Target group Report PAESIC IO1

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

The motivation for this project is the recognition of the migration crisis in Europe today creating many obstacles but also opportunities for the citizens of Europe, as those immigrants and refugees seeking a "safe haven" in Europe are changing the make-up of educational institutions and learning communities. Our motivation stems from a desire to reach out and support teachers working with youth with immigrant and refugee backgrounds- fostering mutual understanding and respect in the classroom. Accordingly, the project aims at fostering social inclusion, mutual understanding, and respect among young people, and providing practical skills training for those educators working in the front lines of the arrival of new faces and cultures. This calls for joint efforts to contribute to building a more cohesive European society, with an enhanced socially inclusive climate.

European countries are increasingly becoming more diverse, which s can be explained by an increase in immigration from third countries as well as intra-European mobility. Around 10 percent of the population in the EU were migrants in 2015, and five percent of these were under the age of 15 (Janta & Harte, 2016i). Thus, we currently observe an increase in students with a migrant background in European school systems. It could argue that a more diverse student population is positive considering our knowledge regarding mixed schools and the positive influence these schools have on students' achievement. However, various problematic tendencies, concerning students with migrant background, emerge in schools in the EU.

It is possible to identify several and correlated explanations regarding the gap in educational attainment between students with and without a migrant background. For example, curriculum bias, where valuing of original culture is dominating. A bias in assessment and tests is a limited opportunity for the provision of support and can lead to lower academic performance of students with a migrant background (Janta & Harte, 2016). Another key challenge, regarding students with migrant background in schools, is the apparent lack of sense of belonging to school communities. The notion of a sense of belonging is central and there is a close connection between students' sense of belonging and their psychological well-being, positive self-concept and self-efficacy (Engsig, 2015).

European countries are in real-time seeking to address the problem and struggling to find effective

This project, with its aim to support primary school teachers in enhancing social inclusion in the classroom, particularly of students with migrant and immigrant backgrounds, will help address diversity, ownership of shared values and non-discrimination through education and training activities.

It will foster the intercultural competencies of teachers and tackle discrimination, segregation, and racism. In promoting social inclusion in the classroom, it will enhance the access, participation and learning performance of disadvantaged learners, particularly learners with a migrant and refugee background and so reduce disparities in learning outcomes.

It will further support access to new approaches, particularly cutting-edge pedagogical approaches and methodologies matched to teachers' experiences and needs for enhancing social inclusion. These methodologies and our findings will be transformed into an Open Educational Resource in the form of an online course and online materials, so teachers will be supported in dealing with diversity in the classroom. Collaboration will be strengthened among actors within schools and external stakeholders, as school leaders will be involved and school policy as well.

We will support the promotion of high-quality and innovative teaching and the professional development and profile of educators.

Supporting social inclusion will further make great strides in dealing with early school leaving, especially of disadvantaged learners with a migrant and refugee background, as they feel better seen, heard, and included in the classroom.

Objectives

The following objectives have been developed to address these needs:

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

- To encourage and provide a platform for educators to take part in solution building in addressing issues for inclusion of especially disadvantaged youth with immigrant and refugee backgrounds and design strategies for the classroom.

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

- To engage relevant educational authorities in the countries of Denmark, Greece, Italy, and Germany, in prioritizing socially inclusive education.

- To identify existing research and connect it to real practice and experiment with it to meet real needs in the classroom.

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

- To create a dialogue space and solidarity between learning communities regarding inclusion strategies in youth education.

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

1.2   Need for target group cooperation

Better target group sharing of experiences at the school level and across teaching methods can enable schools and educators across Europe to adopt approaches on time. The issue of inclusion poses a tremendous common challenge all over the EU. At the same time, it creates an opportunity to introduce a more inclusive teaching approach. Common challenges demand joint efforts. The common knowledge sharing and open access to courses training teacher's skills and competences will raise a foundation for better practice among the European countries and a common ground for further development of schools with children and youth with refugee and immigrant backgrounds.

1.3   Aim of Intellectual Output 1

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

The report is written based on national reports done by each partner country: Germany, Greece, Italy, and Denmark after having carried out focus group interviews and in-depth interviews with teachers and school leaders, whereby protocols for these interviews were followed (appendix 1 and 2). Themes emerging from the interviewed across partner countries are further explored as part of desk researches, which investigated themes highlighted by participants. Moreover, the desk research should aim to gain a 'snapshot' of the local, regional and national issues of importance linked to the issues of how to promote social inclusion. An outline for the desk researchers can be found in appendix 3 of this report.

1.4 Elements from initial cross-national research report

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

1) Time and resources

2) Notion of inclusion

3) Knowledge needs

4) Inclusive approaches

5) Language and communication

6) Recognition

7) Culture

8) Teacher training

9) Differentiation

10) Professional collaboration

11) Data

12) student/parent participation

2 National reports

The national reports from each partner country are based on findings carried out with a set of interviews held with teachers and school leaders. Initially focus groups were set up and based on those findings a refinement of "categories" was made by applying an analytical approach based on the principles of the constant comparative method. These refined categories were then used in the in-depth interviews with the same participants from each partner country. The result of which is the attached national reports that can be found within this section.

2.1   Germany

TARGET GROUP REPORT PAESIC TARGET GROUPS REPORT IO1

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COMPARATIVE RESEARCH NETWORK:

2.1.1 Introduction – Social Inclusion in German Classrooms – Federal policies and regional responds

Owing to Germany's federal structure, responsibility for education policy is carried by the federal states. The Federal Education Ministry (*Bundesbildungsministerium, BMBF*)[1] handles overarching issues relating to the education system, such as the development of an all-day school system. According to the 2016 Education Report (*Bildungsbericht*)[2], the issue of teaching pupils of varying abilities together and of streaming pupils according to their school performance is an ongoing point of debate in Germany. The number of schools that teach mixed-ability groups together for longer and offer a variety of school-leaving qualifications is on the rise.

All-day schools (*Ganztagsschulen*)[3] offer the right infrastructure for teaching mixed-ability groups together both inside and outside the classroom. The additional sports, cultural and other activities they offer are open to all children and adolescents. The federal and state governments have spent a total of 4 billion euros on the investment program "The future of education and childcare" (Zukunft Bildung und Betreuung, IZBB)[4], specifically on developing a system of all-day schools. Local authorities and other school organizations contributed at least 10 % of the amount invested.

Owing to Germany's federal system, the federal states are responsible for any decisions relating to all-day schools. The rules on all-day schools hence vary from state to state. On the one hand, there are framework agreements between the authorities responsible for education and various umbrella organizations and associations. These agreements detail the organizational and financial cornerstones of cooperation between schools and associations, federations and institutions when it comes to providing all-day activities.

Germany has many instruments to promote education for all, in particular for (young) people from low-income families. Grants available under the Federal Training Assistance Act (**Fejl! Linkreferencen er ugyldig.**)[5] are relevant here. Pupils receive the BAföG subsidy as a grant rather than a repayable loan.

The Federal Government's "education package" (*Bildungspaket*)[6] provides assistance to children and adolescents up to their 18th or 25th birthday whose families receive unemployment benefit II (*Arbeitslosengeld II*) or social benefit (*Sozialgeld*), Asylum Seekers Benefits, supplementary child allowance or housing benefits. The education package includes financial assistance for:

- learning support (extra tuition, generally limited to 35 hours per school year)
- school supplies (cash benefit to be spent on material such as pens, compasses, gym kits, atlas, etc.)
- participation in social and cultural activities[7].

The Standing Conference of the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz, KMK*)[8] makes reference to the need to give a sharper definition to the educational role of schools in regard to minimizing and eliminating discriminatory gender stereotypes. This relates to lesson plans, exam questions, teaching and learning materials, teacher training and development, structures (decision-making processes, professional and educational profile of schools, quality assurance, statistics), personnel development, and school equipment[9]. The resolution of the KMK on intercultural education in schools (*Interkulturelle Bildung und Erziehung in der Schule*)[10] also draws up principles and objectives for diversity in schools. Schools should

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be free of open and hidden discrimination and deliberately work towards social, cultural and linguistic diversity among the student body[11].

Considering increased migration to Germany, the ministries of culture and education of the federal states in particular have been working towards enabling young refugees to enroll in school as soon as possible. Curricula and lesson plans have been adapted and language teaching has been mainstreamed. In addition, the requirements for teacher training and development, especially regarding language teaching (notably German as a second language) were stepped up considerably.

Meanwhile, the acquisition of intercultural skills inside and outside the classroom has been made part of most curricula. Some federal states offer assistance to schools that wish to develop their intercultural profiles. The structured development of education partnerships is not yet commonplace across the country. In many federal states there are programs to assist schools in working with non-school partners in the field of integration. These efforts need to be stepped up in future and existing measures must be better integrated[12].

Welcome and Native Language Classes – Sample from the state of Berlin

New immigrant students without German language in Berlin attend in the first two years, usually in the context of the normal classes and if needed from grade 3 onwards in welcome classes or in regular lessons.

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

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

A school with one or more welcome classes develops a school-based language education concept that includes students without German language skills. They will be taught according to their previous knowledge in the German language and as comprehensively as possible in the standard subject matter. The school sets appropriate measures for this. The goal is always the successful guarantee of the transition into a "normal" class.

The scope of instruction of welcome classes is at elementary schools 28 hours per week.

For Welcome Classes many teachers are hired who in many cases did not study pedagogic. The candidates need experience or degrees in teaching German or German as a foreign language. A lot of candidates worked before in the adult education of integration courses, which are obligatory for refugees.

Native Language courses

The native language instruction starts as an offer for students of the grades 1 to 3 and continues usually in the grades 4 to 6. The lessons are conducted by teachers of the state of Berlin, supplement the regular lessons, is free and includes 2 lessons per week and is purely conducted in the native language of the attendees.

Participation is voluntary. After registration the regular participation for the students is however obligatory. There are 12 applications needed for the establishment of a group but in case of insufficient number of interested Children, the parents can form cross-school groups.

In Berlin classes in Turkish and Arabic are offered, while other migrant groups are depending on lessons and offers by third partners (e.g. churches, NGOs, companies or consulates).

Native Language classes are usually taught by regular teachers, who have migration background or language skills in the offered language. There are general courses for teachers on social integration, but they are not obligatory.

2.1.2 Perspectives from the teachers - findings from the focus group

The focus groups conducted in Germany had been focused on primary schools with 400 – 1000 pupils in Berlin. Two schools are "traditional" half-day schools, one is a full-day school and one is a special primary school for language support. All are public and situated in different parts of the city. We interviewed six teacher, 3 females, 3 males. 4 are teachers, two are pedagogues, which have especially in the "full-day" schools an Important role, as they stay with the class as well during free time and partly during holidays.

The interviews had been held in a casual setting, outside of the school. The method was coffee talks. In a second round the teacher had been confronted with quotes of the other interviews, in order to give space for additional reflections and inputs. The interviews lasted between 45-60 minutes.

Concepts of Inclusion

Inclusion is overall and generally understood as the inclusion of handicap students in the everyday classroom. The term was pushed a lot by politics and thus, is exclusively connected with the concept of including handicapped pupils into ordinary schools.

Social inclusion is responding to giving equal opportunities for poor and rich students. The intercultural level is "filed" under the term integration (if there is a migration background) or "*Willlkommenskinder*" or "*Willkommensklasse*", if it refers to refugees with no knowledge of German. The group had been quite consistent in this understanding, as this classification is not just part of the daily nomenclature at the schools and the administration but refers as well to the wordings used in the education of teacher. The responsibility is shared between the headmaster, teacher, politics and to a lesser but important amount parents and students. It was underlined that the success of inclusion depends on the first hand on the management of the school and their willingness to implement it and secondly on the political/administrative level to support it.

The challenges to inclusion are connected to the question: Who will implement which measures? Due to the high autonomy of the schools, the question is related to headmaster and which additional resources, programs or initiatives they support.

This depends a little on the generation of the headmaster, as elder generations believe, and learned this at university, that all communication in classrooms must be in German, and all measures should focus on helping children to learn German in the first places. In more recent years, universities acknowledged bilingualism as an asset and thus young headmaster/teacher are more open to give more space for other languages and cultures.

The respondent felt from a methodological point well prepared. However, they said they need more support and more staff, in order to create a successful integration. An interesting claim was made regarding of the co-working between teacher and pedagogues. While in full-day schools the two form a unit and work together the whole school day with the class, understand the conflict and can develop together plans, in the "traditional" half-day schools the teacher cover the mornings and the pedagogues the afternoon, partly in other group settings, which is limiting the success and cooperation between the two groups.

A certain challenge is as well the language, especially communicating with parents. The schools have translators they can invite, or, if possible, let children translate, but a clear communication between teacher and parents is complicated, especially there are not enough teacher/pedagogues from migrant communities with the language skills yet employed.

Pedagogic Skills for Social Inclusion

The teacher needs more intercultural knowledge and negotiation capacities. They are generally trained in the field, but with the increasing diversity at schools, this is lacking behind.

There are not yet many offers for bilingual classes or session. Handling more than one language in the classroom is covered, but it is not yet a subject for teaching the whole class about it. Diversity is rather directed to explain kids about different religious holidays, food and maybe stories or books, but not about other languages.

The teacher-further-education is more focused on the development of their subjects, the intercultural or bilingual training is voluntary and depends a lot on the personal interest of the teacher.

The teacher would appreciate to share their experiences and practices, but doubt the time afford. Overall they feel well prepared from the methodological and practical side of their work.

The question on which pedagogical approaches are especially effective for strengthening social inclusion for pupils with migrant and refugee background - left most of the respondents silent. It seems like the teacher are a lot focused on the everyday work, where social inclusion is rather a side topic, that they not yet reflected on this aspect. They mostly claimed here the positive support from headmasters and referred to having more staff working with the children.

In this regard the work with "*Sonderpädagogen*" who work with "*Willkommenskinder*" and other students, who have language problems in small groups, while keeping the students generally in the normal class seems to be favored.

They underline that having the children with little language knowledge with all the other kids helps the most, as this gives the students but as well the parents the motivation to learn the language, while the children have in subjects like Mathematics, Music, Sport or Art, where they do not need the language that much, learning successes in the whole group – not feeling separated.

2.1.3   In-depth findings from the teacher

The interviewed teacher was a very experienced pedagogue with over 25 years' experience at the board in Berlin, female and educated in the formal GDR. The primary school, where she is working has around 500 pupils with 71 % children with so called migration background.

Culture, Language and the will to share cultures

The most important and deciding skills which help in social inclusion are personal skills. Teaching staff should have intercultural competences and knowledge about other cultures or itself an intercultural background. The possibility of exchange of this knowledge with teachers, who have been growing up in different cultures, is very helpful. In Germany there more and more teachers with other cultural backgrounds. As well the

acceptance of the culture in host country by the migrants is important - the respondent has the feeling that not every incoming person is willing to accept the German culture.

There are probably some special courses of the Berlin government which could help in the inclusion, but there are generally not many exact information and the respondent did not know any exact example of such trainings. Thus, it would be great to have more exchange between experienced teachers or schools, however this is not easy due to lack of time and amount of work. There is a possibility of exchange of knowledge between colleagues at the respondent school, but it is generally private and rather driven by individually needs/interests. Teachers are working on the normal classes and this subject matter is included in lessons but more on the edge. Quote:

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

For young students it is hard to go deeper in this topic, as they are not able to understand and explain why for example Ramadan is celebrated. Many primary school students do not have yet the language capacity to discuss such complexed and complicated cultural topics. During religion classes children talk about it but more in the older classes.

There is a need of additional helper who could accompany and help special cases as e.g. children without German knowledge, children with special needs all the time, as it is now rather punctually (like social pedagogue working together with the teacher for a short time). The practical solution often includes to let other children help in the interpretation.

The parents and their approach to integration are crucial. Some are critical to integration and wants to have the schools the same as they had in their country of origin. Some are totally the opposite. But most of them want to share their culture and bring during school festivals specialities from their cultures.

Still, the biggest challenge is the lack of German at related communication problems. For example:

Sometimes parents are not coming … to parent – teacher evenings because they think that they would do not understand anything. There are as well parents who even with small knowledge of German show that they are taking care, they are coming to school and communicate very well.

Special challenge are children who are joining normal classes without knowledge of any word in German. Sometimes children who are bilingual are asked to help to translate in this situation at the beginning. Pupils in first few years of primary school learn a new language very fast. Learning from the peer group is very important. At the day of arrival of such child the class got explained that the new person does not speak and/ or understand German. They are asked to talk German, play, show and explain everything to the newcomers. The more the children speak in German at school, they can faster learn or improve the language. The teacher should be thus a good example if it is about talking in proper and clear German.

Many Policies are not fulfilled in reality

The respondent is not aware of any special policies helping in the inclusion. The general problem of many school programs is that on the paper many things are promised (e.g. second teacher during classes in mixed classes) but when it comes to the implementation into the practice, nothing what was written is provided to the school or implemented solution are only partly financed remaining ideas from the initial program. At the

end due to cuts promised staff or resources are not given, which especially concerning the staff is posing a huge challenge.

Conflicts in the primary school classes are mostly normal conflict without cultural aspects. Small children accept themselves as they are without any cultural differences. As well growing up in quite diversified and mixed neighborhood gives pupil a feeling that it is normality from the very beginning. But if comes to such conflict, there are discussions about human values and explanations to the class and the involved pupils.

The inclusion/ integration is working mostly very good in the primary school. In cases where it does not work there are other factors present as e.g. developmental delay of the child. Still, it is an important task as:

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

2.1.4   Perspectives from school leader

The findings are based on an in-depth interview with elements of feedback with a school director of one all-day primary school in Berlin-Wedding, as cultural mixed area. The school has a share of 73% of pupils with international background, which is one of the lowest in the neighbourhood.

Pedagogues in the school are teachers (one half) and educators (another half, *Erzieher*). They work closely together due to the school concept.

The German report does not include a focus group with directors (Headmasters) as it was not possible to gather a big enough group, mostly due to time conflicts.

Concepts of Inclusion and integration

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

In the context of social integration, pedagogues need to respect differences and should be able to diagnose correctly problems of pupils. It is important to plan support and help a child with difficulties from the earliest possible moment.

In order to improve integration, the number of children in a class should be smaller (there are too many children right now), to give teacher more time per pupil during each lesson. Already employed staff needs more training and educational programs. The primary school need more helpers, integration educators, volunteers. Although the city of Berlin provides a lot of materials, learning books - schools need more of them with new creative methods which could support the integration in the classes.

Quote:

The number of pupils in the classroom is still too high (about 26), by reducing them to 18 we will give the teacher and educator more time for each pupil. If you think about the lesson time – 45 minutes, divided it through 26 pupils (minus time for the introduction and end summery), there are few seconds for each child left. And of course, if there are 18 students, their situation looks much better. More teachers and more integration and special pedagogues (right now we have 2 students working as special pedagogues in our school), helping persons are of course needed. Pedagogues needs more educational support (special

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education as special and integration pedagogues). Teachers or educators who can divide their hours and work with smaller groups. We need volunteers who help with reading and writing, more neighborhood mothers who support Wilkommen classes, especially with Turkish and Arabic.

Challenges and solutions

The biggest challenge is the language, not just of the pupils but as well of parents. They need to understand, how the school works, so there are translators who help them – like f.e. neighborhood mothers (*Kiezmutter*) or German language lessons for adults. Another challenge is to integrate parents in the school life, who should closely work with pedagogues. Some of them are afraid of school as an authority (public body) and do not cooperate with the school out of fear of sanctions.

It is important to find early difficulties in the children's development, to understand what kind of help is needed. Useful tools for that are different practices as standardized diagnosis, standard Migration Language Support (*Baerenstark*, *Laube*, Hamburg writing rehearsal, *standadiesierte MitSprache Förderung*). But the most crucial is everyday teacher observation of children and his/ her reaction. In the all-day school, teachers and educators are taking care of the children. The staff is paid and employed by the city of Berlin. This results in more economic stability and security for the educators (unlimited contracts, higher salary) and as well stability for the school.

National, regional policies and rules supporting integration

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

In Berlin (federal state) schools, dialogue and consensuses are present every day and democratic participation is a Leitmotif. At the school there is a special pupils and school behavior codex. Every culture should be treated with respect and equally. This is stressed a lot in classrooms. Still, every pupil should be treated as well individually.

Re-evaluating the place for specialized schools

Integration educators and special pedagogues are supporting children with special needs. They work close together with teachers and the Youth Welfare Office (*Jugendamt*). One of their work tools is a diagnose - delivery report. But the number of those pedagogues is still too small comparing with school needs. As well the number of normal primary teachers and pedagogues in Berlin is too small. Most of the respondents employs careers changer (*Quereinsteiger*, not educated teachers), who are supporting the schools staff.

Children with bigger problems in the development should have more support in the regular schools or should be transferred to specialized schools with educated pedagogues. The continuation of that concept of schools is very important. Those pupils and their schools need more support from the system. As (quotation):

With a good plan and support those children could be included much faster there than in the regular school.

2.1.5   Final Summary

For the social participation of children and adolescents, the school has in Germany a fundamental role as a place of everyday life. However, educational opportunities are by no means distributed: Often, the social background and the socioeconomic status of the parents determine the educational success. As well students, to whom various characteristics such as disabilities or a so-called migration background are attributed, are still disadvantaged in education.

In order to create equal participation opportunities for all children and adolescents, the connection between characteristics such as social background, disability or migrant background and participation in education should be permanently decoupled.

There are general obstacles to the full potential of social inclusion. First social Inclusion is often only treated as a buzzword and there is, maybe due to the regional organization of the education system, no overall national political assumption of responsibility for inclusion. Regarding the implementation of measures to implement inclusive education, there is among some schools a fear of depletion of resources, especially since in many regions the investment into the school infrastructure had been rather low.

An issue is on the methodological side, that there is a huge fuzziness of the term "Inclusion" and the definition and understanding is varying between the 16 states and the federal government, meaning that in general the discussion on social inclusion is still at the beginnings. There is still a constraint on the discussion of the concept, especially between disability and inclusion for all. These discussions are not just different by region, but as well separated by each education sector.

In general the not clear positioning of politics and the little knowledge about the level of discussion in other sectors (such as national, municipality, school), makes the response on the one hand really slow, but at the same time provide every region space to experiment and find potential solutions, which might work for all.

From the perspectives of the school further structural barriers are hampering social inclusion. The classes are too big to work individually with all pupils and the employed staff is too small or too less qualified (if at all).

A further obstacle is in the communication between school, parents and pupils - in many cases the language barrier does not allow to implement a proper integrated support for the pupils, especially as the school is sometimes seen as part of a state system, which is not fully understood by the parents/families.

The level of training of intercultural skills depend on the generation the teacher was trained. As lately universities added intercultural modules to the teacher training, older teacher did not receive this trainings and found their own ways, partly on improvising, peer-advice and trails. The respondents from the older generation are not aware of any special targeted in-service trainings for them. Thus, the respond depends a lot on the teacher in the classroom and could reach from involving other pupils to demanding specialized social workers.

Still the children come into the classroom in a young age, where they are not yet fully affected by society discourses on migration/diversity and the teacher feel competent enough to work on social and cultural inclusion.

The schools in general feel methodological ready to deal with social integration. The staff rather wish occasionally more creative methods, holistic solutions including the parents and more intercultural skills. Further on there is a criticism that many ambitious policies are implemented poorly and under financed, alas for all respondents more staff is crucial for a successful social integration.
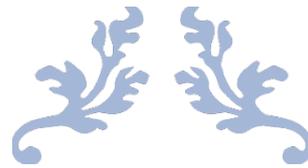
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2.2.1   Introduction

One of the basic and immediate challenges Greece is called to face regarding migration flows, is the education system as shaped by the new reality. The right to education of newly-arrived refugees in the country has already been the main concern and priority of the Ministry of Education, Research and Religious Affairs since the school year 2016-2017.

One of the main objectives of school community is the smooth integration of immigrant students into the Greek educational system. Starting from the non-negotiable principle that every child has the right in knowledge, the Hellenic Ministry of Education has made efforts to integrate all migrant/immigrant and refugee children into school classes[13].

The plan to integrate migrant/immigrant and refugee children into education has instituted two Major Initiatives - The creation of reception courses-RC along with the supportive learning courses-SLC (or so called ZEP and DYEP classes accordingly). The two initiatives are the basic educational policies regarding inclusion of students from socially vulnerable groups in school. These classes contribute to the enrichment of the learning and education process of all students, fostering the recognition, respect and acceptance of students' linguistic and cultural diversity and making use of this diversity as a learning factor for all students.

Kids at all levels of education are able to enrol in the above mentioned classes which are located in camps on the mainland and on the Aegean Sea islands (mainly in Lesvos, Samos, Chios and Kos), as well as in major urban areas around Greece. The afternoon SLC classes host recently arrived refugee children who speak little to no Greek and take place in schools located near official camps. Refugee children, who join DYEP classes, attend the formal morning school with Greek students and get additional support in their studies[14]. In the reception courses, students are attending an intensive Greek language learning program. However, as part of the smooth integration of immigrant students into school community, they also attend courses in the regular classroom, such as art exhibitions, mathematics, physical education, music, information technology and foreign language.

According to the Ministry of Education, during the school year 2018-2019, ZEP classes operated in 72 primary schools, 33 secondary schools and 32 kindergartens[15]. Also, about 1,000 reception classes (DYEP) were established for all education levels. As it was recorded by the Department of Coordination and Monitoring of Refugee, for the same school year, a total number of 12.867 migrant students were enrolled in all levels of education. 4.577 students of this total correspond to DYEP afternoon classes, 4.050 to reception (ZEP) classes and the rest 4.240 enrolled in school units without reception classes[16].

It is important to be mentioned that there are some issues that pose difficulties and sometimes restrict the school attendance and the learning processes in general. For instance, the little educational experience of teachers who are hired to teach the RCs and SLCs classes and also the lack of teachers' specific skills to support psychological healing from traumatic experiences. Therefore, it is crucial for all teachers and Refugee Training Coordinators to enhance their knowledge about issues involved when teaching in multilingual and multicultural classes through training. The detailed situation of social inclusion in the classrooms, as well as

the needs and issues that should be taken into consideration have been addressed by both teachers and school leaders of schools.

2.2.2 Feedback from teachers / in-depth interviews

The overall focus of the interview with the teachers, was on the:

- Definition of social inclusion the classroom

- Various differences and the way each one understands and applies social inclusion in the classroom

- Responsibility for successful social inclusion in the classroom

- Challenges regarding inclusion in the classroom and

- Necessary pedagogical knowledge for strengthening social inclusion in the classroom.

After the completion of the interview, it can be concluded that all teachers are extremely concerned about social inclusion in the classroom.

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

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

- socialize with their peers

- interact

- cooperate

- create groups and

- learn how to create and achieve their goals in life.

The great contribution of the teachers and their diverse opinions were helpful in achieving the following results.

- Social inclusion can be enhanced with the rights of all students being involved in classroom education, along with teacher's efforts to make young immigrants familiar with Greek language. Teachers should acknowledge children varied linguistic repertoires as a resource for learning and explore the possibilities for enhancing the use and the learning of the Greek language by immigrant students.

- All schools should be enriched with appropriate facilities that enhance social inclusion and accommodate reception courses and supportive learning courses.

- Inclusion can be achieved by treating everybody with respect.

The challenges that teachers face when implementing inclusion in the classroom are complex and multi-level. Communication with the migrant students requires teachers to adapt the typical monolingual (only Greek) school practices they implement; they should provide a multilingual and multimodal learning environment that acknowledges and exploits the cultural and communication potential, linguistic and non-linguistic, that these students bring to the educational setting. This can be achieved by enhancing teachers' awareness and knowledge about the varied cultural, social and psychological aspects involved in children school socialization in the host country. Recognizing and interacting with their cultural differences means that teachers could sustain a "culture-sensitive pedagogy" making their path to inclusion easier. Furthermore, building fruitful relationships with parents is an essential part in order to have a better understanding of how children feel and enhancing their learning ability.

Discrimination at school can affect young children's educational development. Such discrimination can include comments about children appearance, race and ethnicity that lead to fear and stress and eventually low academic performance.

The teacher's proposals for enriching school policy regarding the social inclusion in the classroom could be summarized as follows:

- School curriculum needs to be adjusted to all students' needs.

- Every teacher should be aware of the personal needs of each student, how students interact within a group and the way they assess themselves.

- Parents should be aware of their children's progress.

- Most teachers are lacking experience when it comes to social inclusion in the classroom and as a result training should be mandatory.

- The majority of teachers is afraid with issues that arise inside the classroom and as a result they tend to repeat stereotypes. They use the "color-blind" approach assuming that all students in the classroom have the same needs, abilities and learning styles.

- There should be an evaluation on the pedagogical approaches that teachers use in the classroom.

- Teachers should encourage students on sharing their opinions in the classroom to foster inclusive practice.

Furthermore, regardless the school community efforts, the state's contribution is essential too in establishing social inclusion in the classroom. This contribution can be achieved by:

- Funding new facilities at schools that can host reception courses.

- Hiring more teachers at schools, social workers and Refugee Training Coordinators.

- Creating after school supportive learning courses in order to help migrant students catch up with the school curriculum and learn the Greek language as a second language, since it is crucial for students to become able to follow the lectures in the language of instruction.

The most important pedagogical approaches that were mentioned by the teachers during the interview and can be especially effective for strengthening social inclusion inside the classroom are as follows:

- Learning through music.

- Learning through art.

- Group working and exchanging of good practices based on different cultural background.

- Approaching students based on their experiences and their cultural background with the use of ICT technology.

- Interactive activities; role playing, discussion, storytelling, debates, question – answer and more.

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

- The establishment of social inclusion in the classroom.

- The competencies that are needed from the teachers in order to gain knowledge on social inclusion and exclusion processes.

- The importance of consensus on an inclusive mindset.

- The factors that challenge social inclusion in the classroom.

- Examples of teachers' practice.

- The collaboration with parents, challenges and good practices.

- The school policies that are making a good inclusive practice in the school difficult.

- The recognition of individual needs of each student.

- Teacher training needs.

- The challenges regarding teacher's collaboration, peer support and examples.

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

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

Furthermore, the teacher mentioned that in order to establish social inclusion, good communication and counseling provision to parents is essential.

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

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As far as collaboration within the school community is concerned, what was mentioned from the teacher was that it is a very crucial fact when establishing social inclusion in the classroom. According to her saying *"Consensus may not totally remove all tensions and contradictions but develops a compatibility and support to the effort of the teachers when developing inclusive educational techniques"*.

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

Funding and resources are crucial factors when establishing social inclusion in the classroom. Migrant students or Roma students need adequate funds since they majority of them are financially 'weaker' then the average population, therefore students are lacking basic schooling equipment.

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

The national and regional school policies that function like a barrier in good inclusive practice at school include the cases where classes for refuges ran at different times to the classes for the rest mainstream students and that does not help in establishing good inclusive practice. On the other hand, if migrant students were attending the same classes with the mainstream students probably the school would have problems with the mainstream student's parents. That raises the question: "If they are in the class alone, how would teachers speaks about inclusion?".

Regarding the recognition of the individual student and his or her cultural background the teacher mentioned that at the school she was working a few years ago, they introduced interactive activities aiming to inclusion. During the so-called activities "door open" students used to visit all other classrooms in the school where they played games of trust with thematically different areas.

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

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

2.2.3 Feedback from school leaders / in-depth interviews

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

During the focus group, the school leaders stated that:

- The educational background of the family plays an important role on the young student's social inclusion. An example that was highlighted during the interview was a young girl with Kurdish origin that her father was a member of a Kurdish political party. That indicated that high level of education of the family that made the young girl feel included very quickly.

- The economic background plays an important role in helping young students feeling social included. School leaders shared examples of students with families with low economic background that dropped out school since there was an urge for them to work and support the family.

Regarding the school policies, they stated that in order to prevent the school from becoming a "Ghetto School" there should be a balanced distribution of all migrant students to all schools. Moreover, they mentioned the importance of the stuff and especially the role of the psychologists and social workers.

The policy of each school should align with the Ministry of Education framework and solutions should be found in the interest of all school members. Moreover, new policies should be established that emphasize on removing discrimination in terms of ethnicity and culture.

As far as the unaccompanied minors are concerned, school leaders pointed that it is of great importance for the school policy to be able to respond to the specific needs of this minority group of students and provide a comprehensive and diverse education policy.

The pedagogical approaches that the school leaders stated are necessary for all school teachers, are to adopt diverse teaching methods and meet the learning needs of all students in the classroom, enhance their knowledge in training techniques and gain experience in teaching the Greek language as a second language.

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

- Collaboration with organizations working with students.

- Collaboration with universities.

- Collaboration between teachers and students' families.

- Ensuring systematic training of all teachers within the school community. This includes learning strategies, teaching materials and assessment methods and strong pedagogical competences.

- The provision of information and training to parents in order to understand how the educational system works and the opportunities it provides to their children for making the right choices for their future.

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

- Establishment of social inclusion.

- Teacher competencies and training needs.

- Inclusive mindset and the meaning of consensus.

- Challenges with relation to social inclusion in the classroom.

- Examples and exchange of good practices.

- Collaboration with parents, teacher's collaboration and peer support.

- National and regional school policies.

The school leader stated that social inclusion in the classroom can be accomplished by the proper sitting arrangement in the classroom. Furthermore, social inclusion can be achieved by organizing mixed group games in the school yard.

During the interview, a very interesting example was mentioned. Based on the fact that students tend to copy things that interest and challenge them, they established a free designed painting game where children of the majority tented to copy the painting the minority of children drew.

Answering the question of teacher's competencies needed in order to gain knowledge for establishing social inclusion in the classroom, the school leader pointed that when it comes to teaching migrant and refugee students, frequent training is extremely essential. In specific she said: "*The majority of Greek teachers have several years of experience, but unfortunately only a few of them have been trained in gaining new knowledge and adopt new pedagogical approaches and diverse teaching methods that meet the learning need of all students. However, the point is that the teacher apart from his/her good will, should receive further support from the whole school community and the human resources and need to understand that there is always space foe extra knowledge and training*".

As far as the inclusive mindset inside the school community is concerned, there was a very interesting answer from the school leader's part. She stated that: "*The school unit consists of three main components. The teachers, the students and parents. All these three components are usually important for the learning process. As a result, when one of these components malfunctions, the whole system automatically collapses. In order to avoid that and achieve social inclusion teachers, students and parents should leave aside their negative attitude towards integration in the classroom*".

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

The school leader mentioned examples of strong reaction some parents have and ways to overcome this challenge. As a good practice she mentioned the meetings between teachers, school leader and parent's association. During these meetings social workers and experts should participate too.

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

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

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

The national school policies that support the education system are the Reception Classes for Refugees and the Reception Facilities for Refugee Education. But due to the lack of financial resources and therefore educational material is difficult to implement good practice in school integration.

Finally, the school leader talked about the teacher collaboration and gave examples of good inclusive practice. As far as her school is concerned, she mentioned that so far there has been an affective collaboration between the teachers of the after school learning program and the morning class teachers who functioned in an optimal way and therefore the young students were easily integrated and accepted by their peers in the classroom.

2.2.4 Conclusion

Taking into consideration the data collected through the in-depth interviews of teachers and headmasters, there are some points where priority must be given to achieve the social inclusion of refugee children in the classroom and the school community, in general. It is important to support and guide migrant children in their smooth integration in order to adapt to the regular school curriculum and not to feel disadvantaged in relation to their classmates. It has been suggested the engagement of migrant and refugee students in various activities, educational or physical, and learning programs of the Greek language so that to prevent their social exclusion from the school community. Additionally, the importance of communication and cooperation between teachers, parents and local communities has been highlighted, in order to create a positive climate of acceptance and enhance the socialization of migrant children.

It has been mentioned that action should be taken in order to overcome the difficulties that prevent the social inclusion of immigrant and refugee students and their socialization in the school community in general. Hence, it is essential to implement new didactic methods where a mixture of languages, including the little English that all refugee students have learned, will be used. Greek language should be learned through their participation in experiential projects. Consequently, the staff of Refugee Training Coordinators in the supportive learning courses should be hired and prepared to manage the increasing number of migrant/immigrant children.

All school teachers should be appropriately trained in:

- Coping with problematic and difficult situations inside the classroom

- Intercultural communication by using media tools

- Specific teaching methods for students who don't have a good knowledge of the Greek language

- Effective teaching methods for refugee and migrant students

- The correct use of non-verbal

Therefore, it is extremely important for all teachers and school leaders to familiarize with the different cultures and history of other countries. Moreover, there is a need for alternative educational approaches and processes in the classroom. Among Government's priorities should be the enhancement of teachers' knowledge and skills in order to ensure the functionality of the reception courses and the supportive learning courses.

2.3 Italy

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NATIONAL ANALYSIS REPORT

The situation in Italy

2.3.1 Introduction

The phase of migratory processes crossed by Italy is particularly delicate. On one side it is necessary managing integration through family reunions and acquisitions of citizenship, on the other we continue to face the emergence of new incoming flows, with "hostile" policies that do not favor inclusion and integration processes. With the closure of the borders, in fact, the Italian Government has brought a cultural battle in Europe and in the Mediterranean which is also reflected in the schools, with a strong tension between integration and exclusion, equality and stigma, solidarity and diffidence.

According to data processed by "Statistics and Studies Office – MIUR (Ministry of Education University and Research) Data Processing, during 2017/2018 school year, students with non-Italian citizenship in our schools are 9.7% of the total student population, 11 thousand more than the previous school year. The region where students with non-Italian citizenship have the most impact in the local school context is Emilia Romagna (16%). Follow Lombardia (14.7%), Umbria (13.8%), Toscana (13.1%), Veneto and Piemonte (13.0%), Liguria (12.3%). Conversely, Campania is the region where the incidence of students with non-Italian citizenship is the lowest at the national level (2.4%).

In February 2014 the MIUR issued the new Guidelines for the reception and integration of foreign students in a National Protocol. They constitute the updating of the previous Guidelines which have proposed operational indications and models of integration and didactic support that some schools had already experienced, but it is not followed at national level because each school adapts the guidelines to their different situations of inclusion.

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

Italy ranks among the last places also in the policies of access to the various types of schools, given that the new arrivals often risk being inserted at the wrong level in the educational path: less than half of those born abroad are placed in the class age appropriate. Early school leaving among foreigners is dramatically high (one third), 9 points well above the European average (22%). The data on failures is equally worrying: the percentage of foreign students not admitted to the next class represents 8.7%, almost four times the number of Italians (2.7%), and immigrants obtain lower academic results in all school grades. Already at the age of 15, the gap in educational performance is among the largest in the OECD countries.

As we have seen, inclusion is only the result of a delicate balance, at the crossroads between the labor market, the educational sphere and the social sphere. Faced with the deafness of political

actors, in a debate that sees the migrant as "the son of a lesser God" and therefore not worthy of adequate reception, the need is to rethink community spaces, especially in large urban agglomerations, transforming them in real "flow spaces". Overturning the equation, putting in place welfare inclusive policies that connect school, society and work, is now more necessary than ever. 17

2.3.2   Feedback from Teachers

In our region, which is a very small area located in the center of the south of Italy, mainly still tied to agriculture, there are few opportunities to include students with migrant background. Even if the country is suffering a strong migration process especially from Africa, our region, due to a lack of infrastructures and facilities is not able to assist many migrants so it is just partially touched by the migration/inclusion process.

Our region hosts few cities (max 60.000 citizens) and many scattered small villages that consequently welcome few families with migrant background. Depending on the villages, there is a developed inclusion system at communal level that provides help for families. The same depends on schools so there are schools that provide more services than others, depending on their size and organization.

Most of the students is Muslim, and their families are involved in the agriculture sector or in local market selling. Families are composed of at least 4 people and they are usually residents for a long time. Even though they are hardly newcomers, they are not fully integrated in the communities and they keep having their life, their beliefs and traditions with contacts with natives mostly based on trade.

Students often go to their origin countries on holiday for a long time and so it becomes difficult for teachers to follow their growth. Most of the time a tailor-made strategy is needed in order to let them be at the same level of the class.

Generally speaking, they keen to take part to activities when they are younger. It is easier to establish a cooperation and a mutual respect and sharing of ideas when they are kids. When they grow-up they are more reticent and unenthusiastic to be part of traditional/local/cultural/ activities.

Regarding the inclusion process set up by the schools. There is a national protocol embodying some guidelines, but it is not followed at national level, so basically every school adopts and writes down its own inclusion rules, inclusion strategy management. Some schools have psychologists, some have an internal body focused on the topic, other do not develop any process formally.

There is a lot of chaos, huge differences between regions and most of the time the best solution is the personal quality of the teacher. Apart from protocols, notes, papers and declared strategies, it is often the teacher alone that without many tools, using mainly his/her experience and "sense of inclusion", leads the classroom.

The majority of the interviewed teachers welcomes the opportunity to follow specific courses about the development of soft skills and new ways to perform the best possible inclusion process.

No big issues with inclusion occurred. All the interviewed teachers felt satisfied about their job and even if they claimed more resources at institutional level to better face the inclusion process, they know that their job is highly valuable, and they do not worry to take responsibilities.

2.3.3   In-depth interviews: Teachers

Local language should be known as first important aspect by the students and the teachers should know about the cultural background and origins of the students. Consensus of inclusion is fundamental otherwise students are isolated. In our territory students with migrant background are fully integrated. Mostly students from Morocco and Romania.

Teachers have a protocol (issued by each school) about inclusion that comprise activities to develop. Migrant families are not newcomers so they are stable resident; they already know the language, so it is easy to let them feel included. The protocol foresees an administrative phase organized by the school secretary. Brochures in different languages are made. Bilingual modules to get information about the families are delivered.

A second phase involves a face to face speak with the families in order to get information about the background of the student, both personal and educational issues and the educational system of origin country. Moreover, they explain to the families about the benefits they can have such as the school transport, meal allowance and more and all the rules. There is a commission entitled to activate these talks. There is also a set of meetings with the student, in order to check his/her language level and general knowledge. This first approach based on entrance tests is needed to decide in which year he/she has to be enrolled. Age is not the only criterion they take into account.

Tests may include the listening of easy-to-understand stories, fairy tales, drawings and descriptions about colors, parts of the body, clothes, to check basic lexicon. After this assessment phase the educational phase can start.

- Inclusion phase called "Accoglienza" is related to welcome the students in the first months in a new environment.

- Let him/her feel one of the group, teachers work in a team to realize a project and take notes on the strategy to use linked with the specific need of each student.

- Accoglienza also means taking care of needs of the student such as if they eat meat or chicken for example.

- Let the student play together, make activities together, exchanging seat in order to know well the rest the classmates.

- Accoglienza is also within the class to have a cultural exchange, it is asked to the student to bring food or pictures about his country, so he can be a witness of a new culture that make the peers curious.

- He/her feels the main character of his story and so is proud to tell.

A major difficulty appears when students go on holidays for months and they lose the pace with the rest of the class. Recovering activities on the lack of knowledge is often realized. Another difficulty is that student change when they grow up. When they grow up, they seem to be less open to our culture and there is a feeling of distance. The dialogue is easier when they are younger. They participate at the Christmas play more often when they are younger. After, it seems that they are not part of the school community anymore. Parents most of the time hardly speak and understand the language. Most of the time older brothers are more helpful. They speak their origin language at home always. Mothers never appear at school, fathers or brothers are more present at meetings with teachers.

Personal experience and knowledge of the teacher is the best way to accompany students in an inclusion process apart from institutional protocols. Courses aimed at enhancing the inclusion process for teachers is strongly needed but there are apparently no resources or if any, they are not spread.

2.3.4 Feedback from School Leaders

Based on the opinions of the school principals - who have attended to the focus group - it seems that the concept of inclusion is understood, well accepted and shared among team members working in their school on different levels (teachers, principals, assistants…). At the same time School Leaders don't feel like they can guarantee that all the staff members in their schools have a clear understanding of the difference between physical integration and social inclusion.

For sure school leaders know that not all the staff at school does really know how to better work on inclusion, in particular on social inclusion. In their opinion clear directions on best practices would be very helpful to all.

A lot of work has been done on Inclusion in the Italian schools so far (especially in the last few years) and it's still in action. It's true anyway that recent politics is somehow jeopardizing the way inclusion is perceived and valued among people in the Italian society and inside the local community schools are located.

It is shared among the school leaders at the table of the focus group that all the people working in the school are responsible for a successful inclusion at school. Each one - based on his/her own role - can contribute. Surely teachers are more in contact with kids and more deeply involved in the didactic, but the success of inclusion at school relies on the good job done by all the school's staff members: no one is excluded.

School principals don't see any specific barrier to inclusion in the actual school politics/policy.

As prompted by Ministry of Public school in Italy schools professionals have been recently focusing a lot on inclusion. Mostly the work they do is on inclusion of students with mental and physical disabilities, but also about inclusion of students with a background of refugees and immigrants.

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

No matter what disability students have and where they are from or what background they have: there's a possibility for all students. This is what School should teach to all of the students.

At a local level politics is supportive and policy works pretty well. Politics decides the number of students to be admitted into the schools and gives instructions on how to organize the "inclusive process". In some cases the synergy between politics and schools is really good.

In Italy School Leaders are in charge with the bureaucracy, administration and the relationships with the community (families and all stakeholders), teachers are more focused on the didactic and the relationship with the students.

School Leaders do rely on their teachers and remit to them the main part of success in inclusion. School leaders and teachers do know their roles are different but complimentary, anyway both of them complain about the lack of a procedure that designs the process of inclusion from the physical integration to social inclusion. Politics gives a framework that refers mostly to the first approach, but when it comes to go into details with working on social inclusion schools are lost. They feel like they totally lack of a useful instrument to rely on when they struggle and face situations they are not familiar with.

Then they have the feeling that they are doing things without knowing the outcomes. Lately a few schools have taken initiative and started adopting a defined procedure that explains what needs to be done since a new student immigrant or refugee enters the school designing step by step the entire process till the moment a student can be considered integrated in the class.

After many years working without any instrument, schools are finally starting to take notes about good practices and keeping them for the future.

The 2 main challenges school Leaders see about inclusion of students with refugee and migrant background in the class are: Language and Cultural Gap.

The first barrier has to do with the knowledge of the language. Unfortunately, many teachers at school are still not able to speak foreign languages. The language gap is for sure the first major issue they encounter when foreign students enter the class.

Anyhow the language is not the only barrier encountered by teachers in working with students coming from other countries. Even more difficult than language gap is to face the lack of knowledge of student's background. Teachers don't know much about the families and the society where their students come from. They don't know how to handle cultural differences. Many times, families of refugees and immigrants' students tend to not provide clear information, tend to be reticent. Sometimes because they don't know how to communicate, more often because it takes time for them to open up, to trust the teachers and tell them their reality and the difficulties they face in getting included in the community. This is true especially with Arabic families: based on the experience reported by the people involved in the focus group.

Referring to the pedagogical knowledge necessary to work on inclusion, the school leaders mentioned first of all: language skills and empathy. Many of them also say that Italian teachers unfortunately are not aware of different approaches used in other countries and that this knowledge could be extremely helpful to them to approach refugee and immigrant students and make them feel included in the class.

School curricula are different among countries and for teachers being able to recognize methodologies and approaches used with the kids immigrated could help them to improve their results in inclusion inside the class.

Some School leaders say that the teachers should be able to access training programs to become stronger on active methodologies. In their opinion many teachers are still used to old type of teaching approaches in class and should work harder to improve the use of active methodologies instead. In their opinion in fact active methodologies are more effective when in class teachers work with foreign students just arrived and starting an inclusive process.

Teachers, who face the issues arisen by the inclusion of students with refugee and immigrant status, need to improve their know how about active teaching methodologies. Too many teachers instead are used to old methodologies and find it difficult to adjust themselves to different approaches.

They would need to learn about the best practices, what is working in other countries.

They need to improve their approach and to enhance the passion they put into their work. They need to learn how to stay always motivated and strong. Plus, they should learn how to better use technologies available for a better communication.

Many resources are available to teachers who want to improve their method. Unfortunately, in our country a curriculum specifically designed for the inclusion (with refugee and immigrant background) is missing. We don't have a path designed and structured that identifies all the skills to be improved when working on including students with immigration and refugee background. It has never been implemented so far.

The modules at disposal to the teachers for their training are designed and decided always by the Ministry and rarely schools can decide independently and promote a procedure effective in the specific case, based on actual needs and specific cases.

School principals also say that they should be able to supervise the results of teachers' training and the choices about the didactic made inside the school should be shared among the people working in the school. The schools should be able to set the direction of the methodology approaches to be used in the class in order to pursue some specific results. Unfortunately, the structure of the Italian school doesn't allow this to happen.

Based on their experience, school principals believe that Social Inclusion seems to be easier inside small villages and small communities. Catholic Church still has a strong influence on inclusion in our country. The Churches and the communities around them are critical in the inclusion process and its results. In many cases the church is the first place where refugees and immigrants arrive. It all starts inside a church community and from there it spreads to different levels of the society.

Moreover, it looks like for refugees and immigrant's physical integration inside our communities can be easier in lower social classes that tend to be more open to the diversity.

In Potenza there is still a strong resistance among the citizens. Families tend to not teach their kids to accept diversity, and to be open to welcome people coming from other countries and cultures.

There's still a lot of work that has to be done with families and communities. It's somehow the School's responsibility to mediate with families and promote inclusion.

Referring to a few cases of immigrant students bullying or badly behaving at school, the school principals have reported about collaboration with family counselors to help teachers to work on inclusion in a more effective way. This approach results being successful. Unfortunately, this approach has always been just a random practice without any warranty of continuity.

From knowledge to practice

Examples of approaches successfully used to work on inclusion in the schools involved in the research - as mentioned during the focus group by the school leaders - are:

- Peer to peer tutoring: adopted in many schools pretty often. The approach it has revealed itself being very effective, since the kids help each other and in doing it get motivated themselves.

- Cultural Mediator: a pretty frequent practice that implies the presence of a professional cultural mediator active often inside a village in the area and working with immigrants to help the school with the inclusion process of the students.

2.3.5   In-depth interviews: School Leaders

Inside Italian schools, teachers and school leaders handle tasks in connection with social inclusion in the classroom. All staff anyway is involved and asked to take part to the process. Inclusion involves all. No one is excluded.

Some schools sometimes rely on the presence of psychologists in order to monitor and enhance the process of inclusion in the classroom. It has to be said though that mainly it's teachers who manage direct and daily contact with students.

Each school is free to organize the tasks related to social inclusion. There is not a clear national procedure, nor an on-line course established at national/regional/local levels. In our specific area (Basilicata region) teachers say that the local government is open to boost inclusion by opening funds for schools.

Schools may decide to work on shared ideas projects and teachers can decide to join or not. It's not mandatory.

Schools may decide to use extra-budget funds to organize classes for teachers on how to behave properly with students with a migrant or immigrant background. Sometimes professionals/experts are hired to help teachers to improve their way to approach students and to be more effective in the way they manage the work inside the classroom.

Both teachers and school leaders have a common shared responsibility both on detailed activities and managerial decisions to take.

As prompted on an in-depth interview, the School Leader - referring to local and national Politics to enhance social inclusion in the classroom for students with immigrants and refugees background - says that both the municipality and the Region are very attentive. They both manage and provide funds that all schools can rely on.

Attention is high and the practice in Potenza and in Basilicata is good as compared to many other regions in Italy.

As per the law in our country kids with disabilities at school can rely on support for any specific deficit they have: this refers mostly to students with disabilities.

It is also implied that at school some support is given to students in terms of communication. It's the Municipality's responsibility to provide the schools with professionals to help students overcome their issues with communications.

This means that the schools can use professionals inside the staff or outsource them in case they don't have a specific experts inside their team as per the needs they have.

Psychologists can also be involved on specific projects and volunteers as well. It happens especially when there's a need to work on both students and their parents.

Schools in Italy take the role of inclusiveness very seriously. All kids are welcome at school every morning with a smile and the staff works to make them feel protected. This happens also in those schools located in critical area of the city where inclusiveness is even more important.

The schools pay a huge attention to the kids and also to the teachers giving them the right support to be able to face the kids and their problems in the best way and help them to be more effective in the inclusion process.

Plus the school is very attentive in applying the rules as per the politics/policies.

Teacher training needs specific for inclusion of immigrants are covered.

Schools promote teachers training as much as they can.

The school leader involved in the in depth interview explains: "I had a professional expert coming once from Milan to train teachers on how to properly use their voice in the class in order to facilitate the relationship with the students and teach the words that have to be used and the words that don't have to be used"

She says also that 65 out of around 100 teachers inside her school attended that seminar.

"The teachers – she follows – when asked to take part to training session that's really helpful always respond very positively."

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Teachers are happy when they can be trained on something useful. They respond with enthusiasm especially when the training has to do with practice rather than theory.

When it comes with the way schools plan activities: Training options are communicated to all who might be interested in attending and everybody is totally free to participate. In most of the cases they do respond positively.

It's about training that are not mandatory, not the ones provided by the Ministry of Education. Extra training option the school leaders can think about based on the experience inside the schools and the actual needs of the school.

Talking about the situation in our country about Inclusion in general the school leader says:

"We can admit that in these days we are experiencing in our country a true attack to inclusion".

A specific political party is clearly working against Inclusion. The communication is all against the immigration and diversity.

Even though the school leader interviewed believes that the school system in our country helps with inclusion of immigrants and refugee students and has no doubts saying that "Our schools are still human".

2.3.6 Conclusion

The social inclusion of refugee children in the classroom and at school, from data collected through in-depth interviews with teachers and school leaders, is an important point to support and guide migrant children in their integration. Data reveal that the number of students with immigrant and refugee background is growing in Italy. Even if Basilicata is not among the most impacted regions in the country - it's clear that the phenomenon is growing here too and it's important to start working on it. One of the aspects is to consider migrant children as normal students and not make them feel disadvantaged compared to their classmates, the cooperation was highlighted between teachers, parents and local communities, in order to create a positive climate of acceptance and improve the socialization of migrant children with new teaching methods. It is necessary to train teachers and provide them skills and tools in order to guarantee the functionality of the reception and support courses.

In some situations, it clearly appears the miscommunication among schools, policymakers, institutions, but most Italian schools do apply the guidelines and work closely with regions and municipalities to access funds and get assistance. When it comes to working on pedagogical approaches and methodology to be used in the classroom often schools work independently based on their context and specific needs. The results are that better-equipped schools and more experienced professionals can easily face the migration-integration process perhaps by adopting specific and tailor-made measures. On the other side, schools with few resources do not even know how to implement those Guidelines as governmental roadshows are often hardly implemented.

Both teachers and school leaders who have attended the focus groups and have taken part in the in-depth interviews do see the situation as an opportunity to grow rather than as a problem to be faced. They know that inclusion (all kind of inclusions and also the inclusion of students with immigrants and refugee background) involves all of the people working at school. School leaders are more focused on policies and the relationship with communities and stakeholders, while teachers are more focused on the students and the results. Both teachers and school leaders work in synergy to reach the same goal. Both have shown enthusiasm, passion, and sensibility towards the topic.

Even though the training is available it's shared the perception that there's a gap.

Especially teachers need:

- training to help them to be more effective with the inclusion of students with immigrant and refugee background;

- resources easily accessible;

- asking for practical resources, examples, demo, instruments to be easily applied in the classroom to help them manage at the best relationship with the new students and the rest of the class;

- looking for resources to help them design and choose activities, to pick the right approach, the know better which attitude to use in the classroom, the best practices and examples of what's in use in Europe and what works better;

- resources to help them to cover the linguistic gap and cultural gap they encounter when working on this particular kind of inclusion.

This scenario could be easily changed with strong action and proper interest showed by the government on such a topic.

NATIONAL ANALYSIS REPORT

- The case of Denmark

2.4.1   Introduction

In the case of Denmark, data indicate an increase in the number of students with a migrant[18] background in the primary and lower secondary education system. This is a pattern we see in many European countries and thus also the case in Denmark. In 2015 almost one in four students had immigrant background, which was equivalent to the OECD average (OECD, 2018[19]). According to statistics from the Danish Ministry of Education[20] 708,829 students were enrolled in primary and lower secondary education in Danish schools in 2018. Out of these, 83,814 were migrants or descendants of migrants. 29,350 students fall into the group of migrant students. There are 5 regions in Denmark and the number of migrant students vary to some extent between the regions. The regions of southern Denmark and Copenhagen have the largest population of migrant students and the region of Northern Jutland has the lowest number of migrant students (Ministry of Education, 2018[21]).

Current educational policy, at both national and local levels, are at play in the Danish school system to facilitate and support inclusion of all students but also more specifically regarding certain groups of students. This could be students with special educational needs (SEN) and students with a migrant, immigrant og refugee background. In 2014 the Danish school system was substantially reformed and two of the central aims were: 1) every student must be as proficient as he or she can be and 2) the school must reduce the significance of social background in relation to students' academic performance. Furthermore, in 2012 the so-called 'Inclusion Law' was passed by the Danish Parliament. The law, which was a modification of the Education Act, redefined the notion of special education and reformed the special education system. The law declared that students who were assessed as needing more than nine hours of weekly support should receive special education and the funding that follows this assessment (e.g. Engsig & Johnstone, 2015; Qvortrup & Qvortrup, 2015[22]). However, if a student was assessed as functioning well in the general education system with less than nine weekly hours of support, then it was not special education. This dramatically redefined the notion of special education, the number of students receiving special education and the school systems' special educational practices. Even though the inclusion law in Denmark primarily was aimed at SEN students, it must be acknowledged that it redefined the very notion of both special education and inclusive education. A consequence of the inclusion paradigm, in a Danish context, was also that reception classes in several municipalities were abandoned and that migrant students were included in the general education. What the implications are regarding migrant students' learning, well-being and sense of belonging in the wake of this

is still not well documented. The Ministry of Education in Denmark published a material for schools and teachers titled Hele vejen rundt (All the Way Around). The material aids teachers in making assessments regarding newcomers and multilingual students' language and competencies. The material should support the progression and learning outcome for the individual student.

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

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

2.4.2   Focus Groups and In-Depth Interviews: Teachers

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

- The definitions and understandings of the notion of social inclusion

- Challenges concerning ensuring social inclusion in the classroom regarding students with migrant background

- Responsibility for successful inclusion in the classroom

- Signs of inclusion

- Pedagogical practices which enhance social inclusion

- Barriers in policies

- Necessary pedagogical and didactical knowledge and competencies

- Teacher training

The interview data indicate that the notion of social inclusion is understood in different manners but that it overall signifies a pedagogical and ethical mindset which fosters diversity and has to do with the recognition

of the individual student and his or hers prerequisites for learning and thriving in school. Furthermore, some respondents view social inclusion closely linked to anti-bullying and thus the individual student's sense of belonging to school communities. Furthermore, some respondents made clear that the notion of social inclusion is closely linked to the subject being taught. In other words, social inclusion is not a neutral term and practice but has different meanings related to different subjects. Moreover, respondents also informed that the notion of social inclusion is related to students' culture and cultural identities. In connection to this, respondents used the term democracy in relation to their way of thinking about social inclusion and as a core value in the way school and education is concepted.

Regarding identifying and working with signs of inclusion, respondents mentioned in the interviews that it is possible to work with a set of signs or indicators of social inclusion. These concern when student have play appointments, and thus participate in different communities, talk with other students and socialize, recognize and respect others and diversities in cultural backgrounds.

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

The following can be extracted from data in relation to the category of barriers:

- A focus on testing and assessment schemes can hinder social inclusion

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

- Lacking parental involvement and values regarding school

- The experience of inadequate supportive practices in classrooms

- Many students in classrooms

- Inadequate time to prepare high quality teaching

- Contextual and transition-based problems from school to SFO (after school activities)

- Insufficient time to teach students with migrant background

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

- Cooperative learning has socially including potentials

- A clear structure (classroom management)

- Play groups in the lower grades facilitating a variation in children's relations

- Possibility of learning the mother language besides learning Danish

- Culturally responsive teaching

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- A clear awareness of students' background and the application of this knowledge in teaching

- DSA (Danish as second language) supervisors

- Teachers with different cultural backgrounds (role models)

- Special educational knowledge

- A culturally sensitive and responsive curriculum

- A deeper knowledge of parental collaboration

- Co- teaching and incorporation of specialist knowledge

- A fundamentally democratic approach to teaching and construction of local curriculum

- The use of a student council

- Professional learning communities

Data from the teacher focus groups also entail central knowledge on the views of teacher training seen in relation to the pedagogical and didactical work with enhancing social inclusion. A key point from several respondents is concerned with the notion of differentiated teaching, which is mentioned to be a quintessential competence in order to foster social inclusion – in particular regarding students with a migrant background. When it comes to pre-service teacher training the course Danish as a second language is highlighted as being particularly significant. The possibilities to practice forms of professional coaching or knowledge sharing in professional learning communities is also emphasized as something that should be both a part of teacher training and something which should be a possibility in schools.

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

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

2.4.3 Focus Groups and In-Depth Interviews: School Leaders

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

- The notion of inclusion

- Pedagogical leadership in relation to social inclusion

- Signs/indicators on social inclusion

- Pedagogical approaches that enhance social inclusion

- Knowledge sharing

- The role of educational policies in relation to inclusion of students with migrant background

- Challenges teachers meet

- Necessary pedagogical and didactical knowledge and competencies

- Teacher training

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

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

Knowledge on good teacher-parent collaboration is central and the respondents point to the necessity og teachers recognizing parents to migrant students' cultural background and potential linguistic challenges. Furthermore, knowledge and competencies regarding working in professional communities of practice where sharing of knowledge is at the center is viewed central. In addition to this, the respondents also focused on the school leader being able to do share knowledge, support and guide teachers in relation to working with social inclusion.

The in-depth interviews with school leaders show findings that indicate that the municipality's distribution of funding could be fairer if it was guided by more socio-economic factors. However, one school leader reports that in his or her municipality schools receive extra funding based on socio-economic criteria and thus students who have difficulties receive extra resources in the form of support, extra language teaching etc.

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2.4.4   Conclusion

The data collected in the focus groups and in-depth interviews with Danish teachers and school leaders indicate that the very notion of social inclusion, from a pedagogical, didactical and ethical perspective, resonates well with the respondents. Data from the Danish Ministry of Education show that the number of students with a migrant background is increased over the past years. It also shows that there is some noticeable variation between the five regions of Denmark. Recent national as well as local educational policies have emphasized the need for more inclusive education both in relation to the student body as a whole but also in regard to specific groups of students such as students with a migrant background. In some cases, data indicate discrepancies between educational policies regarding inclusive education and the possibilities to act on these intensions in practice. One such finding is in relation to the national testing scheme in Danish schools where findings show some difficulties and negative implications of the testing schemes particular in relation to students with specific educational needs or other cultural and linguistic backgrounds.

Following examples of promising practice and suggestions of moving forward in inclusive education can be highlighted:

- Cooperative learning

- A clear structure aimed at different groups of students (classroom management)

- Play groups in the lower grades facilitating a variation in children's relations

- Possibility of learning the mother language besides learning Danish

- Culturally responsive teaching

- Awareness of students' background and the application of this knowledge in teaching and curriculum

- Use of DSA (Danish as second language) supervisors

- Teachers with different cultural backgrounds (role models)

- Special educational knowledge

- A deeper knowledge of parental collaboration with parents with migrant background

- Co- teaching and incorporation of specialist knowledge

- A fundamentally democratic approach to teaching and construction of local curriculum

- Knowledge sharing in professional learning communities

- Establishment of an inclusive ethos at schools

- Socially just funding

- Incorporation of a student perspective when gathering knowledge on social inclusion

3   Similarities and differences across countries and cultures

A systematic approach has been applied in order to identify similarities and differences across the national reports. An initial review of the four national reports was made and extractions from each of the reports were taken based on the suggested scripts and protocols that were applied to the interviewing of teachers in the initial interviews and the more in-depth interviews.

The suggested themes presented to the teachers were as follows:

- The definitions and understandings of the notion of social inclusion

- Challenges concerning ensuring social inclusion in the classroom regarding students with migrant background

- Responsibility for successful inclusion in the classroom

- Signs of inclusion

- Pedagogical practices which enhance social inclusion

- Barriers in policies

- Necessary pedagogical and didactical knowledge and competencies

- Teacher training

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

- The notion of inclusion

- Pedagogical leadership in relation to social inclusion

- Signs/indicators of social inclusion

- Pedagogical approaches that enhance social inclusion

- Knowledge sharing

- The role of educational policies concerning inclusion of students with migrant background

- Challenges teachers meet

- Necessary pedagogical and didactical knowledge and competencies

- Teacher training

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

Differences and / or similarities of the school systems

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

Greece

The plan to integrate migrant/immigrant and refugee children into education has instituted two Major Initiatives - The creation of reception courses-RC along with the supportive learning courses-SLC (or so-called ZEP and DYEP classes accordingly). The two initiatives are the basic educational policies regarding the inclusion of students from socially vulnerable groups in school.

Kids at all levels of education are able to enroll in the above-mentioned classes which are located in camps on the mainland and on the Aegean Sea islands (mainly in Lesvos, Samos, Chios and Kos), as well as in major urban areas around Greece. The afternoon SLC classes host recently arrived refugee children who speak little to no Greek and take place in schools located near official camps. Refugee children, who join DYEP classes, attend the formal morning school with Greek students and get additional support in their studies. In the reception courses, students are attending an intensive Greek language learning program. However, as part of the smooth integration of immigrant students into the school community, they also attend courses in the regular classroom, such as art exhibitions, mathematics, physical education, music, information technology, and foreign language.

To summarize on the above extraction from the Greek national report –
- Reception classes – intensive Greek learning language
- Supportive classes – afternoon classes for newly arrived refugee children
- Attend courses in a regular classroom.

Italy

In February 2014 the MIUR issued the new Guidelines for the reception and integration of foreign students in a National Protocol. They constitute the updating of the previous Guidelines which have proposed operational indications and models of integration and didactic support that some schools had already experienced, but it is not followed at a national level because each school adapts the guidelines to their different situations of inclusion.

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

As we have seen, inclusion is only the result of a delicate balance, at the crossroads between the labor market, the educational sphere and the social sphere. Faced with the deafness of political actors, in a debate that sees the migrant as "the son of a lesser God" and therefore not worthy of adequate reception, the need is to rethink community spaces, especially in large urban agglomerations, transforming them in real "flow spaces". Overturning the equation, putting in place welfare inclusive policies that connect school, society and work, is now more necessary than ever

There is a national protocol embodying some guidelines, but it is not followed at the national level, so basically every school adopts and writes down its own inclusion rules, inclusion strategy management. Some schools have psychologists, some have an internal body focused on the topic, others do not develop any process formally.

There is a lot of chaos, huge differences between regions and most of the time the best solution is the personal quality of the teacher. Apart from protocols, notes, papers and declared strategies, it is often the teacher alone that without many tools, using mainly his/her experience and "sense of inclusion", leads the classroom

This first approach based on entrance tests is needed to decide in which year he/she has to be enrolled. Age is not the only criterion they take into account.

Tests may include the listening of easy-to-understand stories, fairy tales, drawings and descriptions about colors, parts of the body, clothes, to check basic lexicon. After this assessment phase, the educational phase can start.

- The Inclusion phase called "Accoglienza" is related to welcome the students in the first months in a new environment.

- Let him/her feel one with the group, teachers work in a team to realize a project and take notes on the strategy to use linked with the specific need of each student.

- Accoglienza also means taking care of the needs of the student such as if they eat meat or chicken for example.

- Let the students play together, make activities together, exchanging seats in order to know well of the rest their classmates.

- Accoglienza is also within the class to have a cultural exchange, it is asked to the student to bring food or pictures about his country, so he can be a witness of a new culture that make the peers curious.

- He/she feels the main character of his story and so is proud to tell.

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

- Guidelines for the reception and integration of foreign students in a National Protocol are not followed on a national level.

- Every school adopts and writes its own inclusion rules

- Assessment phase: Entrance tests – decides what year refugees should be enrolled in

- Education phase: inclusion phase

Germany

All-day schools (*Ganztagsschulen*)₃ offer the right infrastructure for teaching mixed-ability groups together both inside and outside the classroom. The additional sports, cultural and other activities they offer are open to all children and adolescents.

Owing to Germany's federal system, the federal states are responsible for any decisions relating to all-day schools. The rules on all-day schools hence vary from state to state. On the one hand, there are framework agreements between the authorities responsible for education and various umbrella organizations and associations. These agreements detail the organizational and financial cornerstones of cooperation between schools and associations, federations and institutions when it comes to providing all-day activities.

New immigrant students without German language in Berlin attend in the first two years, usually in the context of the normal classes and if needed from grade 3 onwards in welcome classes or in regular lessons.

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

Welcome classes are established in close co-ordination between the school board and the school inspectorate for one school year each. They are provided separately with teachers and are not funded by the Structural Funds for language learning. For Welcome Classes many teachers are hired who in many cases did not study pedagogic. The candidates need experience or degrees in teaching German or German as a foreign language. A lot of candidates worked before in the adult education of integration courses, which are obligatory for refugees.

The native language instruction starts as an offer for students of the grades 1 to 3 and continues usually in the grades 4 to 6. The lessons are conducted by teachers of the state of Berlin, supplement the regular lessons, is free and includes 2 lessons per week and is purely conducted in the native language of the attendees.

Native Language classes are usually taught by regular teachers, who have migration background or language skills in the offered language. There are general courses for teachers on social integration, but they are not obligatory.

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

- Welcome classes – 2 years same context as normal classes, runs parallel to usual classes

- Welcome class teachers are often not qualified in pedagogic but rather german as a 2nd language

- Native language classes – grades 1 – 3 but continues in grades 4 – 6 (2 lessons a week) – conducted in native language

- Many things promised on paper but not implemented into practice and only partially financed.

Denmark

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

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

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

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

language. The result is followed up on at class conferences with the class teachers, who in cooperation plan the further course for the individual student and for the class. Likewise, the student will bring home the test result.

To summarize on the above extraction from the Danish national report

- Reception classes abandoned in some municipalities

- Difficulties and negative implications of the testing schemes

- Danish as second language supervisors provide guidance and co-teaching in relation to teachers

- DSA focus on linguistic dimension

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

Conclusion

The way that refugees and immigrants are introduced into the schooling system across the four partner countries is different, in that although each partner country has in most cases some sort of reception class, the period differs regarding the immigrants and refugee's participation in these classes. From the extractions, it appears that all countries apart from Italy have a reception class and the reception classes in Denmark in some cases have been abandoned. At a national level, Inclusion of refugees and immigrants has been heavily discussed and policies and laws put in place to ensure these are met, however, there seems to be a consensus that these policies are not being delivered from a national level. It is often the schools that take the initiative to implement guidelines on how to deal with inclusion as in the case with Italy, Germany and Denmark.

The notion of inclusion

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

Denmark - teachers

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

- the recognition of the individual student and his or her prerequisites for learning and thriving in school.

- Linked to anti-bullying and thus the individual student´s sense of belonging to school communities

- Subject being taught

- Related to the student's culture and cultural identities

The school leaders in the focus groups showed a substantial consensus regarding the understanding or conceptualization of social inclusion. In their understanding inclusion has nothing to do with a specific group of students but more a pedagogical mindset and practice towards all students. However, the

respondents recognized that different groups of students have different challenges, which must be adequately responded to. Recognition of the individual student's cultural and linguistic background was quintessential to the respondents. This entails that teachers have sufficient knowledge of the prerequisites each student meets the school with.

Policies promoting social inclusion (extract from desk research)

National plan

The School Reforms 3 national goals, 2014:

1.   Primary schools should challenge all students so that they become as smart as they can.

2.   Primary schools should reduce the importance of social background concerning academic performance.

3.   Confidence and well-being in primary schools must be strengthened, among others, by respecting professional knowledge and practice.

4.   **Primary School's purpose:**

- The primary school gives students competences and skills, in preparation for further education, making them want to learn more, familiarizing them with Danish culture and history, the human relationship with nature, along with an understanding of democracy and the cultures of other countries.

- The primary school should cooperate with parents and students and live up to the primary school's purpose.

- The primary school should develop the students' diverse competences.

- The primary school should prepare the students for participation in and shared responsibility for rights and duties in the democratic society.

Common objectives, compulsory subjects and electives:

Guiding curricula and instructional guides for primary school subjects.

Ministry of Children and Education: All the way around:

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

Fundamentals of the material:

• A holistic view of the individual student.

• A resource-focused approach to coverage.

• A conversation-based cover material.

Communal Plan

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

The municipal council has overall responsibility for the primary school. This means, among other things, that the municipal council decides the content of the municipality's school policy. It is the responsibility of the local council that all children in the municipality receive education in primary school to which they are entitled.

The municipal council must ensure that tuition is free.

Municipal vision A place for everything:

Includes several policies and strategies, among others: "Language strategy", "Inclusion strategy", "Refugee reception" and "Integration strategy".

Local plan

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

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

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

Italy

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

As prompted by the Ministry of Public School in Italy schools, professionals have been recently focusing a lot on inclusion. Mostly, the work they do is on the inclusion of students with mental and physical disabilities, but also about the inclusion of students with a background of refugees and immigrants.

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

No matter what disability students have and where they are from or what background they have: there's a possibility for all students. This is what School should teach all of the students

Based on the opinions of the school principals - who have attended the focus group - it seems that the concept of inclusion is understood, well accepted and shared among team members working in their school on different levels (teachers, principals, assistants…). At the same time, School Leaders don't feel like they can guarantee that all the staff members in their schools have a clear understanding of the difference between physical integration and social inclusion

Policies promoting social inclusion (extract from desk research)

Most of the time there is not a policy related to social inclusion. Teachers are asked to pay attention to whether the students are welcomed, they play together, they participate together, they seat together at the canteen. The social inclusion is based mostly on these aspects and is continuously monitored and promoted.

A common practice is based on letting the class hear stories about the native country of the students, collecting data through pictures, books, eating sweets or specialties as a way to honour them and let them feel the main characters of their stories. They feel appreciated and happy to talk about their countries and their traditions. This is one of the most used practice to perform on the way to inclusion.

Greece – teachers

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

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

Greece – school leaders

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

Policies promoting social inclusion (extract from desk research)

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

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

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

Germany – teachers

Inclusion is overall and generally understood as the inclusion of handicap students in the everyday classroom. The term was pushed a lot by politics and thus, is exclusively connected with the concept of including handicapped pupils into ordinary schools.

Social inclusion is responding to giving equal opportunities for poor and rich students. The intercultural level is "filed" under the term integration (if there is a migration background) or "Willlkommenskinder" or "Willkommensklasse" if it refers to refugees with no knowledge of German.

Germany – School leaders

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

Policies promoting social inclusion (extract from desk research)

Owing to Germany's federal structure, responsibility for education policy is carried by the federal states. The Federal Education Ministry (Bundesbildungsministerium, BMBF) handles overarching issues relating to the education system, such as the development of an all-day school system.

According to the 2016 Education Report (Bildungsbericht), the issue of teaching pupils of varying abilities together and of streaming pupils according to their academic performance is an ongoing point of debate in Germany. Generally speaking, the number of schools that teach mixed-ability groups together for longer and offer a variety of school-leaving qualifications is on the rise.

All-day schools (Ganztagsschulen) offer the right infrastructure for teaching mixed-ability groups together both inside and outside the classroom. The additional sports, cultural and other activities they offer are open to all children and adolescents. The federal and state governments have spent a total of 4 billion euros on the investment program "The future of education and childcare" (Zukunft Bildung und Betreuung, IZBB), specifically on developing a system of all-day schools. Local authorities and other school organisations contributed at least 10 % of the amount invested. Federal funds went to 8,262 all-day schools across the country. Owing to Germany's federal system, the federal states are responsible for any decisions relating to all-day schools. The rules on all-day schools hence vary from state to state. On the one hand, there are framework agreements between the authorities responsible for education and various umbrella organisations and associations. These agreements detail the organisational and financial cornerstones of cooperation between schools and associations, federations and institutions when it comes to providing all-day activities.

Germany has many instruments to promote education for all, in particular for (young) people from low-income families. Grants available under the Federal Training Assistance Act (**Fejl! Linkreferencen er ugyldig.**) are relevant here. Pupils receive the BAföG subsidy as a grant rather than a repayable loan. By contrast, university students normally receive half the BAföG subsidies as a grant, half as an interest-free repayable government loan. The Upgrading Training Assistance Act (Aufstiegsfortbildungsförderungsgesetz, AFBG) supports qualified professionals, especially young professionals, in funding an advanced training course that will give them a higher qualification.

The Federal Government's "education package" (Bildungspaket) provides assistance to children and adolescents up to their 18th or 25th birthday whose families receive unemployment benefit II (Arbeitslosengeld II) or social benefit (Sozialgeld) in accordance with Social Code Book II (Sozialgesetzbuch, SGB II), social assistance in accordance with Social Code Book XII (Sozialgesetzbuch, SGB XII), benefits in accordance with the Asylum Seekers Benefits Act (Asylbewerberleistungsgesetz), supplementary child allowance in accordance with the Act on Family Allowances

(Bundeskindergeldgesetz) or housing benefit in accordance with the Housing Benefits Act (Wohngeldgesetz). The education package includes, inter alia, financial assistance for

learning support (extra tuition, generally limited to 35 hours per school year)

school supplies (cash benefit to be spent on material such as pens, compasses, gym kits, atlas, etc.)

participation in social and cultural activities

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

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

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

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

In light of increased migration to Germany, the ministries of culture and education of the federal states, in particular, have been working towards enabling young refugees to enroll in school as soon as possible so they can get an education and enjoy opportunities. Curricula and lesson plans have been adapted and evolved. Language teaching has been mainstreamed in all grades and types of schools. In addition, the requirements for teacher training and development, especially concerning language teaching (notably German as a second language) were stepped up considerably. In some federal states these subjects are obligatory parts of basic teacher training. Meanwhile, the acquisition of intercultural skills inside and outside the classroom has been made part of most curricula. Some federal states offer assistance to schools that wish to develop their intercultural profiles. The structured development of education partnerships is not yet commonplace across the country. In many federal states there are programs to assist schools in working with non-school partners in the field of integration. These efforts need to be stepped up in future and existing measures must be better integrated.

Conclusion on the notion of Inclusion

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

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

Inclusive approaches

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

- Learning from music

- Learning through art

- Group work

- Interactive activities

- Role-playing

- Discussions

- Story-telling

- Debates

- Question / answer

- Play together

- Exchanging seats

- Native language classes

- Teachers should encourage students to share their opinions in the classroom to foster inclusive practice.

- Seating arrangements

- Mixed group games in playground

- Play-groups in the lower grades facilitating a variation in children's relations

- Multi-modal teaching

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- Drama as a teaching tool

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

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

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

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

Time and Resources

Time and resources is an area that all partner countries drew similarities towards, primarily in the area of support and lack of staff. Training was also an area of concern as well as the number of students within a classroom. Below is a list of the commonly identified points that have been extracted from the four national reports.

- More support and more staff

- Too many students in classrooms

- Inadequate time to prepare high-quality teaching

- Insufficient time to teach students with migrant background

- Funding for new facilities at schools that can host reception courses.

- Hiring more teachers at schools, social workers and Refugee Training Coordinators.

- Need for additional helpers

- More staff training

- Primary school needs more helpers, integration educators and volunteers

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

Knowledge sharing

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

- Exchanging of good practices based on cultural background

- Sharing of knowledge

- The experience of inadequate supportive practices in classrooms

- Lack of adequate knowledge of intercultural pedagogy

- Unaware of different approaches used in other countries

- Better knowledge sharing in schools

- Adopt diverse teaching methods

- Enhance knowledge in training techniques

- Practical resources, demos, examples, instruments

- Resources to help design and choose activities

- Professional learning communities

- Cooperative learning

- Knowledge sharing in professional learning communities

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

4   Summary

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

All countries involved have a legislation in place when dealing with inclusion, which is communicated at national level, however it is evident through the findings in the national reports that a common challenge is the executing of these policies as often funding constraints as well as clear execution guidelines from a higher level are affecting the success of inclusion within the schools.

Both teachers and school leaders from the respective schools in each partner country provided valuable feedback along with potential solutions that could be implemented in the future. The above section of this report has identified 3 core areas where most similarities occurred across the four national reports of which are: Time and Resources, Knowledge sharing and Inclusive approaches. The former two (Time and Resources and knowledge sharing– page 46/47) are more aligned with the challenges that the teachers and school leaders encountered. Interestingly, knowledge sharing can be aligned with Inclusive approaches as a common link between the two categories is collaborating with a common objective of introducing good inclusive approaches into the classrooms through the sharing of best practices. This, in turn, could help with the alleviate the time and resources constraints.

Examples could be:

- Exchanging of good practices based on cultural background (knowledge sharing)

- Better knowledge sharing in schools (knowledge sharing)

- Practical resources, demos, examples, instruments (knowledge sharing)

- Knowledge sharing in professional learning communities (knowledge sharing)

- Interactive activities (inclusive approach)

- Role- playing (inclusive approach)

- Learning from music (inclusive approach)

- Learning through art (inclusive approach)

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

- Inadequate time to prepare high-quality teaching

- Insufficient time to teach students with migrant background

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

Appendices

Appendices

Appendix 1 – Focus Group Protocol and Script - Teachers

Pedagogical Approaches for Enhanced Social Inclusion in the Classroom

(PAESIC)

Focus Group Protocol and Script - Teachers

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

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

1. Each focus group interview should include N=10 teachers. One focus group per country is to be conducted.

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2. Each focus group interview should run between 60 and 90 minutes

3. The interviewer should be guided by the script and apply all categories of questions in a dynamic and explorative manner

4. Be sure to arrange a comfortable and easily accessible location for the focus group interview and insure that audio recorders are fully functional before the interview. Study the script and the different categories of questions before the focus group interview

5. Translate the questions to the national language if needed

6. After the closing questions make a sum up of the information retrieved and test if the teachers agree. Inform the teachers of how their information will be used and thank them for their participation

Focus Group Script

The following script is comprised by five categories of questions:

IQ: Introduction questions
SQ: Sub Questions
TQ: Transition Questions
KQ: Key Questions
CQ: Closing Questions

Questions	Remarks
Introduction: Welcome everyone and thank you so much for your participation today. My name is X, and I will conduct the focus group interview today. Please note, that the interview is being audio recorded, which is for research purposes only. Only the researchers in the project will have access to the recorded data and no names or other personal information will be used in project dissemination.	General information on the project and the process of a focus group interview

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The overall purpose of this focus group interview is to create knowledge on how, you as teachers, view social inclusion in the classroom and which challenges and possibilities you experience regarding this. The interview will take approximately an hour to an hour and a half, and it is essential that everyone gets an opportunity to speak and share their views and experiences. Are there any questions regarding the focus group discussion?	
IQ: Please, introduce yourself by name and professional activities and responsibilities	Serves the purpose of introduction and familiarization
IQ: What is your initial understanding of the notion of social inclusion?	Further familiarization and initial focusing on the notion of inclusion
SQ: - What signs of social inclusion can we establish? - Does social inclusion differ from other types of inclusion? - Do you find that there is consensus regarding the understanding of social inclusion at your school? - How does the notion of social inclusion differ in the different communities in which students take part in?	Sub-questions are only applied if the discussion stagnates
TQ: What are your professional experiences regarding the facilitation of social inclusion in the classroom?	Transitioning to the personal experiences of teachers
SQ: - Which pedagogical approaches do you find enhance social inclusion in the classroom?	Sub-questions are only applied if the discussion stagnates

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- When do we know whether a student is socially included or not? - Do you find that every student in your class is socially included (why/why not)?	
KQ: Which challenges do you meet as a teacher when working with including all students in your class – particularly students with migrant background? What role does policy level and contextual circumstances play?	Exploration of the subjective experiences with challenges and barriers regarding the enhancing of social inclusion in the classroom
SQ: - Are there barriers in school policies regarding your work with social inclusion? - How does different policies at administrative and school level affect your possibilities of enhancing social inclusion in your classroom? - Which role does resources (support, counselling etc.) at school level play? - Which role does school leadership play regarding the work with enhancing social inclusion? - If you do experience barriers in relation to socially include students in your classroom – what are they and how do you experience them?	Sub-questions are only applied if the discussion stagnates
TQ: Can we talk about other forms of inclusion than social inclusion?	Transitioning to other dimensions of inclusion (experienced inclusion)
KQ: How does a sense of belonging play a role in inclusion?	Exploration of a broader understanding of inclusion, which includes a more phycological dimension
SQ: - What do you understand by the notion of a sense of belonging? - How do you as a teacher create knowledge on whether students have a sense of belonging to the communities in the classroom and is this important?	Sub-questions are only applied if the discussion stagnates

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TQ: Is it a real possibility to socially include all students in your classroom?	Transitioning to the questions regarding what is necessary in order to enhance social inclusion
KQ: What pedagogical and didactical knowledge and competencies du you assess necessary to enhance social inclusion in the classroom?	Exploration of the respondents' views on the foundations of inclusive pedagogy and didactics
SQ: - In which ways did your pre-service teacher training enable you to work with social inclusion? - Have you had any in-service training that enhances your work with social inclusion in the classroom? - What characterizes the specific knowledge and competencies that is necessary to enhance social inclusion?	Sub-questions are only applied if the discussion stagnates
KQ: Which specific pedagogical approaches do you assess specifically effective in enhancing social inclusion in the classroom for students with migrant and immigrant background?	Exploration of the respondents' understandings of significant pedagogical approaches for enhancing social inclusion
SQ: - How does you pedagogical and didactical approaches for social inclusion look like in the classroom? - How do you assess that these approaches are effective – which approaches are significant and why? - Do you engage your students' perspectives and voices when assessing the significance of these inclusive approaches?	Sub-questions are only applied if the discussion stagnates
CQ: Are there any other subjects you would like to discuss regarding social inclusion in the classroom, or do you have any closing remarks?	Give the respondents the opportunity to add closing remarks

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

Focus Group Protocol and Script – School Leaders

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

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

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

8. Each focus group interview should run approximately 60 minutes

9. The interviewer should be guided by the script and apply all categories of questions in a dynamic and explorative manner

10. Be sure to arrange a comfortable and easily accessible location for the focus group interview and insure that audio recorders are fully functional before the interview. Study the script and the different categories of questions before the focus group interview

11. Translate the questions to the national language if needed

12. After the closing questions make a sum up of the information retrieved and test if the school leaders agree. Inform the school leaders of how their information will be used and thank them for their participation

Focus Group Script

The following script is comprised by five categories of questions:

IQ: Introduction questions

SQ: Sub Questions

TQ: Transition Questions

KQ: Key Questions

CQ: Closing Questions

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

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Furthermore, what is your understanding of pedagogical leadership in relation to the notion of social inclusion?	
SQ: - Does social inclusion differ from other types of inclusion? - What signs of social inclusion can teachers establish? - Do you find that there is consensus regarding the understanding of social inclusion at your school? - How does the notion of social inclusion differ in the different communities in which students take part in? - How is leadership significant in enhancing the possibilities of social inclusion?	Sub-questions are only applied if the discussion stagnates
TQ: How do you view the experience at your school regarding the facilitation of social inclusion in the classroom?	Transitioning to the school's experience of practices of social inclusion
SQ: - Which pedagogical approaches do teachers at your school apply when working on enhancing social inclusion in the classroom? - When do we know whether a student is socially included or not? - How do you think teachers at your school view social inclusion in the classroom particularly concerning students with migrant or immigrant background? - How do you share knowledge on social inclusion between teachers and between teachers and school management?	Sub-questions are only applied if the discussion stagnates
KQ: Which challenges do you believe the teachers at your school meet when working with including	Exploration of the school leaders' understandings of the teachers' experiences

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all students in their classes – particularly students with migrant background? What role does policy level and contextual circumstances play?	with challenges and barriers regarding the enhancing of social inclusion in the classroom
SQ: - Are there barriers in current school policies regarding enhancing social inclusion? - How do you think the teachers at the school experience current policies in terms of either facilitating or hindering social inclusion? - How does different policies at political and school level effect the possibilities of teachers at the school in terms of enhancing social inclusion in the classroom? - Which role does resources (support, counselling, funding etc.) at school level play? - Which role does school leadership play regarding the work with enhancing social inclusion?	Sub-questions are only applied if the discussion stagnates
TQ: Do you believe that it is a real possibility to socially include all students in the classroom?	Transitioning to questions related to what is necessary in order to enhance social inclusion
KQ: What pedagogical and didactical knowledge and competencies du you assess necessary to enhance social inclusion in the classroom?	Exploration of the respondents' views on the foundations of inclusive pedagogy and didactics
SQ: - Do teachers have access to adequate in-service training that enhances the work with social inclusion in the classroom? - What characterizes the specific knowledge and competencies that is necessary to enhance social inclusion?	Sub-questions are only applied if the discussion stagnates
KQ: In your opinion, what are the current training needs among teachers at your school to fully socially include all students in the classroom –	Exploration of the respondents' views on pedagogical, didactical and special educational training needs among teachers

particularly students with migrant and immigrant background	
KQ: Which specific pedagogical approaches do you assess specifically effective in enhancing social inclusion in the classroom for students with migrant and immigrant background?	Exploration of the respondents' understandings of significant pedagogical approaches for enhancing social inclusion
SQ: - Which specific resources, knowledge and competencies do you find strictly necessary in order to foster a socially inclusive school environment? - Do you assess that these resources, knowledge and competencies are adequately present at your school? - If not, which resources, competencies and specific knowledge should be prioritized at policy level and at your school?	Sub-questions are only applied if the discussion stagnates
CQ: Are there any other subjects you would like to discuss regarding social inclusion at your school and in the classroom, or do you have any closing remarks?	Gives the respondents the opportunity to add closing remarks

Appendix 3 – Outline for National Input for Desk Research

National Input for Desk Research
Social Inclusion of Students with Migrant or Immigrant Background

What policies, at the local, regional and national level, can be identified in the partner country regarding promoting social inclusion in the classroom?	
Briefly describe these policies, which can be linked to issues regarding social inclusion of	

students with migrant or immigrant background, and their implementation in classrooms	
Which professionals handles practices related to social inclusion in the classroom regarding students with migrant or immigrant background?	
What specific tasks are carried out in schools of the partner country in relation to social inclusion? Which skills and specific training needs do these practices require?	
How does schools in the partner country organize and structure tasks related to social inclusion of students with migrant or immigrant background?	

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Describe the conditions in the partner country school system in relation to working with the inclusion task	

Appendix 4 – Initial cross-national research report

Initial cross-national research report

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

Condensation of Cross-National Focus Group Data

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

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

Focus group 1	Focus group 2	Focus group 3	Focus group 4	Focus group 5	Focus group 6
Rights	Ethos	Mindset	Consensus	Norms	Rights
Lack of support	No support	Lack of collaboration with specialists	Support inadequate	Lack of support	Lack of "hands"
Language problems	Language and communication	Lacking special language courses	Inadequate language skills	Language problems	Language problems

Discrimination	No recognition	Inadequate cultural recognition	Racism	Lack of recognition	Cultural "blindness"
Outcome orientation	No findings	Testing schemes	Not accessed ready for further education	No findings	No findings
Lack of funding	Economical discourse	No findings	Inadequate funding	Economy	No findings
Communicating with parents	Parents	Parent collaboration	School - parent	No findings	Parents
Cultural barriers	No findings	Cultural closure	Negative attitude and culture	No findings	No findings
No teacher training	Self-training	Inadequate training paths	No findings	No Findings	Pre-service teacher training
Lacking specific tools	Methods	No findings	Practical tools	No findings	No findings
Co-teaching	Different learning styles	No findings	Differentiated teaching	Differentiation	Differentiation
Coaching	Peer support	Peer learning	Collaboration	Leadership support	Observation
Intercultural knowledge	Special educational knowledge	Knowledge on gender	Knowledge on subcultures	Knowledge on second language	No findings
Group learning	Peer learning	Class meetings	Play groups	No findings	No findings
Language training	"Newcomer" classes	Language didactics	Funds of knowledge	Cooperative learning	First language
Material	Structure	Rules	Visual support	Aesthetic learning	Laboratory activities
Parent council	Student council	Democracy	Role models	Contact teacher	No findings
Child perspectives	Data	Digital tool (klassetrivsel.dk)	No findings	Data	No findings

Figure 1. Categorial matrix teacher focus groups

Focus group 1	**Focus group 2**	**Focus group 3**	**Focus group 4**
Rights	Ethos	Recognition	No findings
Participation	Verbal participation	Interact	Well-being
Lack of protocol	Language gap	Cultural Gap	No differentiation
Discrimination	No recognition	No findings	Discrimanation

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Tests	Accountability	Demand of raising grades	No findings
Lack of funding	Structure	Resources	Time
Collaboration with parents	Parents	Parent collaboration	School – parent relationship
Technology	Peer tutoring	Classroom management	Co-teaching
No adequate teacher training	Training	Second language training	No findings
Cultural mediator	School psychologists and social worker	Collaboration with research	No findings
Sharing good practice	Peer support	Peer support/learning	No findings

Figure 2. Categorial matrix leader focus groups

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

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

1) Time and resources

2) Notion of inclusion

3) Knowledge needs

4) Inclusive approaches

5) Language and communication

6) Recognition

7) Culture

8) Teacher training

9) Differentiation

10) Professional collaboration

11) Data

12) student/parent participation

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

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

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

Light Review of Literature

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

1. Published between 2006 and 2019

2. Peer-reviewed

3. Published in English

Following databases were applied:

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

Search strings

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

"collaboration" OR "parent*" OR "knowledge"			
"social inclusion" OR "inclusion" AND "migrant*" OR "immigrant*" AND "student*" AND "resources" OR "communication" OR "language" OR "culture" OR "differentiation" OR "recognition" OR "teacher training" OR "data" OR "collaboration" OR "parent*" OR "knowledge"	Academic Search Premier	Peer-reviewed journals from 2006-2019 in English, Danish, Swedish and Norwegian	55
"social inclusion" OR "inclusion" AND "migrant*" OR "immigrant*" AND "student*" AND "resources" OR "communication" OR "language" OR "culture" OR "differentiation" OR "recognition" OR "teacher training" OR "data" OR "collaboration" OR "parent*" OR "knowledge"	ProQuest	Peer-reviewed journals from 2006-2019 in English, Danish, Swedish and Norwegian	20
"social inclusion" OR "inclusion" AND "migrant*" OR "immigrant*" AND "student*" AND "resources" OR "communication" OR "language" OR "culture" OR "differentiation" OR	Education Research Complete	Peer-reviewed journals from 2006-2019 in English, Danish, Swedish and Norwegian	47

"recognition" OR "teacher training" OR "data" OR "collaboration" OR "parent*" OR "knowledge"			

Table 1. Search strings and databases

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

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          ┌─────────────────────────────────┐
          │ Studies identified in database   │
          │ searches                         │
          │ (n =183)                         │
          └─────────────────────────────────┘
                          │
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          ┌─────────────────────────────────┐
          │ Studies after removal of         │
          │ duplicates                       │
          │ (n = 79)                         │
          └─────────────────────────────────┘
                          │
                          ▼
          ┌──────────────────────┐        ┌──────────────────────┐
          │ Title and abstract   │───────▶│ Studies excluded     │
          │ screening            │        │ (n = 79)             │
          │ (n = 104)            │        └──────────────────────┘
          └──────────────────────┘


          ┌──────────────────────┐        ┌──────────────────────┐
          │ Full text screening  │───────▶│ Studies excluded     │
          │ (n =25)             │        │ (n =8 )              │
          └──────────────────────┘        └──────────────────────┘
                          │
                          ▼
          ┌──────────────────────┐
          │ Studies included in  │
          │ review               │
          │ (n =17)             │
          └──────────────────────┘
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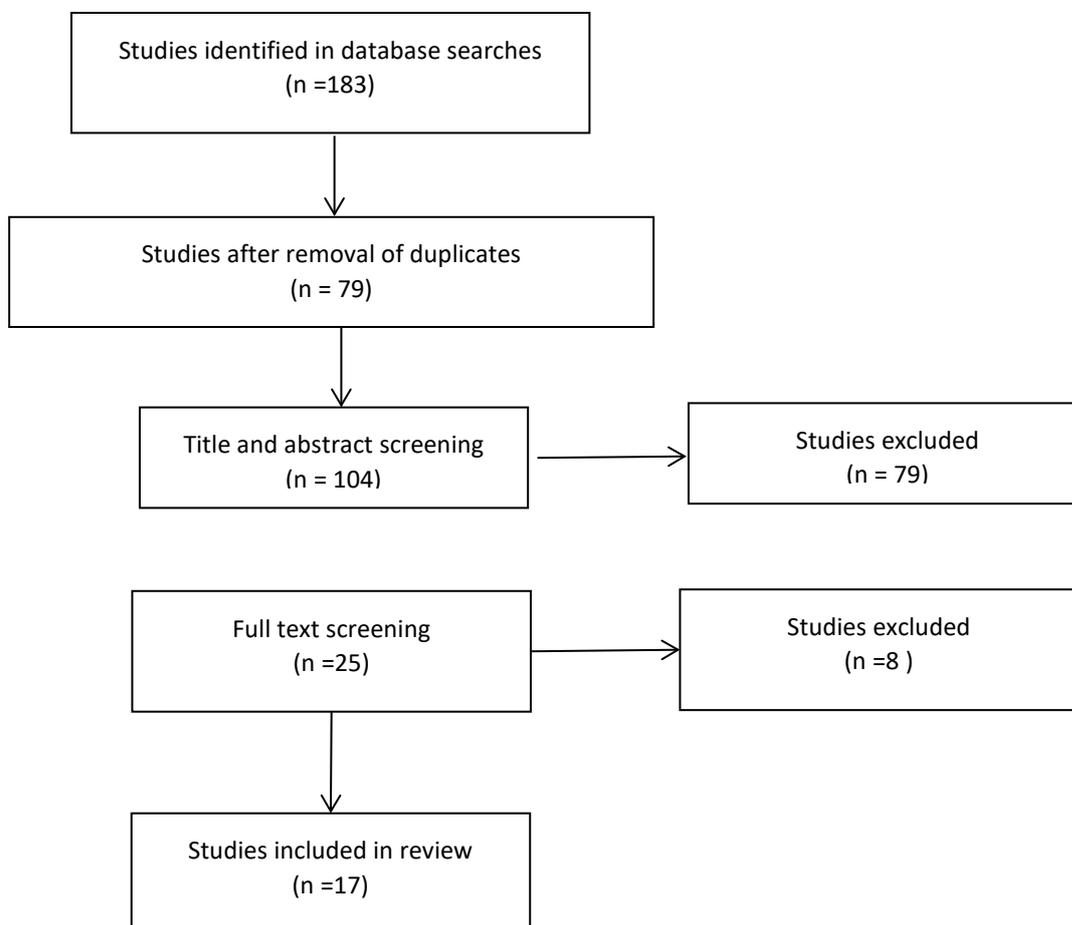
Figure 1. Review process

The full text reading of the included 17 articles resulted in the identification of the following themes: a) *Responsiveness to social, cultural and educational needs* b) *teacher training focusing on*

intercultural understanding c) *peer-tutoring* d) *ethos of inclusion* e) *inclusive parent engagement* f) *focused staff support* g) *school culture with focus on barriers* h) *inclusive leadership.*

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

Authors and Publication data	Country and Participants	Methodology	Findings
Astiz, F. M. (2015). Immigration and educational inclusion: Preliminary evidence from three schools in Buenos Aires, Argentina. *Prospects UNESCO*	Argentina, students, administrators and teachers	Multiple case study, participant observation and semi-structured interviews	Culturally responsive teaching entails positive implications If teacher training does not include cultural diversity and intercultural understanding social inclusion of migrant students is difficult Confusion about the concept of inclusion
Okamoto, D. G.; Herda, D. and Hartzog, C. (2012). Beyond good grades: School composition and immigrant youth participation in extracurricular activities. *Social Science Research*	USA, students (n=15,356)	Longitudinal study, survey	Immigrant minority youth are disadvantaged in regard to activity participation relative to the average student in high-compared to low-SES schools Higher-SES schools are the most favorable contexts for the social integration of immigrant minority
Ficarra, J. (2017). Comparative International Approaches to Better Understanding and Supporting Refugee Learners. *Issues in Teacher Education*	N.A.	Theoretical piece (referring to empirical studies)	Ethos of inclusion – social justice Teacher training - issues of multiculturalism but specifically on the refugee experiences is essential to their ability to support students Collaborative Leadership
Georgis, R.; Gokiert, R. J.; Ford, D. M. and Ali, A. (2014). Creating Inclusive Parent engagement	Canada, students, teachers, program/school leadership, cultural brokers, and other	Ethnographic case study, 33 semi-structured interviews	Language barriers Cultural barriers Use of cultural brokers Inclusive Parent Engagement Practices

Practices Lessons Learned from a School Community Collaborative Supporting Newcomer Refugee Families. *Multicultural Education*	community partners		
Dahm, R. (2017). Can pluralistic approaches based upon unknown languages enhance learner engagement and lead to active social inclusion? *International Review of Education*	France, students, teachers (n=136)	Survey	Use of Pluralistic Approaches based upon Unknown Languages (PAUL) increases learner engagement leading to an enhancement of learning outcomes. PAUL seems suitable for helping to prepare the ground for social inclusion.
Quinn, U. and Wakefield, P. (2009). Experiencing inclusion within a Northern Ireland secondary school: the perspectives of migrant students from four European countries. *Support for Learning*	Portugal, Lithuania, Poland and Latvia, students (n=72)	Survey	Responses from the migrant students indicated that the majority felt the school sought to make them feel included and valued The survey highlighted that the majority of migrant students had established a network of friends at the school Anti-bullying policy The key to developing more harmonious relations between the students, irrespective of migrant culture, is the implementation of a programme designed to teach all children skills and knowledge, rights and responsibilities
Daniels, D. (2017). Initiating a different story about immigrant Somali parents' support of their primary school	South Africa, parents (n=5)	Interview	Respondents exercised agency by building their own capacity and skilling themselves to better support their children's education When teachers lack knowledge about parents and the home contexts of their students, they

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

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			processes that should be facilitated by teachers
Leroy, N. (2017). Modern foreign language teachers – don't leave those kids alone! Linguistic-cultural ''give and take'' in an ad-hoc tutoring scheme. *International Review of Education*	France, teachers (n=2), students (n=2)	Semi-structured interviews	Tutoring scheme influenced the attitude of the French 3e`me pupils towards the British pupils to the extent that those French 3e`mes who had very good English language skills also wanted to be involved. This would suggest that the tutor role assumed by the British students raised their social status and the French teenagers wanted to share this status. The teachers encouraged closer links between the two groups in the 3e`me class by allowing the monolinguals to enter the ''club'' and work with the British migrants to develop activities for use during the tutoring sessions. The British migrant pupils participated more fully in class, appeared more self-assured and generally happier.
Due, C. and Riggs, D. (2009). Moving Beyond English as a Requirement to "Fit In": Considering Refugee and Migrant Education in South Australia. *Canada's Journal on Refugees*	Australia, teachers (n=20)	Survey and ethnographic observation	New arrivals program must move beyond treating English language acquisition as a requirement to "fit in". Schools with high populations of refugee and migrant students must consider how spatial relations in their schools may be negatively impacting these student populations
Wedin, Å. and Wessman, A. (2017). Multilingualism as Policy and Practices in Elementary School: Powerful	Sweden, teachers, students	Action research, observations, interviews and artefacts	Development of language policies that include students' diverse linguistic backgrounds, supports students in their language development in the bridging between L2-support and work in the mainstream classroom.

Tools for Inclusion of Newly Arrived Pupils. *International Electronic Journal of Elementary Education*			The promotion of language policies that oppose hierarchies of power is crucial in terms of social change as it promotes social equity and fosters change
Gould, S. (2017). Promoting the social inclusion and academic progress of Gypsy, Roma and Traveller children: a secondary school case study. *Educational Psychology in Practice*	UK, students, parents, staff	Single case study. Interviews, focus groups, questionnaires	The study identified one consistent strategy (focused staff support) to promote both the social inclusion and the academic progress of GRT pupils
Folke, J. N. (2016). 'Sitting on embers': a phenomenological exploration of the embodied experiences of inclusion of newly arrived students in Sweden. *Gender and Education*	Sweden, students (n=5)	Participant observation and interviews	The conditions and success of inclusion need to be determined by listening to the experiences of the students themselves The inclusion of newly arrived students into the mainstream classroom ought to be coupled with adequate resources
Piliouras, P and Evangelou, O. (2010). Teachers' Inclusive Strategies to Accommodate 5th Grade Pupils' Crossing of cultural Borders in Two Greek Multicultural Science Classrooms.	Greece, teachers (n=2), students (n=23)	Video-based observation	Suitable cross-border strategies help students cross smoothly from their "world" to the "world of science" Strategies: Inquiry, as the organizing principle of curricular activities Establishing a collaborative community Using discursive strategies to scaffold students' learning Designing activities that bridge colloquial and scientific language.

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Research in Science Education			
Johansson, T. and Olofsson, R. (2011). The art of becoming 'Swedish': Immigrant youth, school careers and life plans. *Ethnicities*	Sweden, students (n=10)	Interviews	The key finding is that these young people try to adapt to certain normative expectations connected to the notion of Swedishness. Being 'in sync' with this normative conception leads to self-confidence, whereas being 'out-of-sync' leads to low self-esteem. The results indicate the importance of investigating how symbolic barriers are created, and how they influence and sometimes function as obstacles to academic and occupational careers
Mutcha, C. A.; Rarereb, V. and Stratford, R. (2011). 'When you looked at me, you didn't judge me': supporting transient students and their families in New Zealand primary schools. *Pastoral Care in Education*	New Zealand, 11 primary schools	In-depth case studies, document analysis, interviews	School culture: The schools had thorough processes to identify and remove the barriers to achievement faced by students, and they place priority on finding and developing the strengths of all students. Support: social support of transient students as a vital aspect in developing their achievement. Responsiveness to social and educational need: Schools in this study were proactive in responding to the social and educational needs of transient students. Making a difference for transient students: The schools placed a high priority on adding value to the education of transient students, regardless of the length of stay at the school. Leadership: Leadership across the school was an important aspect of a school's effectiveness in supporting transient students

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			Teamwork: The schools demonstrated high levels of cooperation between staff, regarding planning and assessment Relationships with families: Schools that were effective in supporting the achievement of transient students made excellent connections with families

Table 2. Included articles

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

Condensation of Cross-National in-depth Interview Data

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

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

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

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

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

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

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

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

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

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

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