



WP5: Scale up pathways and Policy recommendations

05.1 Scale up pathways

Lead partner: Stimmuli for social change

Contribution by all partners



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List of abbreviations:

WP	Work Package
EU	European
CSO	Civil Society organisations
NAMS	Newly Arrived Migrant Students
NGOs	Non-governmental organisations
NFEs	Non-formal educators

1. Introduction

1.1 Overview of O.5.1 report

1.1.1 Main goals of report



This report is the first output of Work Package (WP) 5 and is addressed to EU and national policymakers as also to educational practitioners (teachers, school principals, etc.). Its main aim is to inspire these school and decision-makers to reflect upon strengths and potentials of innovative practices that were suggested at national upscaling events of each participating country, with the final aspiration to further upscale them in the formal education systems through a set of policy scale-up pathways.

In this way, the report develops concrete policy recommendations in order to improve the formal educational agendas in inclusive education in each participating country through the successful replication and integration of existing innovative practices in the national curriculum of national education systems. The presented policy suggestions and lessons learnt of this report are expected to generate a greater long-term impact for of NAMS' better integration in education and society.

1.1.2 The national upscaling events of ENACTED project

In the framework of the project, a series of upscaling events were carried out by the project's consortium during the last year, specifically between May 2022 and January 2023. These events were organised as co-design and reflection workshops, engaging various stakeholders such as policy makers, education experts, CSO representatives. The main objectives of these policy-oriented events in each country were the following ones:

- 1) to inform stakeholders from the educational and policy sector (e.g., policy makers, diversity and education experts, CSO representatives, teachers) about existing effective approaches and practices for refugee and migrant children' education which are either applied in their country or are important for the inclusion of NAMS;
- 2) to enable participants to further reflect on successes, challenges, gaps and solutions to overcome current barriers and to examine the potential to scale up the presented innovative practices within their national education system.

Regarding the methodology for collecting and reporting all shared information by the upscaling events, a specific reporting template was created by Stimuli, as the lead partner of this activity, that was distributed to all partners in order to include their useful input and feedback from participants of each upscale event.

2. Upscale events in each country

2.1 Innovative practices at national upscale events

2.2.1 Upscale events in Greece

In Greece, three upscaling events in total were carried out between July and November 2022 by the two Greek partners, Stimmuli and Solidarity Now. The duration of each event was approximately two hours. Approximately 46 educational stakeholders in total (e.g., policymakers, school counsellors, Refugee Education Coordinators (RECs), headteachers, teachers and non-formal educators (NFEs) participated in these upscale events from different regions of Greece. They were all related with refugee and migrant' education, either working on formal school settings or employed at afternoon support classes or are engaged with migrants' integration on an administrative level. They were invited to participate physically at these events to discuss on a couple of innovative Greek practices, on existing challenges related to their long-term effectiveness and on effective solutions to overcome these challenges for upscaling the practices within primary and secondary schools around Greece.

The innovative practices that were presented during the Greek upscaling events are listed below:

1. *'Ftou kai Vgaino - Social-Emotional Classroom and in Language teaching'*¹

This practice was presented both in the events of both Greek partners. It regards a toolbox developed by this organisation in cooperation with other two NGOs (ELIX and UNICEF) in the area of inclusive education, as part of the educational programme [Teach for Integration](#). This toolbox involves a series of multilingual and socio-emotional empowerment activities and was created as a bridge between the process of teaching Greek as a second language and the psycho-socio-emotional learning and life skills-related activities. The material included in this toolbox is targeted to children and teenagers for language teaching at **A1 language** level and can be leveraged by teachers of formal education for further use.

2. *AKELIUS digital language platform*²

This is the second innovative practice that was presented and discussed among Greek participants at Stimmuli's event. It started to be implemented in June 2021 and regards an e-platform of language learning that focuses on students between 6 and 18 years old. It has been implemented in five schools of formal education in several Greek islands, although without being officially



¹ Official resource for 'Ftou kai Vgaino' practice: https://www.solidaritynow.org/wp-content/uploads/2019/07/ftou_kai_vgaino.pdf

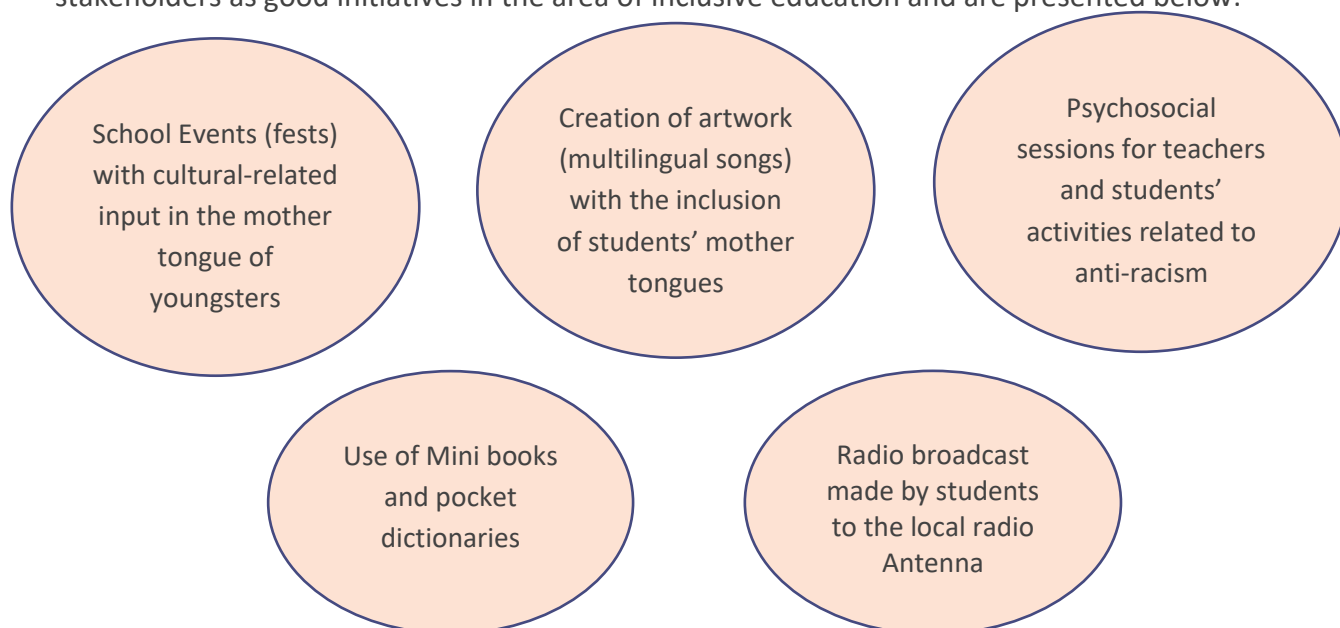
² More information **Akelius platform** in Greek can be found in the following link: <https://languages.akelius.com/subjects/el>

established as innovative practice nationwide. The topics that are covered and examined by this practice are the following:

- Blended learning
- Classroom management
- Lesson planning with the use of this platform for primary school students

3. **'Schools for All'** – a project implemented by the Wergeland Centre and the Greek Ministry of Education

A representative from this project who is also a Refugee Education Coordinator has presented the results of the project during the upscaling event organised by Solidarity Now. This good practice is also included in ENACTED DIPIE (Depository of Innovative Practices in Inclusive Education) section in the platform and is implemented by Wergeland Centre and Greek Ministry of Education and Religious Affairs. Furthermore, a list of additional practices was also shared by the involved stakeholders as good initiatives in the area of inclusive education and are presented below:



2.2.2 *Upscale events in Italy*

In Italy, four upscaling events were implemented in total by the two project's partners (CESIE and Oxfam), again in the same logic, duration and structure with the other national events. One of the Italian upscaling events was carried out within the *Inclusive Education Festival*. This event hosted different educational projects promoted by CESIE in order to create synergies between similar programmes focused on the exploration of new tools, methodologies and practices to support students with migrant backgrounds.

Overall, as innovative practices the following initiatives were presented and discussed during the Italian events:

1. **Class grouping** – discussed at the event organised by CESIE
2. **Inclusion of parents** – discussed at the event organised by CESIE
3. **City visit exercise** – discussed at the event organised by CESIE
4. **Articolo 31 Project** – discussed during one of the events organised by Oxfam

The first three practices pertain to a variety of topics such as peer to peer learning or interactive activities among native and NAMS, while emphasis was given on the engagement of refugee and migrant parents in their children's school education and on intercultural activities, as such initiatives can create a positive atmosphere and inclusive environment for NAMS to their new educational environment, promoting in this way also their social integration.

Regarding the practice '**Articolo 31 Project**', it was presented by an educator and manager of Macramé Cooperative who shared his experience with this project during the Oxfam's event. This practice is considered one of the most important practices in the area of inclusion of disadvantaged students and of NAMS. The stakeholder supported that for more than a decade, in the same places where they conduct second language (L2) classes, they have been also implementing a writing workshop to allow children to be able to express themselves freely without being judged. This has led to some of the boys who do often not have high academic success approaching the writing skills with a more creative way and publishing small stories, created and written by them. Consequently, this practice is not just an extracurricular activity but a workshop that allowed migrant children to increase their language, emotional and soft skills.

2.2.3 Upscale events in Cyprus

CARDET

In Cyprus, two upscaling events were carried out in December 2022. In those events, several stakeholders participated from the field of diversity and inclusion, such as social workers working with NAMS with an expertise in migration and integration, teachers and headteacher, employees from CSOS.

The innovative practices that were presented at upscaling events are related to the following areas: cultural or game-based activities, social skills' development for NAMS and communication with the parents of NAMS for overcoming language barriers. More specifically, three main activities were presented in total in these events:

1. **Treasure Hunt Activity**

This practice is a game-inspired activity which was presented and implemented in real time by social workers working with NAMS during the first upscaling event organised by CARDET. Such an activity can

help NAMS explore within their hosting city in their new environment, such as traditional meals to try out and monuments/sights to visit. Then, using the *Actionbound Application* and based on the mapping of important points (historical, cultural, culinary etc.), a Treasure Hunt is created on the app. The participants follow the map to find certain locations and once they arrive at the locations, information is provided to them about them, along with a game/activity, such as a quiz or a quest (e.g., answer a question about the location or take a photo). The participants can be divided in teams and competed among them (as happened at the event), as the Actionbound app can award points for the quests or questions they get right and appoint a winner by the end of the Treasure Hunt.

2. **Focus Groups and/or capacity building activities for the parents**

Groups of parents can be formed, depending on the language spoken. The parents can discuss their fears, doubts, questions and can also receive training that will eventually facilitate their integration and the integration of their children.

3. **Role playing game for the facilitation of learning good attitudes**

Such an interactive activity can engage one or more student(s) taking over the role of the teacher in a role-playing game to learn about school rules.

2.2.4 Upscale events in Spain

Magenta, the project's partner from Spain, carried out three physical upscale events in total within the period August 2022 – January 2023. Several teachers and social psychologists participated in these events to exchange ideas on selected good practices, on problems encountered in the educational system regarding the inclusion of migrant children as well as on possible solutions for the upscale potential of shared practices.

In the first two upscale events, participants shared with the partner as series of different promising and inclusive practices. During the first upscale event in Spain, participants mentioned an important initiative of the Regional Ministry of Education of the Principality of Asturias. In particular, it was mentioned that the Ministry has awarded the [Siloé Foundation](#) with a grant for the implementation of educational compensation actions aimed at promoting equity and inclusion during the years 2019-2020, funded by the Ministry of Education and Vocational Training and co-financed by the European Social Fund. This grant **reinforces the school support work** that the educators carry out with the minors of the Childhood Programme centres. In addition, two more best practices carried out by different actors in this area were also presented. The first one regards the educational support for children at risk of social exclusion by AESCO and the second one focuses on *Open Intercultural Classrooms* by the association Liga Española de la Educación y Cultura Popular. These practices have been implemented and performed in several cities in Spain, while the second one (Intercultural Classrooms) was performed in schools. However, some participants emphasised that it is often difficult and challenging to insert or even to upscale them within the school curricula, as such practices are part of initiatives organised by NGOs or associations

and are not managed by the school authorities or initiated by the government that offers the official guidelines for the implementation of national school curricula.

In the second upscale Spanish event, participants stressed on two programmes that are already embedded in the school curricula of some Asturian schools. These initiatives concern programmes focused on the promotion of Language, Culture and Civilisation, both Romanian and Portuguese. These programmes are being carried out in several educational centres in the Principality of Asturias with the aim to properly maintain different languages and cultures from Romanian and Portuguese students and also to raise awareness among local students about the fundamental characteristics of both cultures, thus fostering the diversity in schools.

2.2 Strengths of shared innovative practices

2.2.1 Stakeholders' feedback from Greek events

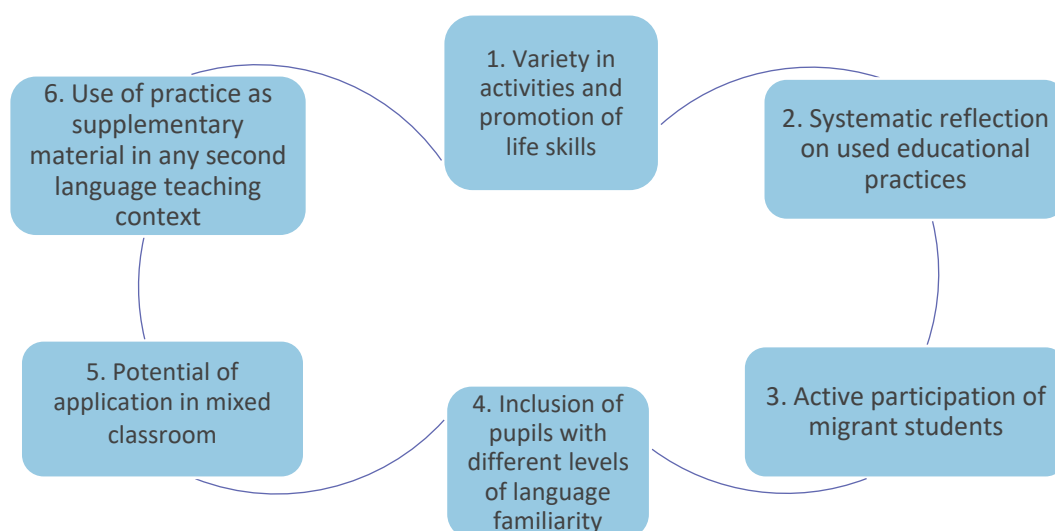
Regarding Stimuli's upscaling event, most stakeholders agreed on the following strong points and benefits of the presented practices:

- **student-centered approaches** and offer **free access** to their resources;
- promote an **experiential** and **collaborative learning process**;
- enhance the **skills' development** (with emphasis on transversal skills) of both teachers and students.

In addition, some participants expressed online their opinion on both benefits and challenges through an interactive online activity in Jamboard that was performed during the event:

Specific benefits of each presented practice:

1. *'Ftou kai Vgaino - Social-Emotional Classroom and in Language teaching'*



2. *Akelius Platform*

For **Akelius platform**, the most important assets that were discussed among participants are the following ones:

- multisensory approach resulting in student motivation (e.g., audiovisual techniques,
- potential for intervention in different learning styles
- application to a mixed student population
- creation of a climate of familiarity for migrant students
- use of the platform at different stages of teaching process
- usability of the digital environment



Regarding the practices that were identified during the events of Solidarity Now, they are all about **participatory** approaches that empower beneficiaries to be engaged smoothly with the learning process. A second and essential strength of those practices is that most of them are addressed to teachers-trainers, leveraging the impact and the number of children that are benefited on a long-term basis. Finally, the **networking** and **teambuilding** spirit that many of these practices encourage among community stakeholders and the school community creates the necessary context for the better support and integration of NAMS.

2.2.2 *Stakeholders' feedback from Italian events*

To begin with the upscaling events implemented by CESIE, according to the Italian stakeholders the identified innovative practices offer multiple benefits, that are displayed below:

1. *Group working*

As it was specified by one participant, such kind of activity can benefit the educational and social inclusion of NAMS, as it **promotes the communication and interaction among students** with different backgrounds, both at linguistic and cultural level. Also, it was supported that such an activity is a good way to compensate for NAMS' existing difficulties with the language of the host country, helping them interact with younger students and feel more confident and integrated, through their active participation in peer groups.

2. *Inclusion of parents*

For this practice that was suggested by a group of participants and focuses on parents' engagement, much emphasis was given on the importance of engaging refugee and migrant parents in the path of their child's education. This can be implemented by hosting evening meetings wherein NAMS' parents

can discuss with the school staff on problems, existing challenges, and ways of improving their children's schooling.

3. *City visit exercise*

This activity is not necessarily education-oriented, it is about a city visit that was suggested as an idea to welcome migrant children to their new environment through the organisation of city visits in the region – place where they are placed. This activity can generate multiple benefits mainly at social level, as culture and interaction with the traditions and members of local community can improve their communication skills as also their overall psycho-social wellbeing.

Regarding participants' opinion from Oxfam's upscaling events, some of the most important benefits related to the identified practice are presented below:

4. *Articolo 31 project*

This practice was presented as part of the necessity to build on better school environments as a way to fight the dis-equality and to promote the inclusion. The specific benefits that were discussed during the event about this practice and specifically about its part that is related to the writing workshop are presented below:

- The writing workshop included in the practice has increased NAMS' self-awareness, allowing them to spend time with other foreign and nonforeign boys, and thus promoting the process of their inclusion in the educational community
- The schools have been given the chance to give migrant students extra added value for their participation in this workshop, which is **not just an extracurricular workshop** but a workshop that allowed children to **increase their language, emotional and soft skills**.
- Such kind of workshop is a 'window' to express themselves without being judged, a way to get to know others and to feel part of a community.

2.2.3 Stakeholders' feedback from Cyprus events

Specific strengths for each practice:

1. **Treasure Hunt Activity**

- It entails an interactive, engaging, creative and stimulating character
- Enhances the following skills: digital, communication, language learning, teamwork, taking initiative, critical thinking.

2. **Focus Groups and/or capacity building activities for parents**

This practice entails the active participation of parents of NAMS which is not always frequent.

3. **Role playing game for the facilitation of learning good attitudes**

The practice entails a non-formal, interactive way of learning which can be very engaging for students. With this practice, teachers can also avoid the spoken language and by extension the language barrier and instead they can use the body language.

2.2.4 Stakeholders' feedback from Spanish events

For the practices shared during the first Spanish event (educational support for children at risk of social exclusion and open intercultural classrooms) the potentials and strengths that participants highlighted are the following ones:

- They support educators in the promotion of social inclusion and diversity in education;
- Even though they cannot be easily included in the school curricula, they work properly and serve to raise awareness around children' rights and inclusion process.

Regarding the practices of second upscale event (Language, Culture and Civilisation, both for Romanian and Portuguese) their main strength is their focus on particular cultures and the fact that they can be implemented in a complete way, with the involvement of appropriate specialists in the field.

2.3 Gaps and challenges for the replication and upscale of innovative practices

Identified barriers by Greek events

During the Greek events participants reflected on multiple barriers that hinder the replication and the possibility to upscale the presented innovative practices in every school around Greece. Beginning with the **institutional** obstacles, the most serious ones that were mentioned by many participants are the following:

- difficulty of changing stereotypes and the mindset of teachers and of some parents;
- not existing systematic training for educators- teachers for acquiring new skills;
- lack of interest from some educators to invest in new inclusive methods and to implement non-formal innovative practices inside classroom;
- ineffective bureaucratic procedures that hinder joined activities of Civil Society Organisations (CSOs) with public school teachers;
- lack of confidence from a part of teaching staff to be upskilled to the field of intercultural integration.

Some **technical or resource-related** problems were also reported by the participating stakeholders, as follows:

- lack of technological equipment and infrastructure in many formal schools to support the effective implementation of the examined practices, especially the use of Akelius Platform that is designed to be implemented on digital basis;
- insufficient internet connection to schools of some Greek regions to promote online-based activities. This challenge causes extra problems in the implementation of practices that require the application of digital educational tools.

Finally, a series of additional problems related to cooperation or attendance of students were highlighted, as follows:

- poor and non-systematic attendance by pupils due to existing early school leaving cases;
- lack of cooperation among teachers and refugee and migrant parents;
- resistance from the hosting communities to integrate youngsters as Third Country Nationals (TCN); this is a challenge that affects the integration of students in education as they are considered as a threat that lowers the teaching and the academic level of the class that have joined.

Identified barriers by Italian events

From the side of Italian stakeholders, it was noted that some schools are extremely limited in terms of **available space**, so creating specific activities or space only for NAMS is a constant problem.

Additional reported challenges that hinder the upgrading and replication of each proposed practice:

1. Class grouping

Participants pointed out that the creation of NAMS' specific classrooms would require resources, time, and space that is not necessarily available at all schools. For this reason, this is a practice that is not necessarily replicable in every educational context.

2. Inclusion of parents

In response to the suggestion of a parents evening, it was highlighted by a participant that when her school hosted such events in the past they have been very poorly attended. Therefore, it is important to appreciate that the **commitments of the NAMS' parents** (work, other children etc.) may be a reason that inhibits their ability to attend these events.

3. City visit activity

A city visit would require **time** and **planning** that many schools may not have in order to be able to replicate such a practice.

Finally, regarding the obstacles that were discussed at the Oxfam's upscaling event, it was supported that a core challenge that hinder the replication and upscaling potential of the identified practice towards the inclusion of NAMS is often the **lack of co-design approaches** between formal and nonformal educational sectors. Sometimes, schools do not seem to recognise the activities that students do outside of school with the contribution of third sector.

Additional problems that were underlined are:

- Lack of coordination between the organisations and the targeted users, as innovative programmes are sometimes unknown or not well promoted.
- Lack of support towards school personnel, as well as the absence of protocols for collaboration.
- Lack of appropriate organisations and inefficient communication between existing entities.
- Lack of personalised supportive services for students' integration at school.

Identified barriers by events in Cyprus

The most important challenges related to the upscale potential or replication of the suggested practices are the following:

- The presence of translators for activities such as focus groups for parents. The schools would need to find a certified, trustworthy and dependable translator in order to make the implementation of the focus groups and capacity building trainings possible.
- For role-playing activities, more time is needed if such as a practice is not foreseen in the curriculum, as the teachers might not find the time to organise it.
- For the suggested Treasure Hunt Activity, the use of smartphones or tablets is necessary, which might not be possible for every school to provide to its students. Also, educators' digital skills are

required to use the Actionbound app to create the route and stops of the Treasure Hunt and help the students on how to use it.

Identified barriers by events in Spain

The barriers and obstacles that were identified and expressed by participants regarding the replication and upscaling potential of presented innovative initiatives and programmes in Spain are the following ones:

- Restriction in the provision of grants and of further and long-term budgeting to many organisations by the Ministry of Education
- Difficulty to introduce and integrate innovative practice of CSOs within the school curricula (not as extracurricular activities but as part of official curriculum).

2.4 Policy suggestions for an integrated education approach and upgrade of innovative practices in national education systems

Greece

For the practices that were presented at Greek events, a list of important solutions was suggested by participants at policy level. First, it should be underlined that the following measures do not regard only the examined practices that participants focused on. They are suggested as policy measures at national level that will pave the way for any innovative practice to be upscaled and will offer new opportunities to school communities to build better conditions towards a quality education for NAMS.

List of reported recommendations that are necessary to overcome exiting obstacles and gaps:

At institutional and community level:

- Integration of practices in skills workshops of national curriculum
- Better cooperation among RECs (Refugee Education Coordinators) and teachers in schools and mutual support for diffusing these practices;
Creation of a special zone for innovative non-formal programmes, combining them with courses of national curriculum that is taught in reception classes;
- Cooperation with Greek CSOs active in this area in order to train teachers on how to leverage use digital tools in the teaching of Greek as a second language;
- Enable school staff to adopt innovative practices as experiential approaches through art-based ways (e.g., creation of a comic strip for practising spoken and written language)
- Create helpful bureaucratic procedures through advocacy and concrete suggestions to the Ministry of Education admins.

At school level:

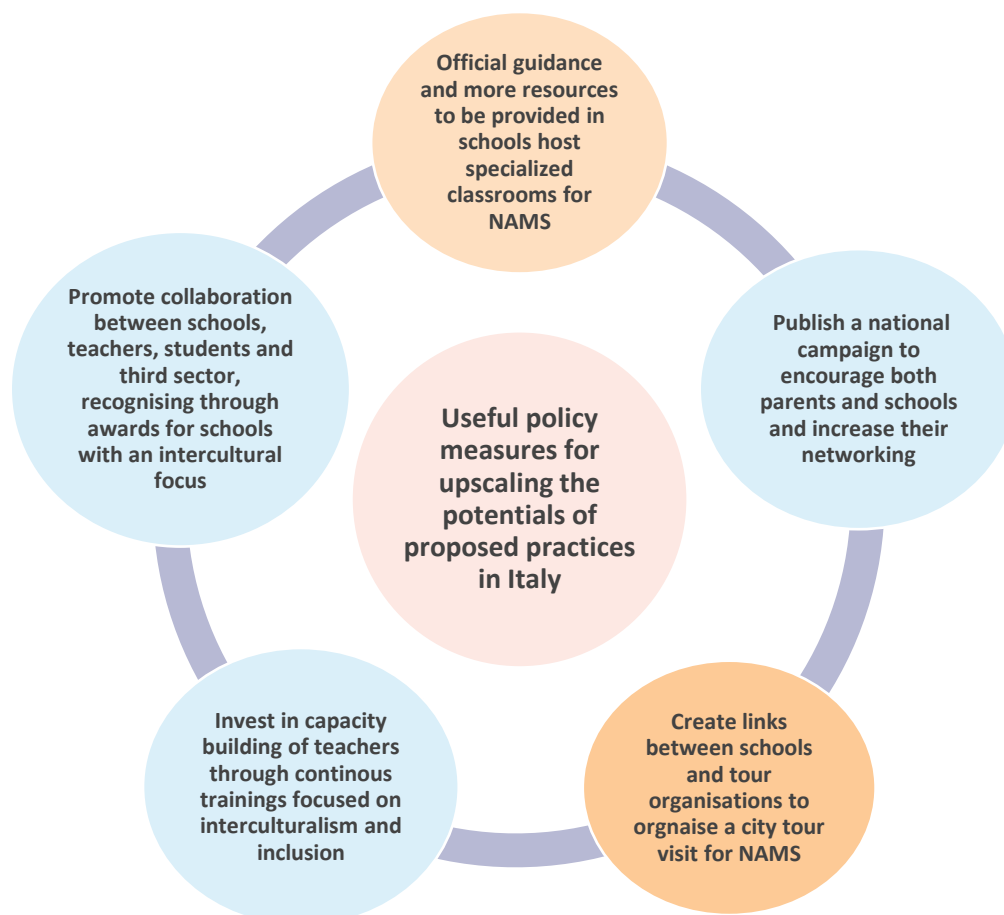
- Continuous training of teachers through capacity building activities
- Synergies between formal and non-formal institutions for sharing ideas and resources through working groups
- Engagement of teachers in new teaching methods
- Improvement of the school climate through peer learning groups
- Promotion and empowerment of collaborative initiatives between private and public stakeholders (school, NGOs, Reception managers, local educational administration offices)

At financial level:

More funding in schools for better technological equipment

Italy

Based on the previously reported strengths, challenges and barriers, a series of useful policy suggestions were proposed during the events implemented by CESIE and Oxfam for the successful replication and long-term application of the proposed practices in the schools of formal education around Italy:



Additional policy suggestions that were highlighted by Italian stakeholders pertain also to financial, organisational or legislative measures, as follows:

Legislative level:

- ❖ New legislation setting out new procedures by appropriate local entities to simplify and speed up bureaucratic procedures.
- ❖ Law proposals to include the inclusive educational approach in the standard educative program in a long-term vision.

Financial level:

- ❖ Extra funding allocated to the schools receiving NAMS students and for the application of inclusive education practices.

Organisational level:

- ❖ Set up NAMS hosting organizations with counselling services available for NAMS families in order to facilitate their social integration.
- ❖ Better organisation between national government and political leaders to find fast and effective solutions at a national level.

Cyprus

For the practice ‘Treasure Hunt Activity’ that requires digital skills from educators and technological equipment for the feasibility of practice in all schools,

- ❖ Organise mandatory capacity building sessions for educators on how to use digital tools and enhance their digital skills. Make part of the schools’ curriculum the use of digital tools that are available in order to make learning more interactive, engaging and fun. Also organize trainings for educators in non-formal education to make use more often of non-formal educational methods and tools.
- ❖ Allocate resources for the acquisition of digital tools and smart devices, so that every school is equipped. Allocate resources in the constant and obligatory training of educators.

For the practices that area related to focus groups for parents or role-playing games the following policy measures were suggested:

- ❖ Recruitment of translators to facilitate integration and inclusion of NAMS and their families appointed and working at schools with on a daily basis;
- ❖ Inclusion of interactive, non-formal activities as integral part of school curriculum;
- ❖ Legislative measures established by authorities and policymakers to empower collaboration of schools with NGOs to adopt innovative practices to NAMS and families outside the formal restrictions of schools.

Spain

For the presented innovative practices related to programmes of Language, Culture and Civilisation, teachers and pedagogues supported the presence of a governmental organ inside the Ministry of Education dedicated to the implementation and wider replication of this kind of programmes in the national sphere.

For the practices related to educational support for children and of open intercultural classrooms, involved stakeholders highlighted that a **public budget** from the government foreseen for this area is needed, especially capacity building of teachers on inclusion and diversity issues on diversity should be as knowledge and education in this area should be mandatory and be prioritised in the school policy, especially in reception classes. For overcoming existing barriers, the replication potential of the above shared practices (*systematic educational support for children and open intercultural classrooms*) can be achieved through the raising of awareness around the scope and benefits of practices in order to be further acknowledged and introduced in the school curricula. Additionally, some participants supported



that it is essential that policy makers prioritise in the educational system framework the inclusion of migrant children as a mandatory topic for teachers to work in, benefiting in this way the whole school community to operate as a safe and welcoming learning environment.