



ENACTED project

European Network of Active Civil socieTy for Education and Diversity

TOWARDS A COMMON FRAMEWORK FOR ACTION TO INTEGRATE NAMS IN EDUCATION



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INTRODUCTION

In the processes of integrating NAMS, we have to consider the key role that school, third sector and policy have to play and we must certainly start with a long-term strategy.

Indeed planning long term strategy in educational field to have more impact to manage the multicultural contexts.

Over the years the theme of inclusion tout court has become more and more widespread and pursued thanks above all to an important sensitivity on the part of teachers, educators, policy makers, the same countries now dictate guidelines on the subject, however there is still much to be done to create coherent and homogeneous paths of intervention, hence this document emphasises the need to intervene to strengthen the networks of collaboration between the actors involved: territorial services, schools, public bodies, third sector, families.

The COVID-19 health emergency itself has shed more light on the difficulties faced by NAI students during their school career. In fact, the pandemic has had a strong negative impact on the lives of all those living in Italy, both Italian and foreign citizens, with important consequences on the overall system of the rights of foreign citizens and MSNAs, on their arrival, on their living conditions, on their legal status and on the pathways of socio-occupational inclusion, on school attendance and drop-out.

The aim of this document is to create a shared intercultural and ethno-anthropological perspective for a response in line with the needs of NAI and migrant students.

1) POLICY REFORMS AND GOOD PRACTICES

Policy reforms require multi-level coordination between CSOs, governmental stakeholders, and those responsible for NAMS education. It was commonly admitted that in order to support policy change for educational purposes, supporting the roll-out and upscale of best practices, is a first step, but not enough. Educators involved in some scale up event suggested that advocacy activities could also be directed towards these purposes. Often advocacy from CSOs to Ministries raise awareness in the narrower lens of legal aid, while education issues, such as low school drop-out rates and the following integration in society are proven to constitute an important claim on asylum seekers cases and should therefore be highlighted. Once an open dialogue is established and continuously enhanced, policy suggestions can have a successful bottom-up flow. In this case, teachers discussed among them, that school material can be annually reviewed to include new best practices and feedback from the field, given the everchanging context, the nationalities of NAMS that are also fluid, the socioeconomic developments and new legal framework on relocations and asylum decisions that affect students' attendance and performance. Indeed, it is obvious in some cases that closer to the end of the school year, attendance is decreased/

negatively affected as families already know that they will not be in the country the next school year and any motivation to continue with their education journey vanishes.

What was suggested is the school curricula and non formal education curricula to be bridged, in a more interactive and engaging manner. This way, NAMS would be keener to participate in class. What is more, following an approach of each chapter being independent, can facilitate in children's learning without the fear of missing out in case they cannot participate in class for prolonged period of time (eg. Due to covid-19 restrictions, or relocation from one camp or shelter to another). Last but not least, the mentoring system of older students that have transitioned from NAMS to getting included should be rolled out in a school-to-school basis to inspire young students to achieve more within the school environment.

2) RECOMMENDATION

2.1 GOVERNMENT AND THE LEGISLATIVE SYSTEM:

The National legislations should provide resources to apply a common plan for the inclusion of NAMS:

- It is considered a priority to invest in continuous and integrated training aimed at all those working in the educational but also in the socio-medical, political and welfare, and private social spheres, in order to strengthen intercultural, support and diversity and conflict management skills. We also stress the importance of being trained on how to work with second generations who find themselves in a condition that has been constructed by the adult of reference and in which they have to adapt; reality presents us with multiple situations in which an incorrect process of social inclusion blows up reference points and minors become a weaker generation at risk of isolation/marginalisation/misunderstanding: second generations are often much less motivated than those who have faced the migration path and are in search of reference points and values that they do not always find in the culture of origin and arrival.
- Sharing good practices between regions and countries on staff codes of conduct to prevent cases of exclusion, racism, discrimination. Increasing cooperation among different countries to know the different school systems and consequently the students' background to be able to reduce the cultural gap and limit inclusion problems and drop out. Innovative practices can be further leveraged in the educational policy agenda of the country.
- Provision of common educational tools--> as a platforms.
- Institutional reforms: simplify some bureaucratic procedures and the reduction of administrative rigidities in combination with a collaborative mentality through multi-stakeholder partnerships: this suggestion can facilitate schools to be more flexible and adopt a long-term vision for NAMS' future in local communities and in the educational process.

- There should be a clear commitment for the ministry to promote collaboration between schools, teachers, students and the third sector, recognizing through awards, for example, those schools that since elementary school. The ministry should oblige the continuous updating of teachers through specific trainings on interculturalism and inclusion.
- developing co-responsibility pacts through participative paths, identifying, for example, precise reference figures, suitably trained and known to all, who have the task of intervening in the inclusion process as facilitators, mediators, etc.. Specifically, it is suggested that dialogue and relations between the school and the third sector be encouraged in order to make the minor's wellbeing prevail and lower the experience of distrust. To this end, permanent working tables are to be set up to strengthen the interdisciplinary network and greater integration between complementary services and areas.
- Strengthen the network of services and build forms of communication between those providing them, for a global vision of the situations in charge. The need to always work with an emergency approach in which problems are chased, failing to prevent them precisely because the appropriate tools are lacking, does not allow a systemic inclusion process that sees the child at the centre. The arrival of a new pupil in fact always represents an emergency, a difficulty, a situation to be overcome, and is never seen as an added value.
- Activate awareness and information paths on discrimination and parenting, also in order to communicate which services, associations, NGOs to contact to promote a concrete path of inclusive inclusion. These paths should have among the places of election the educational institutions, involving the territorial community also in the presence of territorial services, the third sector and local authorities. Themes should concern education, primary prevention, acceptance of diversity and welcome, as well as work on emotions and relationships, on overcoming stereotypes against all kinds of discrimination.
- Strengthening Family Support Interventions; the inclusion of educational figures in the socio-family realities makes it possible to pursue the objective of facilitating the construction of 'well-treating' contexts that support the well-being and development of each individual and the family unit as a whole. The assumption is to perceive parents first and foremost as active resources that go through moments of vulnerability and need support, accompaniment and guidance from specialists and technicians. We consider vulnerability to be a socially determined situation that can lead to parental neglect and negligence and, therefore, it appears essential to propose integrated responses that offer children and families an 'accompanying pathway' through professional resources and informal support networks in the family, social and context network. Educational interventions represent responses and tools to be activated in a differentiated manner with children and families with the aim of enhancing and bringing out, through listening, welcoming, shadowing and reflection, parenting skills, thus facilitating the process of inclusion of the pupil at school and of the family in the educating community.

2.1 SCHOOL SYSTEM and CSOs

Within the school system, work must be done on both the teachers' and the students' side with the aim of updating the traditional school system. It is therefore considered necessary to proceed with the following actions:

- tailored basic qualification mapping for basic literacy knowledge (for student);
- unique student identification tracking number with some basic educational data (European database – portfolio student);
- Adapt curriculum /soft skill lessons with non formal methodologies and approaches (expedition non linguistic dependent lessons);
- Define tools to monitoring and evaluate the efficacy and efficiency of school strategies to manage intercultural environment in to the schools;
- Providing intercultural courses (diversity management courses) for teachers in educational courses (previous to their employment);
- More investment in human resources to cover the special needs of migrant students;
- Provision of immediate psychological help and ongoing support from social workers and mental health counsellors – establishment of tailored programmes for psycho-social support of NAMS, especially in their first steps of their integration in the school community of the host country.
- Permit formal educational providers to abandon traditional and ineffective educational practices, which create obsolete mentality and teaching activities. Finally, CSOs can disseminate in this way more easily their innovative practices in schools as bottom-up initiatives.
- Psychosocial support (PSS) and Parenting sessions offering specialized support should also be included and available for parents of NAMS to help them further support their children's school attendance and discuss issues of common concern. In all educational institutions there should be listening points that can act on the individual but also on the class group.
- Educational institutions are invited to implement training courses that have emotional education, affective education and gender education as a basis for greater awareness of minors and to develop a more critical sense of what is around them.
- Create forms of connection with social promotion associations; it is important to create meeting spaces in all territories, even those that are unthinkable, because it is primarily necessary to prevent racism through training and raising awareness among adults and families.
- Reinforcing the role of the school: the school is often devalued in its educational role, girls are withdrawn from school while still minors: if male to take them on work paths and if female to take care of domestic matters. This is not the case for all foreign communities, specifically those from Eastern Europe or Asia still identify school as a potential for social redemption and therefore promote their children to complete school cycles and achieve high performance.



- Improving the organisational aspect in school services by giving more continuity to collaboration with other services and the territory.
- Implementation of mentoring, tutoring and peer-to-peer initiatives: with permanent and not impromptu offers with the ultimate aim of creating an educating community.
- collaboration between schools and the third sector must be constant and ongoing and pursue 3 fundamental principles:
 - 1) **Holistic education** is a comprehensive approach that cultivates a developing student's physical, emotional, moral, psychological, and spiritual attributes by providing opportunities that are personalised to a child's skills and feelings.
 - 2) Embrace **diversity** and **interculturality**, as a positive attribute and resource, rather than a challenge or detriment.
 - 3) Work on **student equity** rather than equality. Equity pedagogies recognize the impact of a student's circumstances - like personality, competencies, culture, lived experiences, etc - on their response to the instruction, to identify strategies and instructional techniques that address achievement gaps, intending to reach an equal educational outcome.



ENACTED PROJECT: some info

ENACTED (full title: *European Network of Active Civil society for Education and Diversity*) is a 3-year Erasmus+ KA3 project which is implemented by 6 different organisations from four EU Mediterranean countries with an extensive experience in the area of inclusive education and diversity. The project's consortium consists of the following partners:

1. OXFAM ITALIA (Italy) – project's coordinator
2. CESIE (Italy)
3. STIMMULI FOR SOCIAL CHANGE (Greece)
4. SOLIDARITY NOW (Greece)
5. CARDET (Cyprus)
6. MAGENTA CONSULTORIA PROJECTS SL (Spain)

One of the primary goals of the project is to provide support to the European educational community (both formal and non-formal education (NFE) providers as also policymakers) in order to effectively fulfil the multiple needs of Newly Arrived Migrant Students (NAMS) and promote their smooth educational and social inclusion within the host country. The key innovation of ENACTED is the creation of a new international [online networking platform](#). This platform aims at bringing together European Civil Society Organisations (CSOs) – which are actively involved in the integration process of migrant and refugee students through education – and school staff (educators, teachers, headteachers) of primary and secondary level that works with disadvantaged migrant and refugee children. The second and additional innovative element of ENACTED is to explore and showcase innovative practices based on the experience of CSOs, by enabling them to share these initiatives with the educational community. As such, the project and mainly its platform provides to educators and relevant educational stakeholders the potential to share new knowledge in the field of inclusive education and to generate impact at a policy level, by promoting new systems of operation and mutual support for the long-term educational benefit of disadvantaged migrant students around Europe. Regarding the target groups of the project, the project aims at first exploring the needs of teachers in formal education system and of non-formal educators from CSOs, as they are considered one of the primary stakeholders who are often called upon to manage and deal with diverse challenges and barriers in their professional environment in order to integrate effectively migrant students within classroom and in the educational system of their country. Especially CSOs are increasingly seen as key partners because their close connections to migrant and refugee communities and their experiential activities to design tailored educational programs related to NAMS' needs can be fruitfully utilised by schools and other formal educational providers. As for the indirect target groups, the project aspires to indirectly benefit 1) policymakers and education experts, as stakeholders of formal **national education systems** and 2) **NAMS themselves** placed in classrooms of trained teachers. Finally, a long-term impact that ENACTED tries to achieve is to enable the national policymakers to innovate and provide more inclusive and high equality education for all learners, by inspiring them through new educational pathways and new learning tools. NAMS' effective inclusion in school is a priority that is promoted by liaisons between teachers of formal education sector and CSOs' representatives, as the project encourages the sharing of good practices and of their replication for the benefit of NAMS' inclusion and of the whole educational community.



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a rischio/vittime di violenza LINEE GUIDA A TUTELA DEI/LE MINORI

- The most part of information were collected during capacity sessions, roundtables and scaleupevents