tolerance (lead by Slovenian NGO SLOGA platform) cards were adapted to national cultural environment. The project encourages young people to critically think about the causes and consequences of migration, the importance of intercultural dialogue and human rights, the dangers of the hate speech, racism and xenophobia. The project is supported by the Office of the Government of the Republic of Slovenia and the Embassy of the United States of America. More than One Story cards can be used by friends, families, students, colleagues and participants of various events who want to get to know each other better and want to get to know the story of one another. This method is also useful in the work with vulnerable groups.

#### The project or programme/Intervention

The cards are used as a didactic tool within the method of undermining critical thinking. With their help, participants are encouraged to tell personal stories, which stimulates empathy among them, destroys prejudices and strengthens the connection. The use of cards and accompanying method are presented by the SLOGA platform during educational workshops which they organise for young people. The organization links this method of storytelling with global learning, which is a lifelong learning and action process that emphasizes interdependence and involvement in global events. The purpose of the process is to encourage individuals and communities for their own engagement and work in the field of resolving key common challenges of humanity.

#### Child-centric

The project does not explicitly mention the child centered approach. However, the playing cards are also appropriate for children.

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<sup>49</sup> Več kot ena zgodba

### How it fits in (comparison)

The project does not specify any policies or similar project. It can be said that it contributes towards intercultural dialogue.

### Evaluation

The use of playing cards were tested by the SLOGA platform NGO in several workshops with young people between 13-29 years old and with a group of older people. The game proved to be an excellent didactic tool for getting to know people who, by answering interesting personal questions, trust others to share their story.

## 6.4 City of Sanctuary (UK)

### Summary

City of Sanctuary (CoS) is a charity supporting a network of groups across the UK and Ireland who are part of a movement to build a culture of welcome and hospitality, with a focus on the inclusion of asylum seekers and refugees. The movement originated in Sheffield in 2005, from a conversation between Inderjit Bhogal, a Nairobi-born Sikh turned Methodist theologian, and Craig Barnett, a Merseyside Quaker. In 2007, Sheffield became the first City of Sanctuary, and the two founders were inundated with requests from other towns. A second wave of adherences came amid the 2015 refugee crisis, after publication of the photo of Aylan Kurdi, the Syrian toddler who drowned off Turkey. Since then, CoS UK has supported the development of a network of groups, which includes villages, towns, cities and regions across the UK, and others engaged in Streams of Sanctuary, Sanctuary Awards and activities intended to welcome people seeking sanctuary.

### Context/Setting

There are over 100 groups across the UK and Ireland, and the organisation has built a Sanctuary Alliance with other notable organisations in the UK sector, such as Refugee Council, British Red Cross, Refugee Action and Student Action for Refugees. The charity has 12 staff members and 9 trustees. One particular stream of action, Schools of Sanctuary, is particularly of relevance, as it is an initiative that celebrates the good practice of schools who welcome asylum seeking and refugee families into their school community. There are over 250 Schools of Sanctuary across the UK and Ireland committed to help its students, staff and wider community understand what it means to be seeking sanctuary.

### The project or programme/Intervention

CoS has put forward a series of criteria for the schools aiming to attain a 'School of Sanctuary' award. They must be able to provide evidence that they have integrated three core processes: 1) learn (learning about what it means to be seeking sanctuary, both in general, and specifically, in their local community and school environment); 2) embed (taking positive

action to embed concepts of welcome, safety and inclusion within the institution including, but not limited to, the students, teaching and administrative staff) and 3) share (sharing their vision, achievements, what they have learned, and good practice with other universities, the local community and beyond).

### Innovative

One of School of Sanctuary's successful story is 'Norfolk Welcomes'. The event is a day of action, now in its second year, which encourages schools across the county to learn about the experience of refugees and asylum seekers and work together to build more welcoming communities. For the second edition, in 2019, 75 schools have signed up, representing more than 20,000 children. In one of the schools involved in the project, children have looked at historical examples of sanctuary seekers who moved to Norfolk, which were then used as inspiration for their own artworks. A large-scale tapestry, reuniting children's creations and offering an insight into the lives of refugees, went on display across Norwich during the Refugee Week. To make the wall-hanging, students were visited by the award-winning writer George Szirtes, whose poetry served as inspiration for the students' individual designs, as well as by Congolese aid worker Patrick Changa, who shared his own personal account of being a refugee.

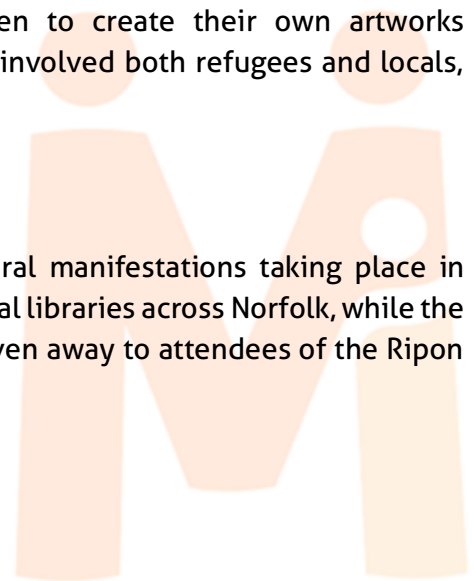
Another successful story comes from North Yorkshire, where Ripon City of Sanctuary has been working with Greystone Community Primary School in Ripon to produce an anthology of poems written by year 4 and 5 pupils reflecting on the refugee crisis. To explore what it might be like if the children suddenly went to an Arab country, just as a Syrian child has come to their school, they spent several sessions looking at aspects of Arabic art, language and culture. They were thus inspired to write poems in an anthology titled 'Leaving. Reflections in poetry on the refugee crisis', which has been made available online at [this link](#).

### Child-centric

Both aforementioned initiatives empower children to create their own artworks reflecting on the experience of refugees. The initiatives involved both refugees and locals, thus creating a dialogue amongst them.

### How it fits in (comparison)

Both initiatives are integrated within bigger cultural manifestations taking place in these communities. The wall-hanging was displayed in local libraries across Norfolk, while the poems in the anthology were printed in a booklet and given away to attendees of the Ripon Poetry Festival 2017.



## Evaluation

Schools of Sanctuary has developed an 'Audit / Self-assessment Tool' for action planning and portfolio building, which follow the three evaluation criteria set forward: learn, embed, share. They have also produced and Evaluation Criteria, which is also available online.

### 6.5 Mother Tongue Other Tongue (MTOT) (UK)

See page 23.

### 6.6 National Resource Centre for Supplementary Education (NRCSE) (UK)

See page 25.



## 7. TAKEAWAYS FOR INNOVATIVE CASE STUDIES

These case studies implicitly include different answers to the debate on whether activities that support integration should be done with single-identity groups, or in a context where participants of different backgrounds are brought together. This is closely related to discussion of how ideas of 'positive ethnic identity' and 'cultural pride' might create the confidence for integration or may inculcate chauvinisms that go against integration. Thus, *Supplementary Schools* provide the cultural education that parents feel is appropriate but mean that the rest of the week's mainstream education can assume that it has this covered while doing no work with the rest of the cohort. Other projects suggest that exploring difference and similitude through language and culture can bring people together. Multilingual work, and the metalinguistics (*Signs of Language*) demonstrate this well: *Mother Tongue Other Tongue* shows how a positive approach to cultural background can be done in a shared endeavour.

Many projects use new technology as a draw, either because young people like their phones, or get to learn the use of new technologies. This includes work in digital storytelling, video making and other media training.

Finally, a number of projects use 'underhand' methods for integration-fostering activities. These are of two kinds, one where the topic is not explicitly on integration, and the other which uses a degree of 'gamification'. For the first, it seems likely that using music, philosophy or coding aims to appeal in a way that learning about other cultures might not, and also has the potential to be less culturally or linguistically specific, while introducing a degree of 'critical thinking'. The second method appears in two app-based projects, where the challenge of the game (whether as physical treasure hunt or an online game) provides the impetus to do learning activities.

