Integrating Migrant Children at Schools through Artistic Expression

WP 1: State-of-the-Art Report

Prepared by

UNIBO
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PART I - Needs Analysis

1. INTRODUCTION

Challenges that migrant children face are often complex and intersectional, include issues such as socio-economic disadvantage, language, native culture bias and attainment. Across European countries, statistics show that, on average, migrant children have a significantly lower level of academic achievement than children with two native-born parents. This disadvantaged position of migrant children vis-à-vis children with both native parents can be caused by fewer access to socio-economic resources and most importantly because migrant children suffer from a negative penalty associated with migratory status. Some challenges faced by migrant children result from the characteristics of migrant groups such as low socio-economic status, knowledge of a local language, psychological barriers, potential low expectations from parents and teachers as well insufficient family and community support.

In educational level, migrant students are exposed to those barriers and especially to intolerant behaviour at school. Although the pattern varies by country, children with a migrant background show tendencies towards lower educational performance and are more likely to leave school early than their counterparts from a native background. Educators, on the other hand are not properly equipped to deal with increased diversity at classrooms and that can lead to conflicts between students and at the same time support migrant students to perform better. A tested practice that has yielded results in terms of improving performance of disadvantaged children and bringing the classroom together is through arts integration.

This report investigates migrant children social and educational integration in Greece and Italy. Both countries have significant problems in integrating migrants because of lack of know-how and a structured system from the official authorities. This report includes activities listed in Work package 1: Needs analysis & best practices

The contents of this report can be summarized as follows:

- Needs assessment analysis of the challenges encountered by migrant children in learning process and social integration at schools in Greece and Italy
- Identification of specific learning and cultural barriers inside the educational system in Greece and Italy
- Examination and analysis from best practices selected from the consortium countries and abroad on integration of migrant children based on different techniques for transfer to direct beneficiary countries
- Examination of social inclusion methods through artistic and intercultural activities at schools
- Draw conclusions and recommendations based on the findings.

More specifically chapter 2 and 3 illustrates the empirical research framework developed respectively in Greece and Italy. Chapter 4 highlights main results from
migrant parents or representatives of migrant communities (par. 4.1), public organization representatives (par. 4.2) and social organization representatives (par. 4.3). Some conclusions and recommendations are developed in chapter 5.

Chapter 7 provides templates including the criteria for selection and identification of best practices to the target countries. This section describe best practices collected and selected by consortium partners. Best practices aim to identify success stories of social integration of migrant children at schools across Europe and abroad and provide practical advice on the means, tools and activities that have been used to achieve this goal. The purpose of the best practices analysis is to provide further information for developing a curriculum based on arts integration.
2. EMPIRICAL RESEARCH IN GREECE

2.1. Objective

This assessment aims to identify the needs of migrant and refugee children who arrived in Greece the last years since the beginning of the migration crisis and the mass influx of migrant arrivals. Its objective is to provide information through the spectrum of social organisations, schools, higher officials and migrant parents about problems, solutions and necessary steps that could facilitate the integration of migrant children at schools and Refugee Educational Centres through artistic expression and intercultural learning. Although some of these practices already exist, a new curriculum, which will be created through the synergies of public and private organisations, will further enhance this scope.

2.2. Methodology

The assessment concluded through a series of primary and secondary data collection as it was foreseen from the beginning. Qualitative and quantitative research methods introduced to ensure higher quality of data collection. Three particular target groups were identified for quantitative data collection: migrant children’ parents, social organisations, higher officials including education representatives. A total number of 15 questionnaires per target group was collected. Questionnaires were drafted in English and then translated to Greek. Quantitative questionnaires concerning migrant parents were conducted in refugee accommodation sites under the supervision of NGO ARSIS upon presence of social workers and social scientists regularly in contact with migrant populations.

In addition, 5 semi-structured interviews with higher officials in Ministerial and higher level positions were conducted. The informants were selected based on their expertise on the subject. A digital mobile application and mobile device recording was used during the interviews. Interviews were later transcribed and the key information selected for further analysis. Interviews were selected both in English and Greek.

The geographical coverage of the data collected mirrors the general distribution of migrant population across Greece, thus the focus was mainly in Thessaloniki and Athens. Concerning parenting sample, it was chosen based on proximity considering that the scientists had direct access to ARSIS refugee accommodation sites in Thessaloniki and Athens. Concerning social organisations, their range and scope was to reach international organisations, NGOs and local organisations which actively work with migrant and refugees across Greece, including mainland and the islands. Many of the respondents are major international organisations and important NGOs who have taken active role in responding to migration crisis. School and education representatives were sampled through a random based cluster sampling exercise across Greece but some of basic informants were selected based on their expertise and experience on the topic.
2.3. **Context**

Greece has received unprecedented numbers of refugees the last year as a transit country together with Italy. According to International Migration Organization, more than 613,179 migrants and refugees arrived in Europe by sea in 2015. The majority, 472,754 have arrived in Greece.\(^1\) UNHCR has reported an increase of about 850% prior to 2014, between the months January to August 2015. Considering the high influx of migrants and refugees, neither the Greek nor the European migration and asylum system is adequate to accommodate, proceed and provide necessary care levels for such large numbers. The majority of arrivals are from countries such as Syria, Afghanistan, Iraq and Eritrea. From the total number of arrivals in 2015, about 277,899 were Syrians, followed by Afghans (76,620), Iraqis (21,552) and Pakistanis (14,323).\(^2\)

In case of Greece, most of the migrants and refugees arrive by sea to the Northeastern islands of Lesvos, Kos, Chios, Samos and Leros. Lesvos island has received the highest number of arrivals of about 96,000 in 2015. After their arrival, migrants and refugees need to be registered in the hotspots to continue their transit route to other countries of Schengen area. The main destinations for seeking asylum are Germany, Hungary and Sweden due to good system of protection for asylum seekers and the law of family reunification in some of these countries. Asylum requests have been sharply increased the last years to 698,055.\(^3\) Greece is not receiving many asylum applications. Considering the high numbers of arrivals in Greece, in 2015 only 7,315 asylum requests were registered in the period between January to September.

2.4. **Arriving migrant and refugee children**

Migrant and refugee children travel in different ways, either accompany family or completely alone (unaccompanied) or in the company or unrelated adults (separated). Some children might be accompanied at the beginning of the journey but become unaccompanied or separated until final destination. It is estimate, that since the beginning of the migration crisis, almost 480,000 children have crossed through Greece.\(^4\) Only in 2016, over 100,000 refugee and migrant children have arrived in Europe, and 33,800 of them were unaccompanied minors and 34% separated children. In the first three months of 2017, about 5,700 children landed on European shores. A study published by REACH with UNICEF, found that refuge and migrant children arriving in Greece and Italy come from conflict countries with no future prospects and lack of basic children’s rights. Their journey to arrival countries is accompanied by traumatised experiences and physical labour. In Greece, is estimated that arrived 63,290 refugee and migrant children,\(^5\) arrived in Greece in 2016. A comparatively low

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\(^1\) IOM, Missing Migrants Project (2015), Mediterranean Update, 16 October.
\(^2\) IOM, Missing Migrants Project (2015), Mediterranean Arrivals Near Record 600,000.
\(^4\) FXB Centre for Health and Human Rights, Emergency within an emergency: The Growing Epidemic of Sexual Exploitation and Abuse of Migrant Children in Greece, Harvard University.
number 2, 150 children are accompanied minors or separated children. Another report published by the Ombudsman for the Children which is entitled "Mechanism for monitoring the rights of children moving to Greece" (July - December 2016), reveals that “of the approximately 64,000 minors estimated to have entered the country as a whole in 2016, the number of children remaining at the end of December is estimated to be around 21,000. Among them, it is estimated that approximately 7,500 - 8,500 children were housed in the 34 official open accommodation centres which operated in mainland Greece, about 1,000 unaccompanied minors in special hostels in Greece, and about 6,000 children were housed in flats and hotels under the housing program of the United Nations High Commissioner for Refugees”.  

The vast majority (91%) of children arriving in Greece come with their families in an equal number between girls and boys. Children arriving in Greece with their parents vary in age but some parents arrive with small children.

*Figure 1: Age of children arrived in Greece in 2016*

Those children are primarily arriving from three countries: Syria (57%), Iraq (27%) and Afghanistan (13%). As it can be observed, children come from countries were war, conflict, violence and insecurity depicts their realities including their ability to access education and basic rights as with safety. Since the EU-Turkey Statement in March 2016, the Reception and Identification Service register all the arrivals, and should apply either for asylum or to be sent back to Turkey. Refugee and migrant children together with their families placed in reception and identification centres while asylum claims are in examination process. Initially, three days restriction on ‘freedom of movement’ is applied which can be extended to a maximum of 25 days, if

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6 EKKA, Situation Update: Unaccompanied and separated children in Greece, 15 May 2017  
9 Ibid.  
reception and identification procedures have not been completed. Refugees and migrants, including children, are prohibited from leaving the island until their asylum claim has been examined. Reception and identification centres serve as detention for 25 days and then become a place of open accommodation in each island. Therefore, many NGOs retain centres for vulnerable groups including unaccompanied children. Vulnerable groups cannot be returned to Turkey, so they transferred to the mainland. As of 10 February 2017 around 5,400 such people have been transferred to the mainland.

Even on their arrival, children face difficulties, which mostly related to bureaucratic proceedings in asylum and residence permits that last long and deprive access to education for a long number of children. (reach) Long waiting periods in Greece due to complex legal system and procedures for international protection which are unknown to most of the arriving children and their families, lead to anxiety and depression of many. An estimated number of 19,000 registered in 2016 and 19,790 children registered in 2017, according to Asylum Information Database (AIDA). A pre-registration exercise run by the Greek Asylum Service with the support from UNHCR and the European Asylum Support Office (EASO), between May and July 2016, found that children presented 46% of total population while boys and girls had an equal share, of about 25% were boys and 22% were girls.

**Figure 2: Age and gender of pre-registered children in Greece in 2016**

![Age and gender of pre-registered children in Greece in 2016](image)

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11 Ibid.
12 Ibid.
13 According to Article 14(8) L 4375/2016, relating to reception and identification procedures, the following groups are considered as vulnerable groups: unaccompanied minors; persons who have a disability or suffering from an incurable or serious illness; the elderly; women in pregnancy or having recently given birth; single parents with minor children; victims of torture, rape or other serious forms of psychological, physical or sexual violence or exploitation; persons with a post-traumatic disorder, in particularly survivors and relatives of victims of ship-wrecks; victims of trafficking in human beings.
16 Greek Asylum Service, Pre-Registration statistical data, July 2016.
Children who have identified as unaccompanied and separated are referred to the National Centre for Social Solidarity (EKKA), a government authority responsible for managing the placement of unaccompanied and separated children in shelters. Unaccompanied and separated children should then be transferred to dedicated shelters, and the Juvenile Public Prosecutor is informed, who acts by law as temporary guardian. As of early of 2017, an estimated number of 21,300 children, among them 2,300 accompanied, who remain in Greece waiting for their asylum claims to be reviewed. A significant number in process of waiting to be transferred to specialized facilities, are in state custody and detained in close facilities including police stations or open facilities mixed with other adults. Children pending transfer to a dedicated reception facility might by retained for up to 25 days and up to 45 days in limited circumstances under national law. In order to establish alternatives to detention for unaccompanied and separated children, UNCHR and NGOs have set five safe zones. Children are hosted in accommodation sites (camps), apartments and shelters for vulnerable asylum seekers which according to European law, should be guaranteed protection and care, access to education and healthcare.

According to the General Secretariat for Media and Communication, a number of 47 accommodation camps have been created in Greece, which can accommodate about 1,191 people. Those camps have a social worker for a team of 15 children and a psychologist for every 30 people, while other services such as law representation, educational and psychological support and care are also provided.

The legal status of arriving children consist the main obstacle, since children who want to stay in Greece need to wait for long periods. The procedure of submitting an asylum application up to receiving a response in Greece takes in average more than a year. In 2016, more than 6,718 asylum claims filed by refugee and migrant children but only 963 claims were considered. The lack of documentation heavily affects children’s lives in Greece and their ability to settle in the country. Many of the children arriving in Greece, seeking for protection in other EU countries and do not necessarily want to stay in the country. Therefore, many of them stuck in transit for months waiting for family reunification or relocation. In 2016, out of the 5,000 requests for family reunification only 1,107 successful applicants reached their destination country by the end of the year.

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19 Human Rights Watch, ‘Why are you keeping me here?’: Unaccompanied children detained in Greece, September 2016
20 European Union, Reception conditions directive 2013/33/EU, June 2013
2.5. Education for migrant and refugee children in Greece

In March 2017, the Ministry of Education collected and processed data from its own registers and available data from UNHCR’s record, UNICEF and Ombudsman reports which revealed that 8,000 - 8,500 children aged 4 to 15 (who are subject to compulsory education, preschool and school) live in 40 Refugee Accommodation Centres. In addition, 8,036 children (0-18 years old) live outside in other structures and apartments managed by the UN High Commissioner for Refugees. Many of these children may have already been relocated or relocated to another European country and it is not possible to estimate how long they will stay in Greece. Overall, the Ministry of Education estimates that approximately 7,700 children aged (6-15 years) plus 2,000 pre-school children (4-5) live in Refugee Accommodation Centres under the supervision of UNHCR and 2,000 unaccompanied minors have been transferred to special facilities. From the total registered numbers, 982 of these children are in pre-school education.

The geographical distribution of refugee child population is currently remarkably uneven, with 61% residing in Attica and 28% in Northern Greece. Finally, a significant proportion (6%) of almost 500 children remains on the islands.

Figure 3: Geographical distribution of refugee children population in Greece

Source: UNHCR

Education for children was one of the key reasons that many families and unaccompanied minors decided to come to Europe. All children in Greece have the right to access school, and the Greek authorities together with the Ministry of Education aims to provide access to education for about 18,000 children who are

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24 Ministry Of Education Research & Religious Affairs, Refugee Education Project.
25 Ibid.
between 4-15 years old. In order to provide access to refugee and migrant children, the Ministry of Education, commissioned a scientific and artistic committee to draft an action plan for the integration of refugee and migrant children into the Greek educational system. Upon its approval the Ministry of Education has implemented the plan in two stages: first, in the summer of 2016, artistic actions were organized in reception centres, and during 2016-2017 school year, afternoon classes were introduced for four hours including Greek, English, mathematics, artistic actions, aiming at integration of those children at schools.

The plan to integrate refugee children into education has instituted two major initiatives: Reception Facilities for Refugee Education (RFRE) and the Refugee Coordinators in the Reception Facilities. For children living in accommodation sites (camps), afternoon preparatory classes are being held in public schools. About 2,493 children between 6-16 years old live in urban areas and they have already registered to schools across the country. More than 2,360 migrant and refugee children live in refugee accommodation centres in the mainland.

In the period between October 2016 to March 2017, totally 107 RFREs were set up and operated in the respective schools in 7 out of 13 districts. About 2,643 children attended these units’ primary and Junior High Schools. These figures are different in April 2017, where 111 RFREs were in operation running 145 classes, in 37 RACs in all regions in mainland apart from the islands.

Figure 4: Operating RFREs, Greece (March 2017)


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27 Ibid.
28 Socialpolicy. org, 2017-2018: All refugee children at schools, Published at: 19 October 2017.
2.6. Problems encountered in integrating migrant children at schools

In an overall assessment of the action plan for migrant and refugee children integration at schools in Greece, several problems have been encountered in the planning and implementation of the foreseen actions. An evaluation published by the Ministry of Education about the success of the educational programme is summarises the most important factors related to the implementation of the refugee education project. The report entitled “Mechanism for monitoring the rights of children moving to Greece” (July - December 2016) of the Ombudsman/Ombudsman for Children in Cooperation with UNICEF (pp. 8-9) underlines: “Children's access to education was designed in a timely manner and on the basis of specific planning, but its implementation has encountered many difficulties in practice, resulting in delays in the launching, or in some cases in the closure, of the envisaged Reception Facilities for Refugee Education (RFRE). Concerning the integration of children in the early morning reception zone, further problems arose which related to, among other things, the need to respond to increased integration demands due to the presence of a significant number of children in urban areas as a result of unscheduled transfers from the Reception Accommodation Centers where they previously resided.”

Hence difficulties in accessing education largely remain. In Greece, while refugee and migrant children are, by law, entitled to go to school, many children felt that the education available is not tailored to their needs, often due to the language of instruction. For children who want to remain in Greece, it is difficult to follow the classes since they do not speak the language, and for children who waiting decisions about family reunification or relocation tend to think that learning Greek is pointless to them. This result to many children being left out of education, often for long periods. There is information that were school principles that tried to discourage refugees from enrolling. It should be noted that the Ministry of Education has also failed in rational distribution of children at schools, by planning for the timely operation of sufficient number of Refugee Coordinators or their support. What was observed is that refugee children were smoothly integrated at schools with less number of refugees. Despite the difficulties, many children managed to adapt to the educational process and rules related to social life, and make progress in their learning.

General Deputies were responsible for appointing teachers at Reception Facilities for Refugee Education (RFRE) which were selected not on the basis of the their special qualifications but from a list of substitute teachers meant that the education of refugees was undertaken by teachers without special education and without training or particular incentive to address this difficult educational task. Therefore, once again the main obstacle was that appointed teachers did not have the required skills.

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31 Ibid.
32 Ibid.
teach to vulnerable children, while only few of them actually attended special seminars organised by the Institute for Educational Policy. Under these circumstances, the Institute of Educational Policy took over to prepare books, educational manuals and an online educational platform including educational material that could support teachers. An open curriculum was also created giving flexibility to teachers to adapt it pedagogically and according to the age groups that children were divided. The children were divided in three age groups corresponding to different levels: Younger (7-8), medium age (9-10), older (11-12). Regular changes of the teachers at RFREs also caused a lot of problems in the educational process.

Operational problems in many RFREs have also be encountered due to ambiguity and contradiction related to schools’ operations (registration, transfers, correspondence, issuing certificates of attendance, promotion, excursions, the protocol one should adhere to when a child falls ill at school, etc.) which are rooted in the particular circumstances and the fluidity of the student population (continuous travelling, etc.).

The most substantial problem is that although RFREs are classified as school units under Joint Ministerial Decision, in fact there are neither administratively or pedagogically connected to school’s morning zones, and that encounters operational problems.

The distribution of children at classes and school ages in some cases did not reflect their real age. Given that children were following classes based on the age statement made by parents or guardian, which do not respond to the reality, problems have been encountered to the adaptation of children in the classes. Particularly when junior high school children had to attend primary schools classes. One of the main problems is discontinuity of school attendance due to relocation of family to another site, or city or country. In many cases, children were moved from RFREs to morning zone schools or other schools. A reason for dropping out school is also the attitude of the children’s parents or guardians. Some parents are concerned for the value of education provided and its effectiveness or are frustrated with their moving status, which is rather difficult for them to adapt to a “normal” everyday life.

2.7. The role of arts and intercultural learning

Intercultural and artistic activities have played a major role for the integration of migrant and refugee children at REFEs and for connecting them with the local society. In order to connect children with the local environment and local society, many different activities introduced to facilitate this purpose.

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35 Ibid.
36 Ibid.
37 Ibid.
38 Ibid.
**Study visits:** educational visits to activity parks, museums, archaeological sites, monuments, sites of environmental interest. Participation of children in educational workshops, games and experiential activities held at museums, education institutes, libraries. Attending shows without language barriers, (i.e. music shows, puppet theatre, charades).

**Cultural and music festivities:** participation of RFRE students to morning zone classes; Joint participation of refugee and native-born children in art, sports, and educational activities at RACs or schools. Getting to know the special cultural traditions of the refugees’ countries of origin through the participation in celebrations at RACs and involvement of refugee students in music groups.

**Open information events and artistic events:** holding of open information events-discussions at schools with the participation of parents, teachers, representatives of local authorities and cooperating ministries for the integration of refugee children in schools. Cooperation of RFREs with municipal bodies to organize Art and Acceptance Festivals and to present students’ activities to the public (exhibition of children's paintings, showing of documentary created by the students in the framework of a seminar, presentation of music works with the participation of children, creation of e-books from the children’s art projects).

**Support actions for children engagement:** creative engagement of preschool children (painting, constructions, music, and theatre play) in cooperation with teachers and psychologists of the community work program.
3. EMPIRICAL RESEARCH IN ITALY

3.1. Objective
As already stressed in the paragraph in chapter 2, Italy has focused on the existing challenges in the integration of migrant children at educational, social and cultural level and on migrant children’s needs. The methodological framework is the same listed in the previous chapter. More precisely, qualitative and quantitative interviews were conducted in Emilia-Romagna (a Region located in the North Italy) to social organisations representatives (youth, cultural, social and volunteering organisations), to public organisations (teachers and principals in pre-primary, primary and lower secondary schools) and migrant parents.

3.2. Methodology
To achieve this goal, the research path has been divided into two different levels, a quantitative and a qualitative one, according to the mixed methods approach (Johnson and Onwuegbuzie, 2004). The use of only one method would have been insufficient to reach the research goals: a purely quantitative approach would not have allowed to investigate in depth the individual biographies of the parents and their relevant attributions of meaning, as well as the activities and the projects carried out by public and social organizations; an entirely qualitative approach would not have allowed to detect similarities within the context of interest. It was therefore decided not to assign a predominant role to one of the two paradigms, according to a convergent parallel research design (Creswell and Plano Clark, 2011), which allowed to reach the integration of the results at the end of the study. For this reason, on the one hand, it was administered a questionnaire, so as to obtain (at least partially) generalizable results. 15 questionnaires were administered to migrant parents and social organisations; 17 questionnaires to public organisations (3 pre-primary schools; 10 primary schools; 4 lower secondary schools). On the other hand, through semi-structured interviews, it was deepen interviewees’ biographical and educational paths. Data were collected in the following span-time: March-May 2018.
Questionnaires and interviews were drafted in English and then translated to Italian. All data were collected under the supervision of UNIBO research team.

3.3. Context
The Italian context has passed from being an “emigration country” to an “immigration country” only in recent years (even though the latest trends are revealing a significant shift): this immigration model, prevailing in Southern Europe, led to the introduction in the international debate of the “Mediterranean model of immigration”. This model would describe the situation of those countries that, from the 70s, passed from being emigration to be prosperous immigration areas: nevertheless, due to complex and contradictory dynamics, these countries still represent migration destinations (Germany, 2001). Despite the immigration strongly decreased from 527,000 in 2007 to 301,000 in 2016 (representing a decrease of 43%), the number of foreigners keeps
are increasing in Italy: the latest available data (ISTAT, 2017) show that at beginning of 2017 the immigrant population consisted of numbered 5,047,028 in a population of 60,589,445, or an 8.3% incidence (even if, according to other Study and Research Centre as IDOS, the total number of legal immigrants could be even more higher, amounting to over 5,500,000 at the beginning of 2017 (IDOS, 2017). It has also to be taken into account those who, even with migration background, have obtained Italian citizenship: according to IDOS (2017) it is more than 1,150,000 people.

The peculiarities of the Italian labor market must be taken into consideration: the foreign labor coming to Italy (and more broadly to European Mediterranean countries) is usually employed in the personal care and housekeeping sector, in the tertiary sector and particularly in the tourism sector as seasonal workers. The usual employment for immigrants is occasional, dangerous, heavy, poorly paid, socially penalized and often in close contact with the informal economy: these aspects lead to a form of subordinate inclusion, which is based on a different treatment of national minorities and on the absence of equal opportunities (Ambrosini, 2004). The rise of female immigration, related to the constant increase of employment among foreign women in the fields of personal care and housekeeping and residence permits for family reunification, also contributed in changing the age structure of the foreign population in Italy: for the first time in 2014 underage people reached over one million. Data regarding the age of immigrant population are, however, stabilizing, with an increasing number of both of minors (their presence increased by 450% from 2003 until today) and adults over 45 years. These trends will inevitably have (and already have) implications on the Italian welfare, social security, health and educational systems.

Unaccompanied minors and unaccompanied children are not included in the Italian case-study, and this is one of the most relevant differences with respect to Greece. Unaccompanied minors and children were not selected, since this phenomenon is highly marginal in Italy with respect to children in age 4-10. Statistics point out that 93% of unaccompanied minors are 16-17 years old (Brescianini, 2018), whereas our attention has to be focused on younger children enrolled in pre-primary and primary schools. For these reasons, the Italian case will concentrate on migrant children, who are defined as follows: children migrated from their country of origin and children born in Italy to two foreign-born parents (the so-called "second generations" strictu sensu).

Emilia-Romagna has been selected, because it is a privileged context to explore migrant children's social and educational integration. In fact, Emilia-Romagna is the Italian region with the highest proportion of immigrant-origin students enrolled in schools (15.9%) (tab.1).
### Tab.1 – Students without Italian citizenship per Region, public school. School year: 2016-17.

<table>
<thead>
<tr>
<th>Regions</th>
<th>Students</th>
<th>Students without Italian citizenship</th>
<th>Percentage of non-Italian students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emilia-Romagna</td>
<td>488,797</td>
<td>77,710</td>
<td>15.9%</td>
</tr>
<tr>
<td>Lombardia</td>
<td>1,057,397</td>
<td>163,182</td>
<td>15.4%</td>
</tr>
<tr>
<td>Umbria</td>
<td>98,915</td>
<td>13,549</td>
<td>13.7%</td>
</tr>
<tr>
<td>Toscana</td>
<td>405,985</td>
<td>54,467</td>
<td>13.4%</td>
</tr>
<tr>
<td>Piemonte</td>
<td>456,732</td>
<td>59,293</td>
<td>13.0%</td>
</tr>
<tr>
<td>Veneto</td>
<td>550,757</td>
<td>550,757</td>
<td>13.0%</td>
</tr>
<tr>
<td>Liguria</td>
<td>149,828</td>
<td>18,912</td>
<td>12.6%</td>
</tr>
<tr>
<td>Friuli-Venezia Giulia</td>
<td>126,849</td>
<td>14,802</td>
<td>11.7%</td>
</tr>
<tr>
<td>Marche</td>
<td>177,312</td>
<td>19,757</td>
<td>11.1%</td>
</tr>
<tr>
<td>Lazio</td>
<td>630,306</td>
<td>61,599</td>
<td>9.8%</td>
</tr>
<tr>
<td>Abruzzo</td>
<td>145,082</td>
<td>10,444</td>
<td>7.2%</td>
</tr>
<tr>
<td>Calabria</td>
<td>238,709</td>
<td>10,560</td>
<td>4.4%</td>
</tr>
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<td>33,661</td>
<td>1,215</td>
<td>3.6%</td>
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<td>Basilicata</td>
<td>69,032</td>
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</tr>
<tr>
<td>Sicilia</td>
<td>624,663</td>
<td>20,673</td>
<td>3.3%</td>
</tr>
<tr>
<td>Puglia</td>
<td>509,855</td>
<td>13,814</td>
<td>2.7%</td>
</tr>
<tr>
<td>Sardegna</td>
<td>176,295</td>
<td>4,405</td>
<td>2.5%</td>
</tr>
<tr>
<td>Campania</td>
<td>765,096</td>
<td>18,297</td>
<td>2.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6,705,271</td>
<td>636,340</td>
<td>9.5%</td>
</tr>
</tbody>
</table>

Source: [http://dati.istruzione.it/opendata/](http://dati.istruzione.it/opendata/).

### 3.4. Second-generation of migrants

The situation and the related expectations, as well as the ideal-typical paths, can be different between first and second generation of migrants. The usual integration process, that would mean the progressive loss of their own identity, and the subordinate inclusion mechanisms, that would determine their convergence into the most disadvantaged population or, on the contrary, the selective (or segmented, following the most widespread debate in the United States) integration process, through which they would preserve, develop and readjust their identity to the new context, a valuable source of support as highlighted by Portes and Rumbaut (2001), are factors that must be taken into account. Different financial opportunities have effects on the second generations’ expectations and at on their values. This happens within a legal framework in which the *ius sanguinis*, the legal status linked to the parent’s citizenship, is still valid, with no reference to the birthplace (*ius soli*) until they reach the age of 18. Young people born in Italy to foreign parents, grown-up and educated in Italy, do not automatically receive the legal status of Italian citizens: this issue poses risks to not only on a legal and administrative level but also on their personal identity. The issue of second-generation immigrants as a whole, not only the children of immigrants who moved later to the other country but also those born in the
foreign country, or “migrants without migration” (Ambrosini, 2004), has a crucial role within migratory flows since it can point out a discrepancy between their socialization and the real opportunities afforded to them.

The definition of the "second generation" concept is not an easy task, neither from a conceptual nor from a strictly numerical point of view. Regarding the first aspect, if the second generation is, in the strict sense, made up of the children of immigrants born in the country of destination, in the literature we tend to include in this category also those people who have done at least part of their study cycle in the host country (Rumbaut, 1997). Equally difficult is to quantify the target population, as composed of different types of cases, from young people born in Italy from foreign parents to those who moved later, in possession or not of Italian citizenship, up to the children of mixed couples. Molina (2014) has tried, some years ago, to quantify this population within the Italian context: although it was quantification under-estimated, as it did not take account of young people aged over 20 years, the estimate of second-generation youths (in 2013) was equal to about a million and a half people.

3.5. **Education for children with migratory background in Italy**

The Italian education system has been recently characterized by a constant rise of non-Italian students, already stabilized in the last few years. In the 2015/16 school year, 814,851 students came from an immigrant background: it is about 9.0% of the total student population; more than 10% in pre-primary and primary schools; 9.4% in the lower secondary school/middle school and 7.0% in the upper secondary school/college (MIUR, 2017). The percentage of non-Italian students who were born in Italy (the narrow definition of second generations) is increasing and represents 58.7% of the total of those students born to immigrant parents; higher percentages of second-generations are recorded in the lowest levels of education, especially primary schools. The analysis of the regularity of the school path is one of the privileged ways to evaluate the integration of students of foreign origin.

Considering that the delay in the scholastic path of students with migratory background is often caused, as well as by failures, by the inclusion in lower classes compared to those corresponding to their age, the latest available data show that in primary school 13.2% of students with foreign citizenship has an irregular educational path with at least one year of delay (compared to the 1.8% of the Italian students), the percentage increase to 35.4% in lower secondary school (compared to 6.6%) and even more (61.3%) in upper secondary school (compared to the 21.9% of the Italian students) (MIUR, 2017).

Therefore, in the analysis of migratory flows and of their impact on the receiving society, the topic of second generations is central. The integration of the so called “children of immigration” represents ‘a testing ground for both their parents’ migration and for the receiving society receptiveness’ (Besozzi, 2009, p.13). There are different variables coming into play (e.g. accessibility to material resources, availability of relational and symbolic networks, and level of education of the parents)
with unpredictable outcomes. One of the key points emerging from the theoretical and scientific debates in recent years is the significance of education in the life of second-generation young immigrants. School is a pillar for their identity and cultural development and a crucial turning point in their transition to the labor market.

3.6. **Problems encountered in integrating migrant children at schools**

Several sociological theories tried to explain the existence of the so called “achievement gap” between foreign and Italian students. The empirical research on second generations has followed the “demographic maturation” of the target population: only in recent years it focused on studying their educational paths within the highest levels of study (Ambrosini, 2004). This topic has, therefore, interested a lot of studies, mainly focused on primary and secondary schools (Queirolo Palmas, 2006; Besozzi, 2009; Ravecca, 2009; Santagati, 2011; Spanò, 2011; Lagomarsino and Ravecca 2012). The “social class” variable is still significant when looking at determining the education trajectory of young immigrants, mainly in order to decide to undertake long educational paths. Ethnicity is another disparity factor that, depending on the other considered variables, can determine a different allocation of resources (Brint and Karabel, 1989). Differently, gender is increasingly being considered as a declining and less efficient variable, at least for western education systems (Ambrosini, 2005). At the same time, several studies confirmed that there is still a kind of “educational segregation” that seems to affect female students, who are disadvantaged to achieve medium education levels mainly in those countries that address them to personal care’s careers or part-time jobs (Ambrosini, 2004). Nevertheless, several research results reveal that young female immigrants tend to attend, finish and achieve better results compared with young men at secondary school and at the university (Ambrosini, 2005).

The interactions between the national education system and the peculiar experiences of non-Italian citizens have consequences on their future. The transition between secondary school to higher education, particularly for second-generation students, is far from being linear: this trend is prevalent in most of the western countries, even in those with a long migratory tradition. For example, students with an immigrant background in Italy are mainly enrolled in technical and professional institutes which formally open up to a university career but often produce a sort of school marginalization that frequently results in social marginalization (Santerini, 2008; Santagati, 2011). However, this point of view is misleading. Focuses on second-generation students in the international literature reveal that immigrant background does not unequivocally affect school performances: their results rather connect to the differences within different ethnic groups, to their cultural context, to the values and prejudices of the receiving society, to different historical periods, and mostly to their own distinctive features (Portes, 1998; Crul, 2012).
4. MAIN RESULTS

4.1. Migrant parents or representatives of migrant communities

Background data

In making a summary of the results from the questionnaires, we want to start from the target closest to the main recipients of this research project: the parents of children with migratory background. In this way it is possible to highlight immediately the different focus that has characterized the work of the two research teams. Overall, the experiences of 30 different families were collected: in 14 cases the interviewee was the mother, in 9 cases the father, in 6 cases both parents were present at the time of the survey, while in one case the child’s tutor was interviewed.

All respondents have children between 4 and 14 years of age: more in detail, in 24 cases parents with children fewer than 10 were interviewed. If, on the one hand, the Greek research team interviewed 15 parents of children enrolled in primary school, the Italian research team carried out 5 interviews with parents of children enrolled in primary school, and 10 with parents of children enrolled in pre-primary school.

Tab.4.1 – Migrant parents interviewed through questionnaires in Greece and Italy per children’s level of education

<table>
<thead>
<tr>
<th></th>
<th>Greece</th>
<th>Italy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-primary school</td>
<td>--</td>
<td>5</td>
</tr>
<tr>
<td>Primary school</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

The majority of children referred to in the survey responses (i.e. those enrolled in an educational institution) are female (17 versus 13 males). The family nucleuses investigated are extremely heterogeneous in relation to the age of the parents: there is a couple consisting of the 69-year-old husband and 61-year-old wife, but especially couples with both parents born in the 80s, the most widespread case among respondents. In 23 cases out of 30 the answers were given by parents who were part of intact families (who were therefore composed both by the mother and the father); in 6 cases only the mother was present, while in one case (already mentioned) the child live with his tutors (his grandparents). In 80% of cases, interviewees had more than one child.

Tab.4.2 – Interviewees’ type of family in Greece and Italy

<table>
<thead>
<tr>
<th></th>
<th>Greece</th>
<th>Italy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intact family</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>Monoparental family</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>--</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>
The parents interviewed have different origins: the most represented countries are Syria (8 cases), Morocco (6 cases) and Afghanistan (3 cases), while were also interviewed parents from Albania, Pakistan, and Iraq (2 cases per country) and from Burundi, Ivory Coast, Cuba, Iran, Romania, Ukraine, and Tunisia (1 case by country). However, we would like to underline what was highlighted in Tab.4.3: the two research teams focused on extremely different target families. As already mentioned in the introductory part of the report, if in Greece the focus was mainly on refugee and asylum seeker families, the Italian research team tried, as far as possible, to broaden the research field to the typical migration dynamics of the investigated context, interviewing in only one case a parent having the status of refugee, trying to pay attention almost exclusively to the third-country nationals. For this reason, beyond an attempt to summarize the results, the main trends in the two countries surveyed will be presented in the report.

Precisely for the just mentioned reasons, it is possible to notice that all the parents interviewed on the Greek territory are very recently migrated (from 2015 onwards). On the contrary, except for a couple of cases, the family units interviewed in Italy have been on the national territory for at least a decade. This means that all the children of the parents interviewed in Greece can be considered "first migrants" in the strict sense, as they have experienced firsthand migration. In contrast, in 80% of the cases investigated in Italy, the children of the respondents are "second generation".

Tab.4.3 – Respondents’ Country of origin in Greece and Italy

<table>
<thead>
<tr>
<th>Country</th>
<th>Greece</th>
<th>Italy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syria</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Afghanistan</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Iraq</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Iran</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Pakistan</td>
<td>1</td>
<td></td>
</tr>
<tr>
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<td></td>
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<tr>
<td>TOT.</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

In relation to the qualifications held by the parents, it is interesting to note that, in Italy, 42.8% of the fathers and 66.7% of the mothers are in possession of a qualification equal to or higher than the secondary level school diploma. This percentage is considerably lower in Greece (14.3% of fathers, 13.4% of mothers), while the presence of fathers (42.9%) and mothers (60.0%) in possession of a qualification not higher than the basic one is very relevant: no case of this type has been collected in the Italian context. However, this situation does not have a consequential effect on the labor market. In Greece, no data are available with respect to interviewees’ work condition. This finding is not unexpected since respondents are refugees. In Italy all employed interviewees are occupied in 3-D jobs (dirty, demanding, dangerous jobs).
**Problems and main critical issues**

Fig. 4.1 illustrates the main difficulties highlighted by the interviewees upon arrival in the country in which they currently live. The problems of an economic / financial nature are those most frequently reported by the interviewees, followed by those of a linguistic nature. On the other hand, the lack of awareness on the part of the natives regarding the processes involving migrants and the existence of explicit phenomena of racism and xenophobia are characterized by almost residual values. This last aspect can certainly be positively read (even if the higher percentages of those who indicate problems linked to social and cultural inclusion should not be underestimated), but must also be explored: the fact that, in the Greek case, the surveyed population is recently migrated (and in some cases included in ad hoc host programs for refugees and asylum seekers) and which, in the Italian case, this population is undoubtedly the result of a self-selection (for interest on the subject, linguistic skills, migratory experiences that tend to be not too problematic) must be taken into account.

Since the reference targets are so different from each other, it may therefore be useful to differentiate the results that emerged in the two research contexts (Fig. 4.2). If in Greece the interviewees clearly underline the economic and linguistic difficulties, in Italy the lack of information for those who arrive (regarding, for example, the legal and administrative procedures to be implemented in various fields, from the legal ones related to the residence, to those related to the educational world) is considered as problematic as the financial difficulties.

*Fig. 4.1 - Main difficulties experienced at the time of arrival, percentage values*
Interviewees were also asked which difficulties they are facing at the time of interview. As can be seen in Fig.4.3, the problems highlighted at the time of arrival tend to gradually decrease (we can see a drop of about 20 percentage points in almost all the items). However, more than half of the respondents are still afflicted by financial difficulties. Linguistic difficulties are also important, underlined by over a third of the intercepted parents. However, deepening the differences between the two target groups, it is clear that improvements in the economic condition and linguistic abilities almost exclusively concern the parents interviewed in Italy. Evidently, the temporal factor plays a key role in this case: beyond the creation of social and cultural capital that can be spent in the country of arrival, the greater migratory seniority allows to acquire linguistic skills that can have a positive influence also in working environment. However, in both the investigated contexts, a reduction of the difficulties related to the social and cultural integration of the interviewees can be reported.

Fig.4.3 - Main difficulties experienced at the time of interview.
Motivations behind the choice to enroll the child in the pre-primary / primary school

In the questionnaire the reasons why parents opted for the choice to enroll their child at the different schools' levels were investigated. As far as pre-primary school (not compulsory) is concerned, ten migrant parents living in Italy have a child currently enrolled in it, whereas 5 migrant parents in Greece and 3 in Italy have a child now enrolled in a primary school, who attended pre-primary school in the previous years. By and large, as illustrated in Fig.4.5, the child's enrollment in pre-primary school is essentially linked to the desire to provide him/her with further social and learning incentives: it is therefore clear that, more than a necessity due to the impossibility of taking care of him/her during the day and more than a common practice, the choice appears supported by a strong motivation in terms of social and educational inclusion.

With respect to Greece, the non-enrollment of the child at the kindergarten is due to family’s life story: it might be supposed that migration is often a consequence of war
or persecution and parents are in a persistent condition of migration. Overall, only in 3 cases the parents, despite having had the opportunity, decided not to proceed with the enrollment because deemed unnecessary. In one case, finally, the non-enrollment is linked to more pragmatic aspects such as the lack of information, the home-school distance excessive expenses to be incurred. Anyway, these cases are so few that it is impossible to hazard any interpretative analysis.

With respect to primary school, 20 children of respondents are enrolled at this level of education. If in Italy primary school is compulsory by law, the biographies of refugee and asylum seekers do not always allow their enrollment in primary school. Without deepening them in detail, the factors that make essential for parents to enroll their children in primary school are above all the will to ensure their education (indicated in 90% of cases), the need to provide them with additional learning (75.0%) and, even more, social incentives (85.0%), and the more general belief that to all children must be guaranteed basic education (75.0%).

The questionnaire also investigated reasons why parents selected “that” specific school in which their child has been enrolled (Fig.4.6). The presence of an active and pleasant school context is the most relevant aspect relevant at the time of enrollment of their child (average score of 9.2), both in the Italian context and in the Greek one. Extremely important is then the reputation of the school (reason closely linked to the previous one) and a much more pragmatic factor, namely the fact that the school is a short distance from home. The other motivations seem to be much less relevant, even if, especially in the Greek context, the existence of a particular pedagogical-didactic approach (7.7) and the current or past attendance of other family members (6.5) are reasons highlighted by the respondents.

Fig.4.6 - Reasons related to the enrollment of the child in a specific school. Mean values on a scale from 1 to 10, where 1 means “Not important at all” and 10 “Completely important”. 

- Active and pleasant school environment: 9.2
- Good reputation of the school: 7.4
- Short distance to home: 7.1
- Attendance by other family members: 5.7
- Particular pedagogical-didactical approach: 5.6
- Particular courses: 4.6
- Low expenses: 3.1
- Financial aid available (scholarship, grant): 3.1
- Adherence to a particular religious belief: 2.2
Evaluation of children’s school experience

The questionnaire also investigated the quality and the nature of classroom relationships between teachers and children, experienced in the first person by parents or perceived from the words and experiences of their children. However, a premise appears necessary: given the difficulties in the involvement of the parental figures in the research project, the help provided by the teachers was fundamental. Evidently, cases cannot therefore be considered randomly selected: the parents interviewed are certainly the most involved in school activities (self-selection of the sample) and, in all likelihood, are those who have lived positive experiences within the school (sample selection). And indeed, as shown in Fig.4.7, the work of teachers is seen as extremely positive in both the investigated contexts.

Fig.4.7 - Parental evaluation on the work of teachers. Mean values on a scale from 1 to 10, where 1 means “Not agree at all” and 10 “Completely agree”.

Parents were asked to express an opinion on their child’s school environment and teachers’ characteristics. In general, positive judgments were expressed: schools are considered well organized in order to promote parental involvement and teachers are defined available to interact with them. In Greece, moreover, was highlighted the school's greater availability to collaborate with parents in the definition of educational aims (average score of 8.2 compared to 6.4 in Italy); in Italy it is emphasized the greater clarity in the information regarding timetables, rules and news (8.9).
In both contexts parents evaluate very positively the educational experience of their children: very high scores are assigned to the activities promoted by the school (average score equal to 8.7), to the possibilities of interaction with teachers (8.6) and to the degree of involvement in school activities (8.5). But what kind of involvement are we talking about?

**Parental participation in school activities**

Participation in school activities, and a more general interest in what is organized at school, is considered an important aspect by the interviewees, with an average score of 7.7. The difference between the two contexts is rather significant: among the respondents in Greece, the average score is 6.2, while in Italy it is 8.9: the question of the selection/self-selection of the sample mentioned above could play a role once again. Moreover, this aspect is considered equally important for mothers and fathers alike. The differences, however, emerge more clearly when respondents are asked who is the most involved in the activities organized by the school: in 50.0% of cases the mother is more involved; in 29.2% of cases both parents in equal measure; in 12.5% of cases other people (guardians, educators or other relatives) while the father only in 8.3% of cases. The greater participation of the mother is highlighted especially in the Italian context, being highlighted by 73.3% of respondents: *I tell my wife to participate in these activities, so she learns the language and knows other mothers. And then, I am tired after work and there is always some problem: I have also taken away from the parents' chat .. Too many messages* (Father, primary school, Italy).
By investigating the participation of parents in some specific activities related to the educational field, it is clear that in Italy there is a greater participation: once again, the two different targets can explain such significant differences. If in Greece the comparison with the teachers in relation to the behavior and the scholastic progress of the child is the only activity characterized by a certain frequency, in Italy also the comparison with other parents seems relevant, even if this happens occasionally in person and more often online: sure, I'm in the parents' What's App chat. It is very useful: they give you information and if you have doubts you can ask (Mother, Primary school, Italy). In sociological literature, it has been pointed out the greater efficacy of informal forms of interaction between teachers and immigrant parents in order to promote the latter school involvement (Andrews, 2013). In fact, data collected also stresses that participation in parental councils or meetings linked to the school activity address is instead very low.

![Fig. 4.9 - Frequency with which parents participate in some activities related to the educational field in Greece](image-url)
In general, immigrant parents have to face several barriers hindering their school involvement. Many of them are strictly associated with their immigrant status, such as poor linguistic skills, inability to take care of their children (migration breaks familial ties and reduces available social capital), cultural aspects (participation is considered not relevant; limited information concerning how to participate in school activities). Data show that inconvenient meeting times and the linguistic issues are the two aspects that most of all are called into question. In relation to the former, however, there is a great difference between the two countries: if in Greece this aspect is not considered relevant (average score of 2.9), very different is what emerges in Italy (score average equal to 7.0). This gap maybe due to “Italian” immigrant parents’ widespread integration in the labor market, which enables them to spend time in attending school activities.

Linked to this factor there are two other problematic issues highlighted on Italian territory: the impossibility to get off from work (5.2 in Italy, 1.1 in Greece) – this aspect highly overlaps with previous barrier - and not having anyone to take care of the child (4.9 compared to 3.3), an aspect confirmed by two interviews carried out with the presence of the children. On the contrary, in Greece more than in Italy the poor linguistic skills (5.5 compared to 4.0) and the fact that the participation is not considered relevant (4.7 against 3.7) are underlined.
Fig. 4.11 - Issues that could hinder the participation of parents in activities related to the educational field of their children. Mean values on a scale from 1 to 10 where 1 means “Not at all” and 10 “Completely”.

- Incenient meeting times: 4.9
- Language skills: 4.8
- Participation is not relevant: 4.2
- No one take care of the child: 4.1
- I don’t know how I could participate: 4.0
- Not able to get off from work: 3.1
- Problems with transport: 2.1
- My child doesn't want me to participate: 1.5
- Unsafe way to school: 1.0
- I fell unwelcome at school: 1.0
4.2 PUBLIC ORGANISATIONS REPRESENTATIVES

Background data

37 public organizations were involved in the research project (19 in Greece, 18 in Italy), all related to educational field in the strict sense. In more detail, 54.1% of the questionnaires (20 questionnaires: 12 in Greece, 8 in Italy) was collected in primary schools; 8 questionnaires were administered within lower secondary schools; 5 questionnaires were addressed to educational and scholastic authorities (3 in Greece, 2 in Italy); 3 questionnaires were collected in pre-primary schools (all in Italy), while a questionnaire on Greek territory was sent to the Ministry of Education. The willingness to investigate lower secondary school, not properly part of the target age of the project (children between 3 and 10 years of age) is related to some aspects emerged during the research activity, such as the different relationship created between the youngest and the teachers (in Italy, for example, the same teacher at pre-primary and primary schools is almost always present in the class, while in secondary schools the activities are much more rigid, sectorial differentiated).

Specifically, the great majority of interviewees were teachers (33 out of 37), while 4 interviews were principals: in this way the experience of those who are daily in strict contact in the classes with the students, privileged witnesses of strengths and problems that characterize the school institution, was investigated. At the same time, the vision of principals has allowed us to investigate in more detail (also through ad hoc interviews) the strategies implemented by educational institutions through a useful point of view for interpreting the medium and long-term dynamics.

The investigated educational realities are very different: there are schools that count about only 100 students enrolled, and extremely large educational institutions, composed of different locations and school complex, which count about 1,400 students. Also the percentage of students with migratory background is extremely different: some schools count only a few students of foreign origin, other classes and schools are composed mostly of them. Among the schools investigated in Italy, we can underline the existence of a pre-primary school (not therefore an educational institution that addresses ad hoc activities to young people of foreign origin) that sees, among its students, the presence of about 90% of children with migratory background. These different proportions of migrant children in schools, as well as the different dimension of schools, may have an impact on educational and social integration outputs.

As a consequence, the number of teachers and support teachers also varies greatly: the latter are figures that are usually responsible for students with disabilities. Nonetheless they are often responsible for students with linguistic problems as well. It is evident that students with disabilities and foreign-origin children do not have the same special needs, hence they require different forms of help.
Aspects and issues in the integration of foreign-origin children

In Fig. 4.12 the aspects considered most relevant in view of the integration of children with migratory background are shown. It is immediately clear that the teachers interviewed have a great awareness of their role (especially in Italy, where the average score is 9.7, compared with a score of 8.8 in Greece). Also the other items are placed on high and similar values: we can in any case underline the greater relevance of local and national policies reported by Italian respondents compared to Greek ones, and the different importance given to mediators: if in Greece the linguistic mediators are considered more important than cultural mediators (8.3 compared to a 7.4), whereas in Italy the consideration of their figures is very similar (8.3 for intercultural mediators, 8.2 for linguistic mediators). The reason could be linked to the specific target investigated in Greece (mostly young refugees or asylum seekers), which means that the language barrier can be the first aspect to overcome through the action of linguistic mediators.

Some brief annotations can then be made taking into account the different cycles of education: the importance of financial resources is highlighted more by respondents included in lower secondary education (9.0) than their primary (8.2) or pre-primary (7.7) school colleagues. On the contrary, more importance is given to the implementation of policies at local level by the respondents included in the pre-primary schools (10.0) compared to those employed in a primary (8.2) or secondary schools (7.6). In any case, any kind of generalization is impossible, given the very limited numbers of the questionnaires collected.

Fig. 4.12 - Importance of the following aspects for the integration of children of foreign origin. Mean values on a scale from 1 to 10 in which 1 means "Not important at all" and 10 "Completely important".

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Mean Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role of the Teacher</td>
<td>9.2</td>
</tr>
<tr>
<td>Financial resources</td>
<td>8.3</td>
</tr>
<tr>
<td>Linguistic mediators</td>
<td>8.3</td>
</tr>
<tr>
<td>National policies</td>
<td>8.2</td>
</tr>
<tr>
<td>Local policies</td>
<td>8.0</td>
</tr>
<tr>
<td>Intercultural mediators</td>
<td>7.9</td>
</tr>
</tbody>
</table>

Paying attention to the major problems that exist in implementing integration policies for children with migratory background (Fig. 4.13), the lack of ad hoc policies is the most emphasized aspect (8.2), followed by the lack of experienced staff (8.0) and by
the lack of financial resources (7.9). On the contrary, motivations / ethical issues (4.5), the lack of interest from people with migratory background (5.7) and the presence of restrictive social policies (5.9), are considered to be little relevant, even though more highlighted in Greece than in Italy. It should be emphasized that these critical issues decrease in the upper level of education: the lack of experienced staff has an average score of 8.7 among respondents in pre-primary schools, of 8.2 among respondents in primary school, 7.0 among respondents in lower secondary school. Among the items considered relevant, the same trend is followed by the bureaucratic problems (respectively 8.0, 6.8 and 6.4 the average scores in the three school cycles investigated), and the lack of incentives and motivations (9.3; 7.4; 5.8).

Fig.4.13 - Main problems in implementing integration policies for children of foreign origin. Mean values on a scale from 1 to 10 in which 1 means "Not important at all" and 10 "Completely important".

The answers to the question regarding the presence or not of a specific staff involved in the integration of foreign-origin children offer interesting food for thought. 45.9% of respondents say that all staff is involved, 32.4% that there is a specific and qualified staff with this task, and 21.6% that there is no specific staff. However, the interpretations given by the individual respondents to the question may have influenced the answers. In other words, the role played by the whole teaching body in the implementation of activities aimed at integration has often been underlined: this widespread responsibility is therefore put in the foreground and, in many cases, considered more relevant than the existence of a specific and qualified staff (teachers with special tasks, contact persons for foreign-origin children, etc.). We can in any case underline that the existence of a specific qualified staff is reported to a much greater extent in the Italian context (50.0% compared to 15.8% in the Greek context);
on the contrary, the Greek teachers underline in 36.8% of cases the lack of existence of a specific staff in charge of this task (percentage that is only 5.6% in Italy).

Almost all the respondents (33 out of 37) underline the implementation in the single schools of specific educational policies. In 73% of cases the existence of national / ministerial policies is highlighted and in 67.6% of cases the existence of local policies.

By focusing on the policies adopted by the different schools, the target groups on which the two research teams have focused the research activity are extremely relevant. 84.6% of Greek respondents stress that children with migrant background are grouped in certain classes (and that in 61.5% of cases are not mixed with native students in the classes), the totality of Italian respondents emphasizes how the grouping of foreign-origin students in certain classes does not occur, both for educational-inclusive reasons and also because it is forbidden by law (to avoid the so-called “ghetto-classes”). Instead, similar trends are found in favoring the attendance of children with migratory background to specific courses to improve their language skills (reported by Greek respondents in 71.4% of cases, in 88.2% of cases by Italian teachers).

On the other hand, the interpretation of other aspects is more problematic. The one concerning the enrollment in lower age classes is reported as a policy adopted by the school in 46.2% of cases by the interviewees on Greek territory, while the percentage drops to 11.8% in Italy. We must however make a clarification: from a legislative point of view, the D.P.R. 394/1999, in addition to establishing, under Article 45, the right to education for foreign minors regardless of their regularity status or that of parents, determines that foreign minors are enrolled in the class corresponding to their age, unless the teacher council decide to enroll in a different class taking into consideration the linguistic skills and the educational level achieved in the country of origin. If these are the guidelines in Italy, the teachers interviewed sometimes claim to be unable to follow them (due to linguistic difficulties, to the level of the prior education, to issues related to the number of students in the classes): in any case it has been specified by all the interviewees that the enrollment takes place at most (except in special cases) in the class just lower.

The second one, related to the assignment of a tutor to support children with migration background, has already been previously addressed: if on the one hand, at least in Italy, it is not provided (and particularly low is the percentage of teachers that indicates this policy, equal to 11.8%), on the other hand it often happens in the daily dynamics within the classes, that the support teacher also works with foreign-origin students, with the problems already mentioned before. This policy is in any case reported in a limited way also by the Greek research team (23.1%).

On a more general level, it is possible to highlight that in all the cases investigated in Italy (with the exception of one), the school has assigned specific and qualified staff (teachers, linguistic/intercultural mediators, social workers, support teachers) to promote integration of children with migratory background (and the only school that has not assigned specific staff is linked to the fact that, according to the teachers, all of them are involved). Less common seems to be this practice in the Greek context.
(61.5%): it can be assumed, also in this case, that the reasons could be linked to the different target population surveyed, as well as organizational and bureaucratic factors: teachers are hired without fulfilling the necessary criteria (Teacher, Primary education school, Greece).

In case the institution has assigned specific tasks for the integration of children with migratory background, the main reasons are due, in the Greek context, mainly to the obligatory nature of this act: different respondents answer that it is compulsory from the Ministry of Education (Teachers, Primary education schools, Greece). In Italy, on the other hand, the main reason is traced back to the increasingly important presence of foreign-origin students: this dynamic would have made this step necessary.

The different investigated population targets also influence the existence or absence of a hosting agreement for the integration of children with immigrant backgrounds. The majority (70.6%) of Italian teachers states that the institute in which they operate has adopted a hosting agreement. In only one case, however, this protocol would have been adopted by a Greek institution. It is clear that contexts that see the presence, for years now, in the lower education cycles of second-generation students are more induced, even for organizational and economic reasons, to standardize certain procedures through specific protocols. The situation is different for those who work in “emergency” conditions and for young people who are, in most cases, newly arrived.

**Activities implemented by educational organizations**

In relation to the analysis of the activities implemented by the individual schools investigated, once again a distinction depending on the territorial context is necessary. As shown in Fig.4.14 and 4.15, the frequency of the proposed activities is extremely higher in the Italian schools. This aspect obviously depends on the choice of the organizations and the target population to which they are addressed. In Italy the implementation of most of the proposed activities is considered one daily practice to try to create opportunities for inclusion within the class group. If in Greece artistic activities, sports activities and recreational activities in a broad sense are implemented with a relatively higher frequency, in Italy the implementation of the same artistic activities, sports activities and activities aimed at civic education is mostly weekly (if not daily). The activities aimed at discovering foods, uses and habits of other cultures (both in Italy and in Greece) and, at least in Italy, the implementation of theatrical activities are somewhat less frequent, maybe because they are more demanding in terms of planning and require long times for their implementation.

The school cycle clearly influences the answers provided: activities such as storytelling are more common in lower education cycles, while musical and theatrical activities in those just above: however, given that the different territorial contexts investigated seem to exercise a prevalent weight in the answers provided, no inference can be reached.
Beyond the concrete implementation of the proposed activities, it was then asked how the aforementioned activities contribute to promoting the social and linguistic integration of children with migration background (Fig. 4.16). In relation to the first one (social integration), all the activities proposed play, according to the interviewees, a very important role. In particular, recreational activities in the broader sense (the less structured ones) are considered fundamental for the social inclusion of children with migratory background, perhaps because they are able to guarantee contact with native children that are not mediated by particular procedures, rules and activities. At
the same time, musical activities, artistic activities and those aimed at civic education are considered very relevant. It is possible to notice that respondents in Italy tend to give higher scores than their Greek counterparts with respect to almost all the listed activities, with the exception of the discovery of foods, customs and habits of other cultures: this difference is particularly relevant in the case of activities aimed at civic education (the average score reported by Italian respondents is 9.3 compared to 7.4 of respondents in Greece), theater activities (9.1 compared to 7.5), musical activities (9.4 compared to 8.1) and artistic activities (9.2 compared to 8.0).

Given that the average scores obtained are high both in Italy and in Greece, something can be said in relation to the different cycle of education investigated, always paying attention to the small number of questionnaires collected. The proposed activities are considered even more important in lower education cycles. Musical activities, for example, are considered fundamental in the integration of the youngest children with migratory backgrounds (average score of 10.0), and slightly less, even if they are always very high, in primary (9.1) and in lower secondary schools (8.3). A similar trend can be found for storytelling activities (we move from an average score of 9.4 in pre-primary schools to a score of 7.7 in primary school and 7.9 in lower secondary school), artistic activities (respectively 10.0, 8.2, 9.0) and theatrical activities (9.7, 8.3, 8.1).

**Fig.4.16 - Importance of the activities listed for the promotion of a social integration of children of foreign origin. Mean values on a scale from 1 to 10 in which 1 means "No integration" and 10 "Completely integration".**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Italy</th>
<th>Greece</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recreational activities</td>
<td>9.1</td>
<td></td>
</tr>
<tr>
<td>Musical activities</td>
<td>8.8</td>
<td></td>
</tr>
<tr>
<td>Artistic activities (drawing, origami..)</td>
<td>8.7</td>
<td></td>
</tr>
<tr>
<td>Civic education</td>
<td>8.7</td>
<td></td>
</tr>
<tr>
<td>Theater in education</td>
<td>8.4</td>
<td></td>
</tr>
<tr>
<td>Sporting team/activities</td>
<td>8.4</td>
<td></td>
</tr>
<tr>
<td>Discovering foods, costumes and habits of other cultures</td>
<td>8.4</td>
<td></td>
</tr>
<tr>
<td>Storytelling</td>
<td>7.8</td>
<td></td>
</tr>
</tbody>
</table>

Even closer to each other is the average scores related to the possible linguistic integration deriving from the proposed activities (Fig.4.17). We can highlight only a relevant difference between Italian and Greek teachers: among the former, the average scores are higher especially in relation to artistic activities (1.7 points of difference in the average scores) and theatrical activities (1.6 points).
Fig. 4.17 - Importance of the activities listed for the promotion of a social integration of children of foreign origin. Mean values on a scale from 1 to 10 in which 1 means "No integration" and 10 "Completely integration".

The teachers interviewed state that the level of integration of children with migratory background in the institutions where they work is on average sufficient (6.7 on a scale of 1 to 10). However, it is interesting to underline that this average value derives from deeply different assessments according to the territorial context investigated. Greek teachers define seriously insufficient the integration of migrant children (average score 4.6). This finding might depend on the specific target of children to which they address their activities. Among Italian teachers the context is described as much more favorable to the integration of children with migratory background (average score equal to 8.7). It should also be emphasized that this assessment varies significantly between the different educational cycles considered: very high within pre-primary schools (average score of 9.7, but it must be remembered that kindergartens were investigated only by the Italian team), it decreases among respondents who work in primary schools (6.4) and lower secondary schools (7.3).

The most critical issues are reported by the Greek research team in relation to the integration of children of Syrian, Iraqi and Afghan origin: it is clear, even more so in this case, that proceeding with a generalization is problematic, even given the specific target group investigated by the Greek research team. In any case, it would be extremely interesting to understand, through the use of qualitative research tools, the reasons for these problems. Among the interviewees in Italy, however, also for the different migratory component that characterizes this context, greater criticality in the inclusion is reported in relation to children of Chinese origin and to those who come from the Maghreb. If in relation to the former group the main difficulties are related to linguistic problems, in relation to the latter sometimes the interviewees refer to more cultural questions (interviewees refer that it might happen that male students from Maghreb are disrespectful with female teachers).
Finally, proposing some potentially useful aspects in the inclusion of children with migratory background in the class group (Fig. 4.18), it emerges that the attention to the promotion of good relations between peers and the recognition of the emotional needs of the students (not only of foreign origin) are the most relevant aspects to be considered in all school cycles. A little more problematic, on the interpretative level, is instead the question of adaptation of activities and the need to dedicate special attention to those who have foreign origins: on the one hand, the respondents underline the need to behave with all students in the same way, so as not to create further differences within the class; in the same way it is unthinkable to expect from the newly arrived students the achievement of results equal to those of the natives. The balance between these two aspects is therefore considered the key element for the implementation of inclusive attitudes within the class group by teachers.

Fig. 4.18 - Importance of several aspects for the inclusion of children with migration background. Mean values on a scale from 1 to 10 in which 1 means "Not important at all" and 10 "Completely important".

Parental involvement

One last aspect investigated concerns the involvement of families of foreign origin. More in detail, we investigated whether their participation is greater, lower or similar than that found among the natives. In almost all cases (85.7%), both in Italy and in Greece, the interviewees point out a greater involvement in the activities implemented by the educational institute by native parents compared to parents with migratory background; only 4 respondents highlight the fact that parents are involved in the same way, while no interviewer highlights a greater involvement of parents of foreign origin. Also in this case the profound reasons should be deepened through qualitative investigation tools. Among the possible causes listed in the questionnaire, the linguistic issue emerges once again as the most relevant one, being reported as a cause of lower participation of foreign-origin parents in 86.7% of cases (94.4% of cases in Italy, 75.0% in Greece). Partly linked to this, the fact that information about school activities is not clear for parents with migratory background. This could also be due to
the fact that schools and their professionals use a linguistic code suited on white middle class. This is however an aspect considered relevant only in the Italian context (in 50.0% of cases), and not in the Greek one (16.7%).

Inconvenience of meeting times is an additional barrier to parental involvement listed by teachers. Nonetheless, this obstacle afflicts both native parents (39.3%) and migrant parents (43.8%). Relevant differences in territorial contexts have been recorded: in Greece this barrier seems to be more linked to native parents (90.0%) than migrant parents (35.7%); the opposite happens in Italy (respectively 11.1% and 50.0%). We have similar percentages when parents' lack of time is called into question, evidently linked to the times in which meetings and activities with parents are scheduled. These results are consistent with parents’ statements (chapter 4.1).

Finally, a significant difference between native and migrant parents emerges with respect to the idea that participation is not considered relevant. In both countries, 1 out of 3 native parents agree with this statement, compared to 7 out of 10 migrant parents.

This finding stresses that also from the point of view of teachers parental involvement of migrant parents might be inhibited by cultural reasons, which rely on a mismatch between the culture of the school and that of the home. In some immigrant origin families, teaching is deemed to be the teachers’ domain, whereas parents are responsible for children’s discipline and behavior. In other words, teachers may consider migrant parents less involved in school activities, but does not mean that the latter are uninterested in their children’s educational outcomes: parents and teachers have just different roles (Huntsinger and Jose, 2009; Guo, 2011).

Low level of parental involvement might be detrimental for the social and educational integration of migrant children. If the Greek research team highlights that a definite factor is the decision of the parents for permanent staying in Greece or not (Teacher, Primary school, Greece), it is equally true that every case is different without necessary following a single rule. Family environment is important but does not always define children's life path. Decisive factor is the student's will to escape of problems in his family environment and to get integrated (Teacher, Secondary level educational authority, Greece). However, the social life of the family and its connection with parents plays decisive role in the integration of children in school community. The parents who support school activities and are present they enhance the relationship of their children with their fellow students also outside schooling environment (Teacher, Primary school, Greece). Hence the importance of the role of teachers, who play a decisive role in the creation of a group of parents of his class through actions that can be organized with regular meetings and participation (Teacher, Primary school, Greece). Despite the crucial role of teachers in promoting parental involvement (and this aspect also emerges in the Italian context), their activities are not always effective and migrant parents might be more likely than natives to be less involved. This lower level of involvement might be due to cultural aspects, as well stated by an Italian teacher: sometimes participation in parties is not allowed, Muslim girls cannot go out alone: these problems sometimes emerge later (Teacher, Secondary School, Italy).
4.3. SOCIAL ORGANISATONS REPRESENTATIVES

Background data

30 experiences of associations and social organizations, 15 per country, were investigated through the administration of an ad hoc questionnaire. Also in this case we can immediately notice the differences between the two research contexts. The Greek research team focused mainly on NGOs / CSOs (choice also dictated by the special attention given to refugees and applicants for international protection), and to some youth associations, whereas the Italian team has deepened the activities of different types of associations (mostly cultural and voluntary organizations in a broad sense, regardless of the actual legal form that characterizes them). In some cases, the organizations surveyed have a multi-decade experience in their field of action, while in other cases they have been operating in the territory for only a few years.

Even the size of the organizations investigated is extremely varied: they range from very large realities, which count hundreds, if not thousands, of people within them among employees and volunteers (these realities have been investigated in the Greek territory), to smaller organizations, in some cases composed only of volunteers, on whom the Italian research team has mostly focused. It should also be emphasized that employees and volunteers of the investigated associations have a rather low average age, less than 50 years: in 13 cases, in particular, employees and volunteers are 30 years old or younger.

Respondents are almost equally divided between senior figures of the social organization or project managers/coordinators of projects (mainly interviewed by the Greek research group) and operators, workers or volunteers, on which the attention of the Italian team is more concentrated: in this so it was possible to get a more top-down look, from those who are in charge of organizing and coordinating the activities of the single association, and a more bottom-up look, by those who actually work in the field.

The vast majority of the investigated social organizations (83.3%) work locally; two out of three social organizations also operate at national level, while 2 out of five associations (43.3%) have active projects or work internationally. It should be noted that there are 11 social organizations that claim to operate on all three levels.

Main beneficiaries and activities implemented

It is interesting to investigate the main beneficiaries targeted by the social organizations involved in the survey: refugees, community in general, foreign youths, socio-economically disadvantaged people, people with linguistic difficulties, native youths and people with disabilities. Figure 4.19 shows high percentages for all the items proposed (the activities implemented by the associations can obviously turn to a plurality of subjects, not making the proposed items mutually exclusive). Social organizations’ activities are mostly aimed at refugees and asylum seekers: despite being the most reported beneficiaries in both the investigated contexts, this does not mean that the associations address these subjects exclusively. In fact it must be
stressed that the interviewees consider the actions implemented by their organisations important for the community and the society as a whole.

*Fig.4.19 - Main beneficiaries of the social organizations.*

More in detail, paying particular attention to people with migratory background, the level of involvement in a series of proposed activities was investigated. As shown in *Fig.4.20*, the social organizations mainly deal with providing integrative didactic support for learning and citizenship training in a broad sense, without neglecting the organization of cultural and recreational events. On the other hand, services specifically aimed at the work sector (professional training and job placement) are less widespread.

*Fig.4.20 - Activities implemented by social organizations. Mean values on a scale from 1 to 10, where 1 means "No involvement" and 10 "Completely involvement"*
An important difference must be stressed between Italy and Greece. In the latter country, professional training and job placement activities, despite being among the least reported, are implemented more significantly than in Italy (respectively 7.0 and 6.2 compared to 3.7 and 3.1). This aspect is evidently linked to the different type of social organizations investigated: mainly NGOs and CSOs in Greece. This explains why the protection of vulnerable groups is also reported more frequently by the Greek associations than the Italian ones (8.2 compared to 7.1). As already stated, the Italian organization is more involved in activities such as citizenship education (9.2 in Italy, 6.9 in Greece).

Problematic aspects and possible solutions

By investigating the most problematic aspects for the socio-economic and cultural integration of migrants (Fig. 4.21), interviewees in both countries claim the lack of ad hoc national policies the main aspect to which pay attention. Equally problematic is also the lack of recognition of migrants’ educational qualifications earned in the country of origin, as well as the phenomena and mechanisms of social exclusion, racism / xenophobia and the difficulties of communication and understanding due to poor linguistic skills (peculiar to migrants but also to operators).

Fig.4.21 - Problematic aspects of the socio-economic and cultural integration of migrants. Mean values on a scale of 1 to 10 in which 1 means “No problematic at all” and 10 “Completely problematic”.

![Bar chart showing problematic aspects of socio-economic and cultural integration of migrants](chart.png)

Also in this case some differences emerge between the two countries: in Italy the criticalities related to the lack of recognition of the educational qualification are more problematic than in Greece (9.4 in Italy, 7.9 in Greece) and the presence of lower salaries compared to those of the native population (8.3 compared to a 6.6) are
highlighted. On the contrary, in the Greek context, the problems related to the lack of national policies (9.2 in Greece, 8.5 in Italy) and of professional skills (6.5 compared to 5.2) are more underlined.

By focusing attention on the problems related to the social and cultural integration of migrant children enrolled in pre-schools or primary schools (Fig. 4.22), it is once again the lack of national policies to be highlighted as particularly relevant. The limited financial resources available to schools also play a role, but they do not seem to have an excessive impact on the implementation of ad hoc activities promoted by the educational institutions themselves. In this case, however, significant differences emerge between the two countries in relation to the lack of ad hoc activities promoted by the schools (7.6 in Greece, 5.9 in Italy) and to the lack of skills of teachers (7.5 against of a 6.1): this aspect may once again be linked to the different contexts and to the different populations of migrants investigated in the two countries.

In any case, another aspect can be emphasized: unlike what one might think (and hope), among the issues considered to be problematic towards the migrant parents and their children, there are no such different values in relation to linguistic problems and those related to issues of social exclusion, racism, xenophobia. Very similar values emerge in the Greek context, while some, limited, differences are found in Italy: it is clear that a greater focus on refugees and asylum seekers means that even the youngest, as neo-arrived, can be considered strangers, regardless of their age. But the fact that in Italy the attention of the research team has mainly focused to those who are in Italy for a long time (the so-called second generations), makes this aspect very relevant (and problematic).

Fig. 4.22 - Problematic aspects of the socio-economic and cultural integration of immigrant children. Mean values on a scale from 1 to 10 in which 1 means “No problematic at all” and 10 “Completely problematic”.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Greece</th>
<th>Italy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of national policies</td>
<td>8.5</td>
<td>5.9</td>
</tr>
<tr>
<td>Schools with low financial resources</td>
<td>7.9</td>
<td>7.1</td>
</tr>
<tr>
<td>Lack of language skills</td>
<td>7.7</td>
<td>7.4</td>
</tr>
<tr>
<td>Racism / Xenophobia</td>
<td>7.4</td>
<td>7.3</td>
</tr>
<tr>
<td>Social exclusion</td>
<td>7.1</td>
<td>6.7</td>
</tr>
<tr>
<td>Lack of awareness from native Greeks/Italians</td>
<td>6.7</td>
<td>6.7</td>
</tr>
<tr>
<td>Lack of teachers’ skills</td>
<td>6.7</td>
<td></td>
</tr>
<tr>
<td>Lack of ad hoc activities promoted by school</td>
<td>5.9</td>
<td></td>
</tr>
<tr>
<td>Cultural burdens</td>
<td></td>
<td>5.9</td>
</tr>
</tbody>
</table>
Going to investigate what could help to overcome the criticalities just highlighted (Fig. 4.23), in relation to migrant parents once again strongly emerges the need to overcome what is considered to be the most important barrier, namely the linguistics barrier. Next, the importance of citizenship education and the protection of vulnerable groups are underlined. In this case the results collected in the two contexts of the empirical research are very similar. We can only emphasize a greater attention to cultural orientation (8.0 compared to 6.1 recorded in Italy) and to supplementary didactic support for learning (8.7 compared to 7.4) in Greece: it must however be stressed that, at least in the Italian context, the concept of cultural orientation was criticised (if not explicitly criticized) by the interviewees. Also for this reason, the investigated realities have preferred to pay more attention to the need, already underlined, of an education to citizens in a broad sense (9.5 the average score collected in Italy, compared to 8.8 in the Greek context).

Fig. 4.23 - Help factors for integrating migrant parents in local societies. Mean values on a scale from 1 to 10 in which 1 means “Not at all” and 10 “Completely”.

Focusing on the aspects that could help the migrant children’s integration (Fig. 4.24), attention is paid, beyond the need to overcome the language barrier, on the need to create opportunities for contact and knowledge between the local population and young people of foreign origin. Even if the values are not very different from those shown in the previous figure, we need to underline the need to provide the young people with supplementary didactic support for learning (8.9 average score, compared to 8.0 of their parents) and the organization of recreational events (8.6 compared to an 8.0), while less importance is attributed to citizenship education (8.2, while for adults it was 9.1), presumably because young people, who are growing in the receiving context, would be “naturally” educated to citizenship, without the need for ad hoc interventions. Precisely this aspect, however, is underlined in an extremely different
way in the two countries: 9.3 are the average score provided by the Italian respondents; 6.7 the average score provided by the Greek respondents. This is a rather counter-intuitive result because, as already underlined several times, the Italian research group has mostly referred to second-generation young people who cover almost all their educational path in the Italian context. Nonetheless, an additional explanation may be applied to this finding. The necessity to invest more on migrant children’s education to citizenship in the Italian context may be linked to their migratory project. In other words, a long term project of permanent settlement may be a factor for which education to citizenship becomes crucial in order to favor their social integration.

Fig.4.24 - Help factors for integrating migrant children in local societies. Mean values on a scale from 1 to 10 in which 1 means “Not at all” and 10 “Completely”.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Mean Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language learning</td>
<td>9.6</td>
</tr>
<tr>
<td>Connecting migrants with local population</td>
<td>9.2</td>
</tr>
<tr>
<td>Protection of vulnerable groups</td>
<td>9.1</td>
</tr>
<tr>
<td>Additional educational support</td>
<td>8.9</td>
</tr>
<tr>
<td>Public support</td>
<td>8.7</td>
</tr>
<tr>
<td>Integrated social inclusion policies</td>
<td>8.6</td>
</tr>
<tr>
<td>Organisation of recreational events</td>
<td>8.6</td>
</tr>
<tr>
<td>Citizenship training</td>
<td>8.2</td>
</tr>
<tr>
<td>Cultural orientation</td>
<td>6.8</td>
</tr>
</tbody>
</table>

Activities and best practices

The questionnaire then asked social organizations to indicate the main activities promoted in favor of foreign-origin people, with specific attention to those addressed to parents and their children. Bearing in mind that the investigated realities are very different from each other, even within the individual national contexts, the activities that are most reported are those related to:

- Supplementary educational support for younger people (and sometimes for their parents). It is emphasized, especially for new arrivals, the need to be able to count on ad hoc activities and projects to overcome linguistic and educational gaps that often constitutes the main obstacles to full social and educational inclusion. For this reason the social organizations often implement activities such as specific language courses (sometimes necessary for obtaining citizenship, at least in Italy), after-school courses for younger people, summer centers and help services for
carrying out homework, implemented by both institutional and informal organizations;
- Information and referrals on issues relating to residence permits, as well as facilitating the lives of immigrants in terms of education, residence, health, etc. These actions are carried out locally and aim at the proper information of migrant-origin people, as this will help to integrate them into local societies;
- Mediation and networking with public services and agencies (these activities are strictly connected to the previous ones);
- The organization of recreational events, aimed none exclusively at migrant children. The need for these activities to be addressed also to native young people (or parents) is underlined, in order to connect foreign-origin families with local families and promote their integration into the local community. Among these intercultural ethnic activities, musical parties, ethnic-food festivals can be mentioned. These activities include those that most specifically concern the focus of the research activity: from the organization of Seminars and artistic activities for social vulnerable groups to the use of artistic activities for psychosocial support and inclusion;
- The creation of training programs by teenagers and for teenager appears as an excellent practice for both the educational development of minors and for the integration and equal treatment of people with migratory background;
- Activities related to the housing of vulnerable families, health services, psychosocial support, humanitarian aid (material and capacity building support), family reunification, and supply of basic necessities (clothing, clothing, food, etc.) to migrants, and, in particular, to refugees.

Respondents were then asked to indicate at least one "best practice" promoted by their social association or organization. Alternatively, respondents could mention an activity in which their association or social organization has been involved for the integration of migrant parents and their children, and could be turned into a “best practice” at national level. It is obviously difficult to attempt a synthesis of what emerged (and for the list of best practices indicated by the partners, please refers to annexes). Some difficulties also emerged for respondents to indicate an effective practice at local level that could be improved to be implemented at national level, both for reasons related to territorial peculiarities and for reasons related to economic issues. As an example, several interviewees have underlined how their activities carried out at an informal or voluntary level - of fundamental importance for foreign origin migrants - cannot (and should not) be extended at national level: in other words, the humanitarian spirit of individuals it should not be taken as an example given the lack of national or local policies (and the narrowness of available economic resources) aimed at people with migratory backgrounds. In any case, some potentially transferable examples have emerged:

- The creation of a network that allows to optimize the experiences of individuals, avoiding an overlap of activities aimed at migrant children. This need
is felt even more at the local level, where the scarcity of economic and human resources makes it necessary to network (Welcome Center, Italy);

- Specific programs in order to provide support to children and young people by promoting cohesion and social inclusion. For example, the FutbolNet methodology uses physical activity and sport as factors of change, promoting values as effort, respect, teamwork, modesty and ambition through dialogue and play. The program includes boys and girls from 10 to 16 years of age (FutbolNet program of the Barça Foundation implemented by PRAKSIS, Greece);

- Mixed models of operation, providing family care and warmth for unaccompanied refugee and migrant children in need of emergency humanitarian aid and at risk of exploitation, disappearance, trafficking or smuggling. This model also ensures the protection of Greek children whose lives have been traumatized as a result of abuse, serious neglect or maltreatment (The Smile of the Child, Greece).

- Information offices in migrant communities: the biggest problem that citizens of other countries have to face concerns the dissemination of the “correct information”. This concerns all stages of integration, education, health, work, legality (residence permits, etc.). The first point of contact between immigrants and refugees is their community and there should be a focus on the effort to inform them about the issue of their integration into the receiving society (Italy and Greece).

Finally, trying to investigate the reasons that make difficult the implementation of “good practices” aimed at promoting the integration of migrant parents and their children (Fig.4.25), the lack of cooperation on the part of the political authorities emerges: this is the most relevant motivation stated both in Greece (8.5) and in Italy, where it even reaches the average score of 9.3. Following, as already mentioned, the lack of financial resources is considered to be very problematic. The average scores of the other items proposed do not differ significantly from each other, with the exception of the hypothetical lack of cooperation from the part of the migrants, which is considered the least problematic aspect, especially among Italian respondents (5.4 compared to an average score of 6.6 that emerges among the associations investigated in Greece). Finally, in Italy limited educational institutions’ cooperation is considered more relevant than the lack of collaboration of teachers. The two aspects are reversed in the Greek context. Again, the associations investigated in Greece highlight higher criticalities, compared to what emerged among the interviews in Italy, in relation to the lack of human resources and the lack of specific skills and competences (respectively 7.8 and 7.3 compared to a score average of 6.3 and 6.2 in Italy).
Fig. 4.25 - Aspects that make it difficult to implement good practices to promote the integration of migrant parents and their children. Mean values on a scale of 1 to 10 in which 1 means "Not at all" and 10 means "Completely".

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Mean Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of political authorities' collaboration</td>
<td>9.0</td>
</tr>
<tr>
<td>Lack of financial resources</td>
<td>8.2</td>
</tr>
<tr>
<td>Lack of school's collaboration</td>
<td>7.4</td>
</tr>
<tr>
<td>Lack of knowledge concerning this topic</td>
<td>7.2</td>
</tr>
<tr>
<td>Lack of teachers' collaboration</td>
<td>7.1</td>
</tr>
<tr>
<td>Lack of human resources</td>
<td>7.0</td>
</tr>
<tr>
<td>Lack of specific skills required for this topic</td>
<td>6.7</td>
</tr>
<tr>
<td>Lack of migrants' collaboration</td>
<td>5.9</td>
</tr>
</tbody>
</table>
5. CONCLUSIONS

The elements collected in the research activity allow us to have interesting food for thought, even though it is once again necessary to underline, as repeatedly stated in the previous pages, that it is not possible to reach any kind of generalization of the results obtained. Nevertheless, some aspects collected both in the quantitative and in the qualitative part of the research allow to underline some aspects related to the theme of the integration of foreign-origin children through artistic forms.

First of all, we want to underline that almost all the interviewees stressed that art forms are the ideal medium (sometimes the only one) to try to overcome the main barrier that seems to concern foreign-origin children, the language barrier: through drawing, painting, manual activities and music, children can express their personality without necessarily using words.

Returning to the language barrier, the questionnaires collected (but also the interviews carried out face to face) confirms that this is the main criticality reported by the foreign parents. This issue has repercussions also on the daily lives of the parents, who in much lesser way than the native parents participate in the meetings and activities implemented by the school. This happens both because the migrant parents themselves feel inadequate from a linguistic point of view, and also because, sometimes, the information transmitted by the scholastic institutions is not simple to be understood by those parents with limited linguistic skills. We have to underline another important aspect: the low level of participation of migrant parents (mainly coming from specific countries as the Asian ones) in the activities carried out by the schools is not always linked to indifference, but it is more related to cultural factors. More precisely, some ethnic groups do not interact with teachers and schools because their authority can be only exerted within the domestic context. In other cases, migrant parents are not involved in school activities simply because they do not know they are required to participate.

Moreover, several interviewees highlight the need to adapt the proposed activities to the target group they refer to. For example, in pre-primary and primary schools the organization of activities aimed at discovering ethnic and typical foods is rather widespread. This activity is easy to organize and manage, and allows to include also foreign-origin families. But what type of effective inclusion derives from it? To ask a foreign-origin child born in Italy (or Greece), who may not have any cultural or parental relationship with his/her country of origin, to cook food or show customs that he/she does not know and that he/she has never experienced, risks to create a forced stereotyping. The respondents in the Italian context reported examples of such activities with foreign-origin children who wanted to cook pasta and pizza. This is a banal example (and that has different repercussions depending on the age and the migratory histories considered: some associations implement inclusive activities through food that can be considered best practices to all intents and purposes) but that recommend a reflection on the implementation of practices that, animated by the best will, risk not to achieve their goals.
In relation to the implementation of ad hoc projects and activities, there are two prerequisites that are considered relevant by the representatives of public and social organisations interviewed. The first aspect is the economic one: without financial resources it is difficult to implement inclusion projects that are effective and that can make count on an adequately trained and experienced staff (moreover, the skills required for those working with children in pre-primary schools are extremely different compared to those who work with children in primary and lower secondary schools).

At the same time, all the target groups interviewed emphasize that it is the role of the teacher that makes the difference: the passion, the attention to the needs of the children, the will to invest time in these activities are all characteristics that allow an efficacy of inclusive actions undertaken. Nonetheless, schools and their professionals should improve their forms of communication with migrant parents and more in general with parents of low social classes. More precisely, teachers are used to speaking a language well understandable by white middle classes which is not usable by working-class parents (and not only migrant parents).

This doesn’t mean, however, that these activities are to be totally delegated to the good will of the individual or to voluntary actions: in other words, there cannot be a de-responsabilisation of public and politic authority in the implementation of policies at local and national level that can encourage the inclusion of foreign-origin children and their families. However, the interviewees highlighted that local and especially national policies are still lacking or ineffective in order to promote social inclusion.
PART II - Best Practices

1. INTRODUCTION

This report lists examples of best practices reported by the research project partners. The 13 best practices listed have been implemented in 7 different countries: 4 of these have been implemented in Greece, 2 in Austria, 2 in Italy, 2 in the UK, 1 in Switzerland, 1 in Canada, 1 in Germany. It is however important to underline that all the best practices reported are transferable in other contexts: in some experiences this has already happened (Migration Museum Project or MUS-E project).

It is extremely difficult to summarize the listed projects, as they are very different from one another: from the organization of specific festivals and events linked to multiculturalism and multilingualism (Festival of Language and Cultures) to museums (Migration Museum Project; the Museobilbox), from the implementation of different artistic forms through programs within the scholastic context (Step2School Project; MUS-E Project; Intercultural theater project “Wolf sein”) or outside of it (Pan Intercultural Arts, MET Project) to activities aimed at strengthening specific skills such as language skills (Tell me a Story), with a view to greater inclusion of migrant children (and their families), to best practices aimed at specific population targets (Targeted housing and integrated supported services for most vulnerable refugees-GRC 0217; The Learning for Integration Project: Quality Learning and Non-Formal Education for Refugees and Migrant Children in Greece; Creative Expression Workshops in School: Prevention Programs for Immigrant and Refugee Children).

Likewise, we have different beneficiaries of projects and activities reported (in some cases they are more specific, as in the case of refugees and asylum seekers or of children under the age of 5, in other cases beneficiaries are less defined and activities addressed to the whole community), different actors involved in the activities (belonging to the educational sector, social organizations, public or other sectors), a different level of implementation of the projects (from the local to the international level), a different timing necessary for the implementation (from a few weekly meetings to more structured and sometimes permanent activities) and different sources of funding (public and private).

This is why we prefer to refer to the description of the individual activities reported: to facilitate the reading and comparison between the various best practices, we tried to systematize the information provided by the individual partners. The only common aspect that seems to emerge from what was reported seems to be that of the need to rely on a network in order to implement the different activities: in this way it would be easier to implement long-term projects, which can rely on diversified sources of funding, able to reach a wider target and therefore able to have a greater impact on the inclusion of migrant children and their parents.
2. LIST OF BEST PRACTICES

1. Creative Expression Workshops in School: Prevention Programs for Immigrant and Refugee Children – Canada
2. Festival of Languages and cultures – Greece
3. Intercultural theater project “Wolf Sein” – Austria
4. Kindervillas’ educational principles – Austria
5. MET – Meticceria Extrartistica Trasversale – Italy
6. Migration Museum Project – UK
7. MUS-E. Art for integration at school – Italy
8. Pan Intercultural Arts – UK
9. Step2School – Greece
10. Targeted housing and integrated supported services for most vulnerable refugees- GRC 0217 – Greece
11. Tell Me a Story (Schenk mir eine Geschichte) – Switzerland
12. The Learning for Integration Project: Quality Learning and Non-Formal Education for Refugees and Migrant Children in Greece – Greece
13. The Museobilbox – Germany
<table>
<thead>
<tr>
<th>Name of the Project / Practice:</th>
<th>Creative Expression Workshops in School: Prevention Programs for Immigrant and Refugee Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country:</td>
<td>Canada</td>
</tr>
<tr>
<td>Promoted by:</td>
<td>The transcultural psychiatry team at the Montreal Children’s Hospital, in partnership with schools.</td>
</tr>
<tr>
<td>Website (if any):</td>
<td><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2542909/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2542909/</a></td>
</tr>
<tr>
<td>Target groups/actors involved</td>
<td>Kindergarten; Primary School; Lower Secondary School. The transcultural psychiatry team at the Montreal Children’s Hospital, in partnership with schools, has implemented creative expression workshops for kindergarten, elementary schools, and high school to help the children bridge the gap between past and present, culture of origin and host society.</td>
</tr>
<tr>
<td>Education Sector:</td>
<td>A psychiatric team of transversal children with multitechnical schools has been developed to implement creative seminars for immigrants and refugee children</td>
</tr>
<tr>
<td>Social Organisations’ Sector:</td>
<td>Educational authority</td>
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<td>Public Organisations’ Sector</td>
<td>Migrant/Refugee families</td>
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<td>Other Sectors:</td>
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<tr>
<td>Level of implementation:</td>
<td>Institutional</td>
</tr>
<tr>
<td>Background and needs for the</td>
<td>A large number of immigrant and refugee families in Canada have experienced organised violence in their homeland and may still be in an unstable environment even after migration. Schools are thus faced with the challenge of developing prevention and intervention programs to help new arrivals deal with their past experiences and adjust to new realities. Artistic activities, as a mean of expression, have come to be considered a good way of helping immigrant children elaborate identity issues and construct meaning around the experience. First, briefly describe programs for different age groups sand play, art and storytelling, and drama workshops – then present two vignettes to illustrate the effect of the workshops on children’s self-esteem and symptoms. The aim of the sand play program is to improve the social adjustment of children from immigrant and refugee families when</td>
</tr>
<tr>
<td>development of the Project /</td>
<td>Practice:</td>
</tr>
<tr>
<td>Practice:</td>
<td></td>
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</tbody>
</table>
they enter kindergarten by allowing them to represent the challenges of their bicultural world through play.

**Framework / Initiative which the Project / Practice is based upon:**
Private Initiative by one of the target groups/actors.
The technique was developed by Dora Kalff (1973) and has been used both in individual therapy and as a way to work preventively in schools.

**Time frame / duration:**
The elementary school creative expression workshop program was the first one developed and assessed qualitatively by the team (Rousseau et. al., 2000, 2003) and quantitatively (Rousseau et. al. 2005a). It consists of 12 weekly sessions that are part of the regular school curriculum, run by an art therapist and a community worker in conjunction with the teacher. The program is composed of three types of activities that always combine verbal and nonverbal means of expression (drawing or painting a picture and telling a story), along with times for individual work and times when the children go back to their groups to listen or present their work. Focus groups revealed that the program improved teachers’ understanding of the children’s pre-migration and family experiences and changed their perception of their pupils’ emotional and behavioral difficulties.

Time frame needed: years.
This became particularly evident in January 2005, when the timing of the program coincided with the Asian tsunami disaster, which affected millions of people. The school was in a Montreal neighborhood with a large population from a number of South Asian communities, and more than 60% of the children in the program were of South Asian origin. Although the group leaders did not mention the tsunami, it was represented over and over in the sand tray by many children, who expressed their concerns for their country and family, their fear of repetition, but also their desire to help, repair and, above all, make sense of such a disaster. Again, religious signifiers were at the forefront of the attribution of meaning and of the imagined reconstruction processes. The sand play
workshops were evaluated quantitatively in 2005, but the results are not yet available. The elementary school creative expression workshop program was the first one developed and assessed qualitatively by the team (Rousseau et. al., 2000, 2003) and quantitatively (Rousseau et. al. 2005a). It consists of 12 weekly sessions that are part of the regular school curriculum, run by an art therapist and a community worker in conjunction with the teacher. The program is composed of three types of activities that always combine verbal and nonverbal means of expression (drawing or painting a picture and telling a story), along with times for individual work and times when the children go back to their groups to listen or present their work.

Funding Sources: Private Funding coming from external target groups/actors

Budget needed: /

Description of the Project:
The children are given sand trays and are encouraged to create a world and a story with small figures representing nature, animals, people, and various objects. In our qualitative assessment of the first pilot project for immigrant preschoolers, the children represented death and organized violence scenes in ways unexpected for this age group. This led the team to pay special attention to the reconstruction strategies used by the children. When the children were later given numerous figures representing their cultural and spiritual universes, they made massive use of these cultural signifiers in explaining adverse events and in proposing solutions.

Role in the promotion of migrants students’ social and linguistic integration:
Creative expression workshops can be implemented successfully with different age groups, adapting the modes of expression to their varying developmental needs. Four aspects seem to play a key role in all the workshops: the construction of a safe space, the acknowledgement and appreciation of diversity, the establishment of continuity, and the transformation of adversity (Rousseau et. al., 2004). They can be replicated in different school systems and adapted to class programs for immigrant and refugee children.

Role in the promotion of social and linguistic integration of foreign families:
First, a verbal and nonverbal means of expression must always be paired, to offer the children more than one way of expressing themselves and to circumvent the inevitable language barrier. Second, the program should metaphorically represent cultural diversity to allow a give and take between mainstream and minority cultures. Third, it is essential to provide a secure place for working through issues, and this can be done by alternating opportunities for personal expression and small group
discussions to foster empathy and solidarity. Finally, the experience of the creative workshops raised the importance of sensitizing the teachers to the children’s life experience and of supporting them in this process.

**Potential impact and sustainability of the Project / Practice:**
The quantitative assessment of the drama program compared newly arrived adolescents whose classes were randomly assigned to the experimental or control group. Results suggest that although the program had no direct effect on the intensity of symptoms reported through the Strength and Difficulties Questionnaire (youth and teacher versions), it significantly reduced the impairment associated with these symptoms. The therapy was also associated with a marked improvement in academic performance, especially in mathematics.

**Educational Value of the Project/Practice:**
The quantitative assessment of the workshops done using a quasi-experimental design suggests that the program activities are associated with a significant decrease in both internalizing and externalizing symptoms and with a significant increase in self-esteem (Rousseau et. al., 2005a). Focus groups revealed that the program improved teachers’ understanding of the children’s pre-migration and family experiences and changed their perception of their pupils’ emotional and behavioral difficulties.

**Possibility of transfer:**
Yes

**Main problems:**
the key issues or problems that were addressed in the implementation of the project were when a large number of immigrant and refugee Kanda have experienced orgasmic violence in their homeland.... Schools have faced the challenge of developing prevention and intervention programs to help newcomers deal with their past experiences and adapt to new realities

**Other:**
The stories told by Raj and Ron illustrate how the creative expression workshops can interact with different psychopathological presentations and be useful in a variety of ways when migration traumas and losses are involved. Raj’s initial artwork was chaotic, disorganized, and messy. He seemed disturbed by his own work and would throw out most of it because it was “too messy.” Figure 1 illustrates this first phase of his work. It represents an expressionless face where the eyes are the main feature. He kept painting the eyes until holes were torn through the paper. The eyes look like they have seen a lot.

Raj gradually formed an alliance with the art therapist. He looked for excuses to stay in the classroom and help out during the break. He began to be part of the group and participated in the activity more intensely. He enjoyed the storytelling, listened attentively and used the proposed metaphor to speak about his own experience, although always indirectly. When his peers were invited to tell their stories, he suggested that the group act them out. He engaged with his peers in this drama activity, laughing and enjoying himself. In the last few sessions, his artwork was playful and much less chaotic. He used collage material to structure his work (and perhaps himself), and made use of very delicate colors. His interactions with his peers were smoother and he reported a sense of belonging to the group. Ron’s artwork is
very elaborate. Heroes are usually alone and engaged in a quest (Figure 2), and houses are empty. In his comments, he raised a lot of questions related to spiritual matters such as God, heaven, and protection, exploring ideas about what happened to his mother, where she was, who she was with, and the emptiness he felt. By the end of the series of workshops, Ron was much more connected to his peers and teacher and this very resilient child had begun to grieve without falling apart.

Raj and Ron are similar in terms of their cultural origin, their traumatic stories, and the time spent in the host country. They differ in terms of their symptoms and in the way that they used the space for personal expression provided by the workshops. Raj expressed himself through metaphor and the dramatization of his peers’ experiences. Ron disclosed his personal story and used the healing environment to pursue his mourning process. Both reestablished links with their peers and with their teachers. In Ron’s case, the teacher also felt the need for support. The effect of disclosure on school staff that may not be familiar with traumatic stressors points to the need to support all participants in school intervention activities.

Annexes:
**BEST PRACTICE No. 2**

<table>
<thead>
<tr>
<th>Name of the Project / Practice:</th>
<th>Festival of Languages and Cultures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country:</td>
<td>Greece</td>
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<tr>
<td>Promoted by:</td>
<td>Municipality of Thessaloniki, Kozani, Larissa</td>
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<td>Website (if any):</td>
<td><a href="https://langtrips.wordpress.com/">https://langtrips.wordpress.com/</a></td>
</tr>
<tr>
<td>Target groups/actors involved</td>
<td></td>
</tr>
<tr>
<td>Social Organisations’ Sector:</td>
<td>NGO / CSO, Organisation for migrants, Informal organisation, Cultural association, Youth’s association, Public Organisations dealing with social issues, Citizens, Artistic groups.</td>
</tr>
<tr>
<td>Public Organisations’ Sector</td>
<td>Local authority, Educational authority, Ministry of Education, Ministry of Internal Affairs, Ministry of Foreign Affairs, Ambassadors, Consulates</td>
</tr>
<tr>
<td>Other Sectors:</td>
<td>Sector of Tourism and sector of Athletic.</td>
</tr>
<tr>
<td>Beneficiaries of the Project / Practice:</td>
<td>Foreign youths, Greek youths, Refugees, People with Italian/Greek language difficulties, Community in general, The allophone communities, the migrants and the people in integration process.</td>
</tr>
<tr>
<td>Level of implementation:</td>
<td>Institutional, Local, Regional, National, EU (Involvement Of At Least Two EU Member States), Other countries by their ambassador.</td>
</tr>
<tr>
<td>Background and needs for the development of the Project / Practice:</td>
<td>The inevitable influx of migrants and refugees in recent decades has threatened Greek social and educational cohesion, since Greek society was not prepared for this new multiculturalism. In this condition, we have tried to study how all the forces of the society, thus as institutors, teachers, citizens, artists, policies makers comprehend and try to promote social cohesion in their newly multicultural area. Our initiative was gathered in the Municipalities of Thessaloniki, of Kozani (North Greece) and of Larissa, in many schools, Universities, elsewhere in Northern Greece, in Balkan, in Turkey. The teams of participators are composed of allophones communities, Institutes, NGO, teachers, cultural</td>
</tr>
</tbody>
</table>
Associations, languages Institutes, Universities, citizen’s organizations, quite dissimilar in social origin, conceptions and educative practices.

**Framework / Initiative which the Project/Practice is based upon:**
Private Initiative by one of the target groups/actors, Local Policy Driven, Regional Policy Driven, National Policy Driven, EU Policy Driven.

The project is based on the academic issues of European universities programs and is based on the evolutionary model of training-research-action, innovative model of the doctoral thesis of Argyro Mountzidou. The model contributes to introduce the plurilingualism pedagogy of the Awakening on languages in the attitudes, skills and knowledge of the citizens and create commons.

**Time frame / duration:**
Ongoing: It is about the annual festival of the cities of Greece. The organization of the festival is an all year organization with open seminars, cafés of plurilinguism, open discussions once a month, broadcasts and projects inside/outside of the schools.

**Funding Sources:**
Public Fund on Local Level
The research is based on the Erasmus + program.

**Budget needed:**
Budget for the seminars, the locations, the organisation of the Festival, the dissemination, the organisation of the Cafés of Plurilingualism.

**Description of the Project:**
The Festival of Multilingualism started as a new institution for the city of Thessaloniki, unique in all of Greece, in June 2013 with the aim to create a common area of project presentation and collaboration for:
* Foreign language associations and allophone communities
* Embassies and consulates of all countries
* Educators and schools of the Prefecture
* Institutes, educational and cultural associations, and school parent’s associations
* Non-governmental organizations
* Associations
* Language and Culture Festival institutions from Europe, but also worldwide
* Citizens from all around the world who partake in similar alternative, intercultural movements and social and educational movements.

The Festival of Plurilingualism is organized by the Municipality of Thessaloniki’s and more specific by the Sector of Education and Lifelong Learning Programs, the Public Association of Information, Spectacle, and Communication (D.E.P.Th.E), with the support of local Institutes and Educational Institutions from both within and outside of
Greece. Concerning this year, the event took place on the 12th-20th of May at the New Thessaloniki City Hall and at the Port of the city. The main aim of the Festival is to highlight the notion of pluralism and social cohesion as an experience of a society that actively participates in the efforts for collaboration, social action, solidarity, open education from the bottom.

This year’s Festival’s title was: “6th Festival of Plurilingualism, Thessaloniki, 2018. Education on the streets for the democracy and the plurality”.

Locally, the Festival of Plurilingualism attempts to highlight the multiculturalism and multilingualism of Thessaloniki, to contribute to the universal understanding of the rich potential young people by the contact of cultures, all the time searching to create new opportunities of meeting and collaboration, always looking for the best practices of inclusion. In this manner Thessaloniki became a polymorphic workshop of art, thoughts and common action creation in collaboration with Institutes, Organizations and institutions from abroad. Above all, the Festival of Plurilingualism promotes, encourages, and highlights the languages of Thessaloniki and of the participating countries as well as the active multilingualism of our communities in the Balkans and elsewhere, in more remote areas, thus documenting the crucial role of languages in culture production and contributing to the cosmopolitan image of Thessaloniki, as the unique multilingual city of Europe.

The Festival of Plurilingualism includes: round table discussions, theatrical productions, music and dance performances, intercultural films, multilingual workshops, researches, Coffees of multilingualism, photography, talks, thematic cycles of academic and research interest, seminars in the form of workshops, language stands, tributes to authors who focused on pluralism, interchangeability, networking and interaction, participatory workshops for citizens, parents, educators, and children, open discussions, multilingual literacy and calligraphy, the citizen’s cooking, etc.

The organization of this Festival has been communicated to thousands of people in Thessaloniki, Greece and abroad, and the series of established partnerships with related European Festivals have rendered the city’s initiative a medium of bringing together communities, families, schools, cities, people, NGOs, and associations. Therefore, the mosaic of people who are asked to live together harmoniously and co-create an open society is acknowledged, while mobility and meeting trails and routes focusing on peace and honest interest are created. The organization includes two (2) open meetings- workshops, three Coffee of Multilingualism with the participation of the communities of the town, the educators, the NGOs and all citizens focusing on the innovative Awakening of Languages and Cultures, all in all emphasizing the sustainable development of the individual as a Person in History.

For more information, you can consult the Municipality’s website as well as the voluntarily collaborating “Educator’s Group on Multilingualism Interface” website: https://langtrips.wordpress.com/. You can present your own actions via the collaborating radio stations http://StarClassic.gr and post on our social network pages.

Role in the promotion of migrants students’ social and linguistic integration:

After 6 years of experience on the Festival of Plurilingualism, we can confirm that the Evolutionary model of co-training-reflexion-action we use to train the social partners is able to enhance the linguistic and cultural capital of groups of different origin, as well as to contribute to the creation of commons. It seems that the Festival of
Plurilingualism, based on the educational innovation Awakening of languages, offers strategies of social inclusion. It contributes to social cohesion. Since 2017, the Festival of plurilingualism appears in the list of good practices of the spiritual heritage of Unesco and has the support of the Minister of Culture.

**Role in the promotion of social and linguistic integration of foreign families:**
The Festival of Plurilingualism is based on the contact of languages and cultures via intergenerational projects, open discussions between the citizens, the parents, and the children. The Coffees of Plurilingualism (social strategy of informal education) provide an opportunity for the citizens, the parents and the students to talk about their family languages and culture, the migratory projects, the experiences on the host country. In this case, the Festival of Plurilingualism offers a repertory of tools giving to teachers, educators and pedagogical agents of the NGO, the opportunity to work with the families taking advantage of their linguistic and cultural background and including this capital in the academic progression of student’s learning.

**Potential impact and sustainability of the Project / Practice:**
The Festival of Plurilingualism, as a model, includes a series of seminars for the awakening of citizens to the plurilingualism and its benefits, to the positive effects of languages and cultures on the cognitive and socio-emotional development of the children. Languages appear on the social scene, get in touch each other, and transform each other. There is therefore, an ecological advantage for the languages. There is a whole intercultural methodology that trains institutions in common with citizens, teachers, cultural mediators, educational and linguistic policy agents. Our methodology is a model of research-reflexion-action in the training of the social partners, of the youth workers, of the educators.

**Educational Value of the Project/Practice:**
The Festival of Plurilinguism realizes an Erasmus + Program involving Greece, Spain and Portugal. The Program aims to identify and to measure the benefits of the Festival of Plurilingualism on the formal and informal education of children, on the inclusion of their family in the school process, on the development of long life skills, intercultural skills, and social skills.

**Possibility of transfer:**
Yes: it is a question of the institutional culture of each community, as well as of the academic instances, the educational linguistic policies, as well as the socio-historical and political background of each country. It is a question of the training culture of the teachers and the citizens, the role of the citizen’s associations on educational and social policies.

**Main problems:**
It seems that the most significant gain is to have the summative participation of teachers in seminars, as well as in open discussions throughout the year. The national educational curricula could be a problem for the implementation of the Language Awareness innovation. The collaboration between institutions, public schools, Institutes, citizens in the same project is a long life gain.
<table>
<thead>
<tr>
<th><strong>BEST PRACTICE No. 3</strong></th>
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<td><strong>Website (if any):</strong></td>
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<td><strong>Target groups/actors involved</strong></td>
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<td><strong>Education Sector:</strong></td>
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<td><strong>Social Organisations’ Sector:</strong></td>
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<td><strong>Other Sectors:</strong></td>
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<td><strong>Beneficiaries of the Project / Practice:</strong></td>
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<td><strong>Level of implementation:</strong></td>
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<td><strong>Background and needs for the development of the Project / Practice:</strong></td>
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<td><strong>Framework / Initiative which the Project / Practice is based upon:</strong></td>
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<td><strong>Time frame / duration:</strong></td>
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<td><strong>Funding Sources:</strong></td>
</tr>
<tr>
<td><strong>Budget needed:</strong></td>
</tr>
</tbody>
</table>

**Description of the Project:**

The project took place in the public elementary school “Innsbruck-Arzl”. Project leader was the teacher Johanna Kollreider. Her class, 24 students, were the performers. Parents of the children were also involved in the project to design the costumes and the stage design. The project took place over 3 weeks in all subjects and at the end there were several performances for parents and students in the school. Also in the community on the theater stage of a public institution “Bierstindl” the play was performed.

The content of the story:
The sheep “Kalle” is a strong young guy. When the wolf dies, there is a chance to take his place: Kalle applies to the employment office and gets the job. But as soon as he has slipped on the wolf fur, in front of the eyes of his friend “Locke” already begins the change. Agonizingly fast “Kalle” finds himself in the role of the carnivorous alpha animal. He orders his friend Locke around and even eats his friend “Rene”, a clever and gentle sheep who shares the pasture with them.

But then it’s over with Locke's friendship, with the big hunting scissors he cuts open Kalle’s stomach and saves Rene. But he shows himself conciliatory and renounces serious revenge. Finally, the three remember the beautiful sides of being a sheep and bring together the wolf fur back.

Every single child was able to participate in this project. No matter which country of origin or which language it has spoken of. In the end, the children proudly created something together!

**Role in the promotion of migrants students’ social and linguistic integration:**
- Self-confidence: it was a win in the form of positive experiences for all children
- Refining of Perception: for themselves (What am I able to do already/ What I’m not able to do yet?) and for others (How do we complete each other?)
- Strengthening personal artistic expression (body language, dance and musical skills, knowledge of text)
- Experience of autonomy, solidarity and competence: I / we / World experience: the children express a concern with the content of the play and show themselves

**Role in the promotion of social and linguistic integration of foreign families:**
- High attractiveness to come to school and witness what your own child in the school community offers.

**Potential impact and sustainability of the Project / Practice:**
After the project came to an end, many positive changes in group dynamics could be recognized:
- Changing social skills, improved ways of communicating with each other, demonstrably more courage to get involved in the community. Everyone had an essential role in the piece and translated this into everyday school life.
- To be good and to be evil was recognized by the children as an assumed role and unmasked. This resulted in an open space in conflicts. Switching points became easier. (Sheep / Wolf)

**Educational Value of the Project/Practice:**
- On a personal level: I perceive myself. I refine my motor skills. I can create texts and memorize them. I can express body expression. I can listen and perform tasks. I am part of a community.
- On a creative level: I can express feelings (in words, in songs, in movements). I can sing songs with other children, accompany them with instruments, dance to specific dance forms. I can make stage designs expressive.
- Empathize: I can empathize with other roles and express points of theatrical content.
- Solidarity level: I can encounter topics at the level of action. I experience the teamwork as enriching and complementary. I learn to endure or manage conflict situations. I'm learning something about others and my powers are getting bigger through the team.
Possibility of transfer:
Yes: is there the "spirit" for something like that?
Do you have enough energy, the knowhow, and the courage to implement the project?
Are you ready for this extra work? Is the right group size given?

Other:
The project shows: Success lies in the fact that separating thinking ceases and joy of each other prevail.
BEST PRACTICE No. 4

Name of the Project / Practice: Kindervillas educational principles
Country: Austria
Promoted by: Kindervilla
Website (if any): http://www.kindervilla.info
Target groups/actors involved
Education Sector: Kindergarten
Social Organisations’ Sector: /
Public Organisations’ Sector: /
Other Sectors: /
Beneficiaries of the Project / Practice: Foreign youths; Refugees; Migrant/Refugee families; Community in general; People socio-economically disadvantaged. It’s for all families whose children attending Kindervilla.

Level of implementation: Institutional
Background and needs for the development of the Project / Practice: Children and families in Kindervilla come from 24 different countries and speak 18 different languages. It is important that all parents and children in our institution are well in-formed and integrated. Every single family, whether with or without a migration back-ground, has the opportunity to always be up to date through our multilingual educators and assistants. Children with another first language than German, they run through a special programme.

Framework / Initiative which the Project / Practice is based upon: Private Initiative by one of the target groups/actors
Time frame / duration: Ongoing, 3 years, always evolving
Funding Sources: Owned Resources/Budget; Public Fund on Regional Level; Public Fund on National Level The costs are covered, partly by the parents and partly from the regional and federal government fundings.

Budget needed: No special budget for this programme is available.

Description of the Project:
Each family is greeted with an initial interview at the facility. If there are families that do not speak German, a language assistant is called in to support them. At this first meeting with the educational director, the parents are shown the premises, presented our pedagogical concept and answered the first questions. After the family has decided to attend "Kindervilla", the respective teacher approaches the family to be informed about the next steps, namely familiarization. Again the families and educators are accompanied by a language assistant if necessary. At the beginning, parents receive a Kindervilla-Reader and a welcome folder with all the most important information.
After the gentle familiarization phase with which the parents work closely together with the teacher, a reflexive talk between teacher, director and parents, follows. Parents are informed about the process of familiarization, integration into the group and well-being of the child. Many questions that may arise during this time will be answered.

Collaboration with parents is very important in the children's villa. Each semester, a progress meeting with parents about the educational development of their children, teachers and director takes place. Parents learn in great detail how the children develop in the areas of: language, cognition, motor skills, perception of social and emotional competences.

Parents are informed each month in writing about the learning topics and have their own login access to view photos and videos of the activities of the group.

Over the entire period in Kindervilla, the families are supported by our language assistant.

The same system is taking place for their children too. From the very beginning on, the children are accompanied - if available - by the language assistant. E.g. for the most important migrant languages like German-Turkish, German-Bosnian, German-Arabic.

The parents and children are accompanied by these language assistants and get supported through the whole educational system together the group teacher. But also in the kindergarten groups (3-6 years) all children, German and non-German speaking ones get trained and educated by a second language: English, Italian and French.

**Role in the promotion of migrants students’ social and linguistic integration:**
One of the Kindervillas’ principle criteria is to encourage the children’s linguistic and communicative skills. We hereby differentiate between the maintenance of these skills and the acquisition of new ones. A good command of the first language is the best way to ensure confidence in a second or foreign language.

This approach is already being used in the crèche and is continued in the kindergarten / preschool groups, where German is the main language accompanied by a foreign language.

A German speaking kindergarten teacher is in charge of the group and is supported by a native speaking assistant.

In the crèche this model also includes the languages Turkish, Serbian, Croatian and Bosnian, hereby taking into account the needs of children with a migration background. We have bilingual assistants for these children. The contribution to the concept of inclusion recognizes the child’s family and cultural background, encouraging diversity and cultivating mutual empathy.

**Role in the promotion of social and linguistic integration of foreign families:**
The fact that we also have language assistants with and without a migration background makes the work, the communication and understanding of parents and teachers immensely easier. They get counseled by Kindervilla staff about the educational system and how to support their children during the preparation to the school career.

**Potential impact and sustainability of the Project / Practice:**
Through parenting and parent involvement, parents often bring respect and recognition.

The regular meetings and conversations between parents and staff and the
familiarization period, in which the parents accompany the child, a good basis of trust is created. If the trust and security of the parents are given, the child is better able to separate from the parents and feels secure.
Parents are friendly, cooperative, hard-working and very grateful.
Parental work and the involvement of parents have a very high priority in Kindervilla!
Cultural resources are used: for example, the group learns about foreign food. Songs, dances or stories from other cultures are taught.
Parents are also used as experts for their country, bringing their culture into everyday life.
Through contact with all parents with a migration background, global thinking is developed and there is a cultural broadening of horizons. One exchanges views on individual cultures and thus can better recognize and understand the problems of parents from other cultures.

**Educational Value of the Project/Practice:**

Respect:
Our image of the child is that of a self-respecting and respectful person. The human person is an individual with self-esteem, with specific needs and inherent rights.

Independence:
A special goal of education is the growing independence in the realization of one's own needs and rights.

Education and parenting:
Education and upbringing is therefore in our understanding at the level of the personality development of the child, promotion and implementation of needs and rights, so that one's own life succeeds.

In the child's life stage, in order to develop a positive self-esteem, it is first necessary to leave space for priority self-centeredness, which then enables the child to respect and even stand up for the needs and rights of others in social interaction. In this atmosphere, values-oriented behaviors and attitudes such as compassion, mindfulness, responsibility, respect and cooperation are practiced.

**Possibility of transfer:**
Yes

**Other:**
Collaboration with parents.
We associate the term parent cooperation with the intention of encouraging parents to engage with their parenting role. This reflection should, in particular, make aware of the relationship of the parents with our childcare institution, which they have entrusted to their child, and show that the parents with this role also contribute to the successful work of the children's villa. In cooperation with the parents, we rely on the greatest possible transparency and cooperation.
**BEST PRACTICE No. 5**

**Name of the Project / Practice:** MET – Meticceria Extrartistica Trasversale

**Country:** Italy

**Promoted by:** Cantieri Meticci

**Website (if any):** http://www.cantierimeticci.it/

**Target groups/actors involved**

**Education Sector:**
- Public Bodies dealing with educational issues

**Social Organisations’ Sector:**
- ONG / CSO; Organisation for migrants;
- Informal organization; Cultural association;
- Youth’s association; Public Organisations dealing with social issues

**Public Organisations’ Sector**

**Other Sectors:**

**Beneficiaries of the Project / Practice:**
- Foreign youths; Italian youths; Refugees;
- People with Italian language difficulties;
- Community in general; People socio-economically disadvantaged.

**Level of implementation:**
- Local, Regional, National, International

**Background and needs for the development of the Project / Practice:**

Need to build opportunities for contact between natives and foreigners, with activities in particular aimed at refugees and asylum seekers given their increasingly presence.

**Framework / Initiative which the Project / Practice is based upon:**

Private Initiative by one of the target groups/actors

**Time frame / duration:**
- Several months

**Funding Sources:**
- Public Fund on local level; Public Fund on European level

**Budget needed:**

**Description of the Project:**

The MET is a diverse group of artists from over twenty different countries that make living a large hybrid laboratory, spaces designed specifically to create contact between the outside, the city, and the artistic processes; it is a space for theatrical performances, jam sessions, exhibitions, artistic activities, video installations, ateliers, hybrid exhibitions that mix languages: a kaleidoscope of artistic forms from all over the world. And it is also the home of Cantieri Meticci, a cultural association that for years has found its distinguishing mark in the "métissage" between arts and people.

Cantieri Meticci organizes and conducts theater workshops for intercultural groups, also involving asylum seekers and refugees. In particular, the guests of the two reception facilities in Bologna are involved, in collaboration with Cooperativa L’Arca di Noè, as part of the Emilia-Romagna Terra d’Asilo project, and the SPRAR project of the city of Bologna. Over the years the project has consolidated to become a reference point for migrants and refugees of all origins and experience, and to create a working group that includes over fifty actors from Afghanistan, Belgium, Cameroon, China, Ivory Coast, Ghana, Iran, Italy, Morocco, Nigeria, Pakistan, Democratic Republic of the Congo, Russia, Sierra Leone, Syria, Somalia, Senegal, Gambia, Guinea. I Cantieri Meticci thus constituted are renewed year by year, always
welcoming new people as they arrive at the centers, continuing to maintain in its core even the old visitors. This system guarantees a gradual process and a growing involvement and sense of responsibility for the "old" members, creating at the same time a welcoming and prepared environment for newcomers.

In 2014 the Compagnia established itself as a Social Association, with the name of Cantieri Meticci. Next to the theater workshop, other activities started, with asylum seekers and refugees at the center.

Among the activities implemented, a theatrical workshop at kilometer zero, the place to acquire the basic tools of acting and scenic writing, an opportunity to meet and exchange with people of different ages, geographical origins and life experiences. These are "Quartieri Teatrali", a capillary project curated by Cantieri Meticci, articulated on over ten routes activated in as many key locations in the city of Bologna. The workshops involve students, artists, migrants, asylum seekers, guests of the Sprar structures, and anyone who wants to get involved, to rediscover (while having fun) that together they can tell a different story.

**Role in the promotion of migrants students’ social and linguistic integration:**
The laboratories are distributed in many neighborhoods and are proposed as many "gyms" in which to generate "social métissage” and new political and civil awareness; they are privileged places of exchange and learning of the Italian language for those who come from afar, and moments to develop new tools for reading and rewriting our neighborhoods and the city of Bologna.

**Role in the promotion of social and linguistic integration of foreign families:**
Through listening practices, artistic elaboration and restitution to the people who live in the neighborhood, one wonders about the main problems that our societies are experiencing, trying to think together with possibilities for meeting and change.

**Potential impact and sustainability of the Project / Practice:**
Between 2016 and 2017, there were 15 itineraries activated by the "Quartieri Teatrali" project, which ended between May and June with three days of celebration, in which more than 200 participants brought to the public the results of the work carried out during the year. The trip, the meeting and the relationship with the different were at the center of most of the dramaturgy on stage, elaborated starting from immortal texts of the theater (such as "The dream of a midsummer night" by Shakespeare) or from narrative cues proposed by the participants.
The new laboratories were completed in May 2018.

**Educational Value of the Project/Practice:**
This is a much larger project than a simple theater course: it's a project that aims to concretely affect the territory and place of thought and political action.

**Possibility of transfer:**
Yes
Annexes:
BEST PRACTICE No. 6

Name of the Project / Practice: Migration Museum Project
Country: UK
Promoted by: A range of arts, academic, charitable, corporate sources
Website (if any): http://www.migrationmuseum.org/

Target groups/actors involved

Education Sector: Kindergarten; Primary School; Lower Secondary School; Upper Secondary School; Colleges; Higher Education; Ministry of Education; Public Bodies dealing with educational issues.

Social Organisations’ Sector: NGO / CSO; Organisation for migrants; Informal organisation; Cultural association; Youth association; Public Organisations dealing with social issues.

Public Organisations’ Sector: Local authority; Educational authority; Ministry of Education; Ministry of Internal Affairs; Ministry of Foreign Affairs; Arts & cultural sectors.

Other Sectors:

Beneficiaries of the Project / Practice:
Foreign youths; Native youths; Refugees; Migrant/Refugee families; Physically / sensory disabled; People with native language difficulties; Community in general; People socio-economically disadvantaged.

Level of implementation: Institutional; Local; Regional; National; International.

Background and needs for the development of the Project / Practice:
The Migration Museum at The Workshop, London UK tells stories of movement to and from Britain through exhibitions, events and education workshops, and through publications and video. The Project creates links with local, national and international partners.

Framework / Initiative which the Project / Practice is based upon:
Private Initiative by one of the target groups/actors; Local Policy Driven; Regional Policy Driven; National Policy Driven; EU Policy Driven.

Migration Museum has secured the support of a wide range of trustees and friends encompassing individuals with a diverse range of experience and expertise – all of whom share a passion for telling Britain’s migration stories in a dedicated national museum. It has brought together trustees and participants from a range of relevant backgrounds who guide and support its learning work, and have convened a high-powered steering committee for the Migration Museums Network.
Time frame / duration: Ongoing.
Since 2013, Migration Museum have staged an acclaimed series of events, exhibitions and education workshops at a wide range of venues across the UK, shedding light on the lively part that migration plays in the national life, and helping to hone its strategy and receive input and feedback from individuals and communities. Exhibitions and events have been attended by over 100,000 visitors, while more than 5,000 school and university students have participated in our education workshops.

Migration Museum Project is currently based in a temporary arts and community space dedicated to inspiring creativity and knowledge exchange, housed in the London Fire Brigade engine workshops on Albert Embankment. One of its key aims is to develop a permanent venue within London to enhance its capacity to share stories and experiences of migration.

Funding Sources:
Owned Resources/Budget; Private Funding coming from external target groups/actors; Private Funding coming from internal target groups/actors (families, migrants..); Public Fund on Local Level; Public Fund on Regional Level; Public Fund on National Level; Public Fund on European Level.

Migration Museum receives support funding and support from a range of academic, arts, charitable and corporate organisations and trusts.

Budget needed:
Migration Museum has received funding and support from a range of academic, arts, charitable and corporate organisations and trusts over the past four years, including: Alfred Caplin Charity Settlement, Arts Council England, The Baring Foundation, City Bridge Trust, Doris Pacey Charitable Foundation, Economic and Social Research Council, Esmée Fairbairn Foundation, Hogan Lovells, Kohn Foundation, Londonewcastle, Migration Foundation, Nadir Dinshaw Charitable Trust, Paul Hamlyn Foundation, Pricewaterhouse-Coopers LLP, Rayne Foundation, Rothschild Foundation, The Schroder Foundation, Sigrid Rausing Trust, U+I, UBS and Unbound Philanthropy.
**Description of the Project:**
The Migration Museum Project is a museum and centre currently housed in a temporary venue in Lambeth London until a permanent venue is established. It aims to increase knowledge and appreciation of how migration has shaped Britain across the ages through the creation of:

- an authoritative and inspiring permanent national Migration Museum’
- a far-reaching national education programme;
- a knowledge-sharing network of museums and galleries across the UK.

The Arts Council England-funded Migration Museums Network was founded in 2017, bringing together heritage-sector organisations across Britain to share knowledge and best practice, with the aim of increasing and improving outputs related to migration across the UK heritage sector. Migration Museum Project has established a programme of exhibitions, events, lectures, educational programmes, and it generates publications and other outputs such as videos. Exhibitions include:

**No Turning Back: 7 Migration Moments that changed Britain**
http://www.migrationmuseum.org/exhibition/noturningback/
This exhibition explores seven such turning points Some brought people together, others moved people apart; all had a profound effect on individuals who lived through them and on the country as a whole. Each moment is explored thematically through a combination of art, photography and personal stories.

**100 Images of Migration**
This was the exhibition which launched the Migration Museum Project in 2013. The product of a competition run with the Guardian newspaper – people were asked to submit images that were, for them, resonant of migration – it collected images provided by professional and amateur photographers alike, each of which provides a snapshot on the lived experience of migration. Together, they project a powerful image of migration in Britain today – sometimes inspiring, sometimes unsettling, at times dramatically mundane, always arresting. The exhibition is close to the heart of what the Migration Museum Project is about: reflecting the full range of the experience of migration; challenging us to review our understanding of, and attitude to, migration; identifying the human stories that lie behind the treatment of the subject in our mainstream media.

**Call Me by My Name: Stories from Calais and Beyond**
Originally staged to critical acclaim in London in June 2016, four months before the demolition of the camp, this updated multimedia exhibition from the Migration Museum Project delves beneath the headlines to examine the complexity and humanity behind the Calais camp and the ongoing migration ‘crisis’. It is both a record of a complex temporary space that no longer officially exists and an exploration of the individual stories and creativity of those who temporarily inhabited it, many of whom remain in and around Calais – some sleeping rough – and continue to face an uncertain future. Meanwhile, hundreds of thousands more individuals remain on the move, seeking new lives in the UK and elsewhere.

Migration Museum also features:
- Lectures and discussions
- Teachers’ events
- Book club
- Publications, videos etc.
Role in the promotion of migrants students’ social and linguistic integration:
The Museum has had a considerable impact on local and national knowledge available about migration; it is regularly featured within the media:
http://www.migrationmuseum.org/category/press-coverage/

Role in the promotion of social and linguistic integration of foreign families:
The Museum promotes this through its exhibitions and projects such as:
The New British/New Londoners: the World in a City
The project focuses on families originally from conflict zones settling in London, but has evolved thematically to encompass the phenomenon of migration more broadly. A phenomenon described as a ‘seismic shift’ in our national landscape.
http://www.migrationmuseum.org/the-new-britishthe-new-londoners/

Potential impact and sustainability of the Project / Practice:
The Project aims to extend its impact and sustainability through a permanent venue.

Educational Value of the Project/Practice:
The Museum regularly works with families and students to familiarize them with the issues the education programme is central to its work. Since May 2017, it has welcomed more than 6,000 students from primary and secondary schools, colleges, and universities to Migration Museum at The Workshop in Lambeth.

Possibility of transfer:
Yes: The Project could be transferred to another area/region/sector as its focus of migration within a specific context could be transferred to another venue. It would require research and development to disseminate the history and background of migration within the selected area.
See further information on alternative museum settings on the following webpage:

Moving Hearts International Project forges links with Australia.
The Project is collaboration between Migration Museum Project, Australian artist Penny Ryan and Professor Anna Reading and Dry James Bjork from King’s College London. Moving Hearts builds on Penny’s Connecting Hearts Project, which has involved 1000s of people in Sydney reflecting on their connection with people seeking asylum, particularly those in detention.
http://www.migrationmuseum.org/event/moving-hearts-workshops/2018-03-03/
BEST PRACTICE No. 7

Name of the Project / Practice: MUS-E. Art for integration at school
Country: Italy
Promoted by: MUS-E Italia Onus
Website (if any): http://www.mus-e.it/

Target groups/actors involved
Education Sector: Kindergarten; Primary School
Social Organisations’ Sector: Cultural association; Public Organisations dealing with social issues
Public Organisations’ Sector: Educational authority
Other Sectors: Beneficiaries of the Project / Practice:
Foreign youths; Italian youths; Physically / sensory disabled; Refugees; People with Italian language difficulties; Community in general; People socio-economically disadvantaged.

The Association in the current school year operates in 150 schools, 483 classes, for a total of 11554 children in 13 different cities. 170 artists work for the project.

Level of implementation:
Institutional; Local; Regional; National; International

Background and needs for the development of the Project / Practice:
The MUS-E Project promotes the integration between the children of pre-primary and primary public schools offering them the opportunity to experience artistic creativity. To this end, the class teachers are supported in class by professional artists, carefully selected and trained by the MUS-E offices.

Framework / Initiative which the Project / Practice is based upon:
Private Initiative by one of the target groups/actors

Time frame / duration:
Three years.
The MUS-E activities take place weekly from January to May during class time and are addressed to children of the last classes of the kindergarten and the first classes of the Primary school: the training course lasts three years and is completely free for families.

Funding Sources:
Private Initiative by one of the target groups/actors

Budget needed: /

Description of the Project:
The MUS-E project is an idea born from the mind of an artist, the famous violinist and conductor Yehuda Menuhin, with the aim of promoting integration, respect for cultures and the enhancement of diversity among the youngest. In the classes reached by the project art becomes a means of social inclusion. According to the intuition of Menuhin, through art, children learn to communicate with a universal language in
which differences become riches.

Kindergartens and primary schools can participate in the MUS-E Project on spontaneous demand or because they are proposed by institutional partners, such as the Municipal, Provincial or Regional Administrations, or by other partners operating in the educational and social field or at the request of the same parents. The Educational Directions of the Schools participating in the Project stipulate with MUS-E a Memorandum of Understanding which describes the mutual commitments and guarantees compliance with the MUS-E guidelines. The Project is implemented in the context of the P.O.F. (Plan of the Educational Offer) of each school.

The MUS-E Artists are characterized, as well as for the specific professional preparation, also for a strong pedagogical orientation and for the predisposition to the relationship with the children. At the beginning of each school year, MUS-E Italia organizes a training course of several days for the MUS-E artists of all the locations, to which the Teachers are invited.

During the lessons and at the time of programming, the active presence of the teachers is indispensable: close collaboration and sharing of the project between teachers and artists is the necessary condition for the success of the project.

The artistic disciplines practiced in the MUS-E laboratories are music, singing, theater, movement in its different forms, the figurative arts and mime.

**Role in the promotion of migrants students’ social and linguistic integration:**
Group activity facilitates communication and sharing of creative experiences and promotes integration between children of different socio-cultural backgrounds. The project is proposed to kindergartens and public primary schools with a high presence of immigrant children or with difficult socio-family situation.

Through the artistic experience, with the use of non-verbal languages, all the expressive experiences and the different cultural specificities are valued. Moreover, the child learns to know each other, to show him to others spontaneously and to accept the diversity of others, living them as a resource and not as a limit.

In this way the little ones feel free to express themselves and acquire self-esteem and respect for others, verifying in the artistic laboratory - where children, teachers and artists actively collaborate - that each is part of a whole, discovering the value and the gratification of act together. The project is also aimed at children with disabilities, as it allows them to express their qualities too often underestimated.

**Role in the promotion of social and linguistic integration of foreign families:**
The MUS-E project seems to help children to integrate more, also producing positive effects in the relationships between pupils, teachers and artists and between families and the school community. At the end of the year, at the end of the workshops in the classes, an "open lesson" (or other more complex events) is organized to show families the MUS-E working methodology and what was done by the children during the experience.

**Potential impact and sustainability of the Project / Practice:**
Under the guidance of professional artists, the most diverse creative disciplines favor the expressiveness and the enhancement of differences. This is why MUS-E is aimed above all at schools in cities and neighborhoods where socio-cultural and, therefore, human discomfort is highest.
**Educational Value of the Project/Practice:**
The purpose that MUS-E proposes is not the learning of specific artistic techniques, but the sharing of the communication code of the individual arts and the discovery of the most different modes of expression. In this way, school is no longer just a place for study and learning, but also becomes a space for living together with creativity and passion.

**Possibility of transfer:**
Yes. The Menuhin Foundation promoted the establishment of national MUS-E Associations in many European countries in Brazil and Israel. MUS-E brings to the schools more than 1000 artists who work in almost 2000 classes and lead over 50,000 children to discover the human potentialities of art.
**BEST PRACTICE No. 8**

<table>
<thead>
<tr>
<th>Name of the Project / Practice:</th>
<th>Pan Intercultural Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country:</td>
<td>London, UK</td>
</tr>
<tr>
<td>Promoted by:</td>
<td>Public, charitable and private organisations</td>
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<tr>
<td>Website (if any):</td>
<td><a href="https://www.pan-arts.net/">https://www.pan-arts.net/</a></td>
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<td>Target groups/actors involved</td>
<td>Kindergarten; Primary School; Lower Secondary School; Upper Secondary School; Colleges; Higher Education; Ministry of Education; Public Bodies dealing with educational issues; International groups; Organisations</td>
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<tr>
<td>Education Sector:</td>
<td>NGO / CSO; Organisation for migrants; Informal organization; Cultural association; Youth’s association; Public Organisations dealing with social issues; International groups; Organisations</td>
</tr>
<tr>
<td>Social Organisations’ Sector:</td>
<td>Local authority; Educational authority; Ministry of Education; Ministry of Internal Affairs; Ministry of Foreign Affairs; International groups; Organisations</td>
</tr>
<tr>
<td>Public Organisations’ Sector:</td>
<td>/</td>
</tr>
<tr>
<td>Other Sectors:</td>
<td>/</td>
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<td>Beneficiaries of the Project / Practice:</td>
<td>Foreign youths; Native youths; Refugees; Migrant/Refugee families; Physically / sensory disabled; People with native language difficulties; Community in general; People socio-economically disadvantaged.</td>
</tr>
<tr>
<td>Level of implementation:</td>
<td>Institutional; Local; Regional; National; EU (Involvement Of At Least Two Au Member States).</td>
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</tbody>
</table>
| Background and needs for the development of the Project / Practice: | Pan Intercultural Arts is a dynamic London-based arts company, formed in 1986, using intercultural performance work to help facilitate self-expression and promote deeper understanding of changing cultural identities. Pan work with a diverse range of communities across London and internationally, empowering people to use the arts as a tool for change in their lives. Participants include:  
  •Women who have survived trafficking into the UK  
  •Victims of torture and trauma-affected young refugees  
  •Unaccompanied minor asylum seekers  
  •Young people living close to crime and violence  
  •Those affected by natural disasters, conflict and social prejudice (overseas projects). |
| Framework / Initiative which     | Private Initiative by one of the target |
the Project / Practice is based upon:

groups/actors; Local Policy Driven; Regional Policy Driven; National Policy Driven; EU Policy Driven.

Pan has developed its expertise in theatre for development and now delivers a range of successful creative development and leadership programmes for disadvantaged young people across Greater London. These include a Refugee Arts Programme and an Arts Against Violence Programme which access over 4000 people every year through work-shops, performances, festivals, lectures, conferences and DVDs.

Pan's work has also been recognized internationally as a beneficial tool in aiding the rehabilitation of those who have been affected by war, extreme poverty and natural disasters and works alongside the British Council and various other NGOs on humanitarian programmes.

Time frame / duration:

Ongoing

Pan delivers workshops with different groups in the local area, nationally and internationally, developing participatory arts programmes to increase community cohesion through positive investigation and celebration of the differences and similarities between different groups.

Pan was the first company to use the term “interculturalism” and its ethos; the forging of understanding through creativity when different cultures meet; lies at the heart of all Pan's work.

Funding Sources:

Owned Resources/Budget; Private Funding coming from external target groups/actors; Private Funding coming from internal target groups/actors (families, migrants..); Public Fund on Local Level; Public Fund on Regional Level; Public Fund on National Level; Public Fund on European Level

Pan receives funding from the following public, charitable and private sources:

Budget needed:

Description of the Project:
Pan’s expertise in arts for social change techniques has been called upon to assist in the development and support of specific disadvantaged groups addressing a range of issues in society. Projects developed through strong links with partners such as Freedom from Torture, Medaille Trust, Refugee Council, British Council, the UN, or by invitation from organisations such as The Metropolitan Police and Youth Offending Services. Pan delivers three main strands of work:

- Refugee Arts Programme
- Arts Against Violence
- International Theatre for Development

Different projects run throughout the year using a range of art forms and providing participants with creative activity, peer mentoring and leadership training, and a number of community performances and showcases. Participants also benefit from stability, new friends and a chance to re-imagine their live.

Refugee Arts Programme
Refugee Arts Programme began through a relationship with Freedom from Torture who recognised that the creative programme could complement the therapy they provided to young refugee and asylum seekers who have experienced trauma and persecution in their own countries. The programme grew to meet the demands of participants and grants from BBC Children in Need, Heritage Lottery, Comic Relief and Arts Council England supported a programme of creative development spanning the age ranges 14-25 years, within which are the following groups:

Arts Against Violence
In 1998 Pan began a new area of intercultural work in its home borough of Camden. Working with the Camden Equalities Unit it designed ‘Keep the Peace’, a project created to engage with the growing problem of race-based violence on housing estates in South Camden. In these areas tensions between different ethnic groups was leading to anti-social behaviour and crime, particularly amongst young people, creating a sense of fear amongst the community. Through participatory arts activities using creativity to investigate social issues such as racism and prejudice, young people were empowered to gain a voice to examine and explore their situation, their possibilities and their futures. By providing a safe space where they could take time out from the pressures of their lives they reflected on their actions and consequences.
One of the biggest barriers the programme tackled was the sense of territorialism between different groups of young people, using creativity to organically bring groups together in a neutral venue to share performances and to open positive debate on issues raised. Over the years there has been a proliferation of reported cases of youth crime, increasingly more violent, which has escalated feelings of fear and a negative perception of today's youth. As a response Pan's Arts Against Violence programme has expanded across Greater London using a similar model to the initial project in Camden. Past projects such as F.U.R.I.O.U.S and “There Ain't No Black in the Union Jack” engaged over 3000 young people, working in conjunction with youth centres and schools across London, resulting in DVDs, publications and showcases of young people's creative reflections of growing up in London.

International Theatre for Development
When Pan began International Theatre for Development work 20 years ago, the work was small scale and pioneering, beginning with the establishment of the Vidya theatre company in India. Over the years recognition of the value of this work has increased demand and Pan have now been contacted by the Foreign and Commonwealth Office, United Nations, The British Council and Save the Children to start substantial projects for them. Such organisations now see the potential of theatre to engage with social problems or post-disaster situations and initiate discussion with affected communities to find solutions and “alternative futures”. The two largest recent projects have been in Sri Lanka and Myanmar, both engaging with major social problems after traumatic events, and leading to the formation of several ongoing theatre for development companies.

Current projects: https://www.pan-arts.net/projects

Role in the promotion of migrants students’ social and linguistic integration:
A number of Pan projects support students and families social and linguistic integration:

Amies Project
Amies project (French for female friends) was established in 2011 to provide creative arts workshops for young women trafficked into the UK for prostitution or domestic slave labour. Three groups meet weekly to make friends, learn new skills and get creative together. Amies Freedom Choir meets weekly to sing together. The choir aims to develop the musical and cultural awareness, and support language development of young women from different ethnic backgrounds by exploring songs and musical styles from each others' cultures and languages, working with Pan artists and professional musicians from different regional traditions. The choir is building a repertoire of songs, vocal and choral skills as well as developing musical and cultural understanding.

https://www.pan-arts.net/projects/amies

Sri Lanka
In the east of Sri Lanka, working with the British Council and the Centre for Performing Arts, Pan established Shakthi, a new company of Tamil and Singhalese members who have all been affected by the long lasting civil war, which had recently come to an end, leaving a fractured society. Working in both languages, they have created plays around lives which have seen families and houses destroyed, education interrupted, economies collapsing and apathy and depression prevailing. The plays oblige the audience, all of whom will recognise the problems, to ask how
they can emerge from these situations through their own efforts rather than waiting for outside help. Performances tour remote areas where prejudices about “the other” have built up and where the war has left a deeply damaged society. https://www.pan-arts.net/projects/sri-lanka

Potential impact and sustainability of the Project / Practice:
Pan has a longstanding record of creating a sustainable impact on individuals and communities through its extensive record of projects. See details on following webpage: https://www.pan-arts.net/projects/past-projects

Educational Value of the Project/Practice:
Pan create educational opportunities with all levels and sectors of education, working with students within statutory and voluntary educational levels:

School Residences
Pan work closely with schools to tailor the workshops to the needs of the young people, offering excellent theatre and performance opportunities to young people that struggle in mainstream education. The workshops combine drama games, improvisation, character work, and Forum theatre; examining broad themes and using choice and consequence as the driving force for an insightful dialogue with young people. The specific topic or area the play explores comes from the young people, allowing participants to express their hopes, fears, aspirations and the barriers they face to realising their potential.

Statistics from Pan Schools Residencies:
- 89.5% increase in commitment and enthusiasm
- 94.7% increase in willingness to perform
- 42% increase in the confidence and self-expression

Feedback:
‘Learning, acting, fun, friendship, acting in front of people, teamwork, jokes, creating the play, the techniques we learnt, the people we worked with, having a new ability.’

Statistics from questionnaires filled out by audience members at the final performance after our 10-week school-based project:
- 56% agreed some aspects of the performance seemed relevant to their own life
- 72% agreed they were completely absorbed by what was happening on stage
- 67% agreed they felt they could identify with the characters/storyline
- 56% agreed they would be talking about the experience for some time to come

Possibility of transfer:
Yes: Pan are already active within a range of international contexts so are familiar with adapting their projects to different needs and contexts.

Main problems:
Hundreds of young refugees and asylum seekers have joined Pan’s arts for change groups to find ways of dealing with trauma and to discover new futures far from their first homes. Pan continues to welcome refugees and urges governments and international bodies to deal with the current crisis at source, on the journeys and on our own thresholds.
BEST PRACTICE No. 9

Name of the Project / Practice: Step2School
Country: Greece
Promoted by: NGO METAdrasi: Action for Migration and Development
Website (if any): /

Target groups/actors involved
Education Sector:
Kindergarten; Primary School; Lower Secondary School; Upper Secondary School
Social Organisations’ Sector: NGO / CSO
Public Organisations’ Sector:
Other Sectors:
The activity is implemented as part of “Stavros Niarchos Foundation” initiative “Open Schools”. “Stavros Niarchos Foundation” is one the world’s leading private, international philanthropic organisations, making grants in the areas of arts and culture, education, health and sports, and social welfare.

Beneficiaries of the Project / Practice:
Foreign youths; Italian/Greek youths; Refugees; Migrant/Refugee families.

Level of implementation:
Local

Background and needs for the development of the Project / Practice:
Migration streams to Greece have been rapidly increased during the last two years, Greece is thought to be a crossroad to Europe for millions of refugees who seek to find for themselves and their families a safe place to live. Due to the unexpectedly large migrant flows reaching Greece through the Aegean Sea, in combination with bureaucratic obstacles and slow processes, migrants are required to stay in Greece much longer than they want, before continuing their journey to central and north Europe. As a result, they are almost “trapped” in Greece until their asylum or relocation applications are processed by the system.
Step2 School aims to ensure that migrant children who stay in Greece either permanently or because they are waiting to move to another European country, do not miss another school year. Its motto is “No children out of school” and is based on the perception that a child out of school is an unhappy child. Also, remaining out of school, even if only for a year, makes it harder for a young kid to adapt back to an everyday school routine, a fact that decreases the kid’s potential to perform well when returning to
The activity addresses the need for ensuring every child’s right to education and, at the same time, attempts to create the most favorable conditions for the smooth social integration of migrant children and families.

Framework / Initiative which the Project / Practice is based upon:
National Policy Driven

Time frame / duration:
Ongoing: the activity started in the summer of 2017 and is still running. Time frame needed: some months (or an academic year).

Funding Sources:
Private Funding coming from external target groups/actors; Public Fund on European Level.
The activity is implemented by METAdrasi’s volunteers, in schools belonging to the Municipality of Athens, as part of philanthropic organisation’s “Stavros Niarchos Foundation” initiative “Open Schools”. The Step2School activity is implemented with the valuable support of UNICEF and funding by the European Union – Civil Protection and Humanitarian Aid.

Budget needed:
Not available

Description of the Project:
The activity was initiated in the summer of 2017 as part of a “Stavros Niarchos” Foundation initiative entitled “Open Schools”. The “Open Schools” programme is an innovative initiative run by the City of Athens, which has grown really popular within the local community. Specific schools’ premises of Athens turn into meeting points and centres of action where the local community is invited to participate in recreational, cultural, educational and sports activities, organised for people of all ages. During the weekdays, those schools remain open until 21.30, while on weekends from 10.00 to 20.00.

In that framework, METAdrasi organised in 2017 a summer education programme, aiming at preparing refugee and migrant children for the upcoming school year. The activity was addressed to young children and adolescents aged 6 to 17, living in camps, shelters for unaccompanied minors, rented flats, etc. Volunteering teachers of METAdrasi provided a free non-formal education programme consisting of the following courses, depending on the age of the students: Greek language, Mathematics, English language, German language, Computer science, physical education, artistic and intercultural activities. The children’s parents/accompanying adults had the opportunity to attend free English, German, and Greek language classes, too.

After the successful implementation of the summer programme with the participation of around 350 children, METAdrasi continues the programme in schools of the city, during the school year. Lessons are offered on weekdays for children aged between 6-12 years old at 16:00-18:00, and for older children at 18:00-20:00. In addition, Farsi and Arabic lessons are offered to children and adults during the weekends, as well as intensive courses of Greek, English, German and computer science for teenagers (16
Role in the promotion of migrants students’ social and linguistic integration:
The activity aims not only to help students integrate into Greek schools, but also provide them with all the necessary skills to integrate into society, too. The combination of multiple language classes and school courses (like mathematics and computer science) can help young migrant students perform at school and, at the same time, adapt to living in their new country. As a result, young migrants can feel more confident and comfortable in participating in social activities and events, thus improving their everyday life. Learning Greek can act as a contributing factor in the successful integration of migrant students, as it can help them interact with children of their age, making them feel like children again, after having experienced such traumatic incidents. Especially for young migrant children, artistic activities provided by Step2School can facilitate communication and interaction with their peers, improving their potential to perform at school and socialize in the school and social environment.

Role in the promotion of social and linguistic integration of foreign families:
As already mentioned, the activity offers free language classes to parents and accompanying adults of students, as well as to migrant teenagers. In that way, families are provided with linguistic skills that are necessary for their successful integration to Greek society. In addition, it should be noted that helping students integrate to schools can help them and their parents become members of the school community, thus contributing to developing social relationships with other parents and students. Throughout this process, migrant families get to better integrate to society, by meeting people with the same interests and worries, e.g. having children who attend primary schools.

Potential impact and sustainability of the Project / Practice:
As long as interest from migrant students and their families remain, the activity can continue running. METAdrasi’s volunteers are more than willing to continue offering their services and the City of Athens plans to keep on running the “Open Schools” initiative. Even though migratory flows continue to increase and school needs become more demanding, Step2School wishes to ensure that no child is left out of school. Taking into account that multiple institutions believe in the activity’s aims and support its implementation, the sustainability potential of Step2School can be thought to be high enough.

Educational Value of the Project/Practice:
As already mentioned, migrant children get to attend classes on different foreign languages (Greek, English, German), as well as their native language (Arabic or Farsi). In addition, they can join mathematics and computer science classes, participate in artistic activities and exercise during physical education. The activity aims to provide an as much as possible integrated educational programme, that can actually benefit migrant children integrate into school and society.

Possibility of transfer:
Yes: the activity could be implemented in other Greek cities where migrant communities have been established. However, METAdrasi holds offices only to the two largest cities of Greece, Athens and Thessaloniki, so implementing the activity in
other cities would require either establishing some branches or running it from distance. In addition, the courses are provided in schools of the “Open Schools” initiative, run by the City of Athens. In other cities, potential available venues for holding the courses should be identified before starting to implement the activity. Last but not least, volunteers to provide the free courses will have to be found, a process that may not be as easy as it sounds, due to the fact that in smaller cities volunteering rates tend to be lower.
BEST PRACTICE No. 91

Name of the Project / Practice: Targeted housing and integrated supported services for most vulnerable refugees- GRC 0217

Country: Greece
Promoted by: ANTIGONE
Website (if any): http://www.antigone.gr/en/projects/project/38/description/

Target groups/actors involved
Education Sector: Kindergarten; Primary School; Lower Secondary School. This Project involves adults as well.

Social Organisations’ Sector: NGO / CSO
Public Organisations’ Sector
Other Sectors:

Beneficiaries of the Project / Practice: Refugees (and asylum seekers)

Level of implementation: Regional

Background and needs for the development of the Project / Practice:
The growing number of refugees, arriving in Greece the last three years, brought the need for meeting their vital needs and providing them with the necessary support. Apart from covering their basic needs, such as food, shelter, water, the issues of education, especially for children, and their inclusion are also important. Therefore, the main objective of this project is not only to provide them access to safe and dignified living conditions, but also to foster their integration through recreational and educational activities for children and adults.

Framework / Initiative which the Project / Practice is based upon:

Time frame / duration: Ongoing: 01.02.2017- 31.07.2018 (17 months)

Funding Sources: 91% German Federal Office (GFO/DEU) and 9% Help – Hilfe zur Selbshilfe (NAK – karikativ & Aktion Deutschland Hilft).

Budget needed:

Description of the Project:
This project is a multilateral attempt of HELP Hellas, ANTIGONE-Information and Documentation Centre on Racism, Ecology, Peace and Non-Violence, Greek Council for Refugees and Smile of the Child to decrease the number of at risk refugees and asylum seekers on the mainland of Greece. It also aims to provide access to safe and dignified living conditions for vulnerable refugees and asylum seekers living in Diavata camp as well as those refugees staying in Thessaloniki region in general.
Main activities:
• Recreational and educational activities for children
• Recreational and educational activities for adults
• Housing (2 apartments in Thessaloniki city centre offering accommodation to refugees and immigrants).

Role in the promotion of migrants students’ social and linguistic integration:
This project provides Greek language lessons to refugee’s children in Diavata camp and in Thessaloniki city. By learning the Greek language, they will be able to be more independent. Additionally, this project provides support to pupils that attend Greek public schools, improving in this way their performance and overcoming any “cross-cultural obstacles” they face.

Role in the promotion of social and linguistic integration of foreign families:
Greek language lessons organised by ANTIGONE on both adults and children. It is very important for adults to learn the language and be able to use it in their daily life. A group of the attendants of Greek language lessons is going to participate in exams in May 2018 in order to get a language certificate. When the beneficiaries can speak the local language they fill more confident, independent and safe to go outside of the camp, which is very important for their psychological health. Children learn the language and they are able to be more independent. Apart from this, in many cases the children are the interpreters in their families and they help their parents in the hospitals or places. This is because, they learn the language more easily.

Potential impact and sustainability of the Project / Practice:
<table>
<thead>
<tr>
<th>Kind of activities</th>
<th>No of beneficiaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recreational and educational activities for children</td>
<td>580</td>
</tr>
<tr>
<td>Recreational and educational activities for adults</td>
<td>300</td>
</tr>
<tr>
<td>Housing</td>
<td>35</td>
</tr>
<tr>
<td>Psychosocial support</td>
<td>330</td>
</tr>
</tbody>
</table>

Educational Value of the Project/Practice:
The educational value of this particular project is noticeable. Specifically, concerning the adults, the providing lessons improve their ability to use the local language and solve their daily life problems without the need for interpretation. Learning a new language enables a person to have a broader understanding of that race or culture. Opening up to a culture allows you to be more flexible and appreciative of other ways of doing and looking at things. Additionally, through this project, they can also obtain Greek language certification. Moreover, concerning the project’s educational value for refugee’s children is also remarkable, because they can perform better at school lessons. Through the recreational and educational activities, the children can learn not only the Greek language but at the same time they get familiar with the Greek culture and mentality.

Possibility of transfer:
Yes: the scope of action of this project can be expanded in other refugee camps in Greece and abroad. This is possible through the adoption of effective measures in order to assure the success of the project. One measure constitutes the development of activities that aim to assure equality of opportunities for everyone without any negative discrimination based on gender, race, national or social origin, disability, color, religion, age, sexual orientation etc. Additionally, the interest and the participation of refugees’ children and adults needs to be secured.
**BEST PRACTICE No. 11**

<table>
<thead>
<tr>
<th>Name of the Project / Practice:</th>
<th>Tell Me a Story (Schenk mir eine Geschichte)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country:</td>
<td>Switzerland</td>
</tr>
<tr>
<td>Promoted by:</td>
<td>Swiss Institute for Children’s and Youth Media (Schweizerisches Institut für Kinder und Jugendmedien (SIKJM)).</td>
</tr>
<tr>
<td>Website (if any):</td>
<td>/</td>
</tr>
<tr>
<td>Target groups/actors involved</td>
<td>Kindergarten</td>
</tr>
<tr>
<td>Education Sector:</td>
<td>NGO / CSO</td>
</tr>
<tr>
<td>Social Organisations’ Sector:</td>
<td>Foreign youths; Migrant/Refugee families;</td>
</tr>
<tr>
<td>Public Organisations’ Sector</td>
<td>Community in general; People socio-economically disadvantaged.</td>
</tr>
<tr>
<td>Other Sectors:</td>
<td></td>
</tr>
<tr>
<td>Beneficiaries of the Project / Practice:</td>
<td></td>
</tr>
<tr>
<td>Level of implementation:</td>
<td>National</td>
</tr>
<tr>
<td>Background and needs for the development of the Project / Practice:</td>
<td>National Policy Driven. Migrants in Switzerland face multiple disadvantages in the Swiss educational system. Children with a migration background are less likely to have access to pre-school education, are more likely to attend lower-tier secondary schools and are underrepresented among college graduates. Furthermore, the rate of secondary and tertiary education completion is lower among people with a second-generation migrant background than it is among the non-migrant population. While individuals with a migrant background have secondary and tertiary completion rates of 50 and 25 per cent, respectively, people without migrant backgrounds complete secondary and tertiary school at rates of 53 and 30 per cent, respectively. The main reasons for the disadvantage faced by children with migrant backgrounds are language barriers, the smaller financial means of their parents, and the relative lower involvement of parents from these groups in their children’s education. The family literacy programme, Tell me a story, seeks to overcome language barriers and increase parental involvement by</td>
</tr>
<tr>
<td>Framework / Initiative which the Project / Practice is based upon:</td>
<td></td>
</tr>
</tbody>
</table>
reaching out to families with migrant backgrounds in an effort to improve the language and literacy development of children in their native language. The premise of the work is that knowing their native language greatly supports children in learning the language of the home country. In this way, Tell me a story plays an important role in addressing the educational needs of underserved populations in Switzerland.

**Time frame / duration:**
Ongoing: the program was initiated in Zurich and Basel in 2006 and has now been expanded in 14 kantonen (states) throughout Switzerland.
Time frame needed: some months (depending on schedule): one course usually consists of between 8 and 12 90-minute classes, which take place weekly or bi-weekly in community centres, libraries or schools.

**Funding Sources:**
Private Funding coming from external target groups/actors; Public Fund on Local Level.
The project is funded by public resources, as well as local partners and private foundations, namely the Mercator Foundation, Arcas Foundation, Avina Foundation, Sophie and Karl Binding Foundation, Ria and Arthur Dietschweiler Foundation, Gamil Foundation, Hamasil Foundation, Landis and Gyr Foundation, Ernst Göhner Foundation and Thoolen Foundation.

**Budget needed:**
Annual cost: CHF 120,000 (USD 124,000) for national coordination, further education and implementing new locations (not included are local running costs).

**Description of the Project:**
Tell me a story provides storytelling courses to families with migrant backgrounds in order to promote the language and literacy development of children between the ages of 2 and 5. The premise of the work is that knowing their native language greatly supports children in learning the language of the home country. In this way, Tell me a story plays an important role in addressing the educational needs of underserved populations in Switzerland. In addition, the programme aims to involve parents in supporting their children’s educational attainment.

The programme particularly aims to:
• Promote the literacy development of children aged 2 to 5 with migrant backgrounds in their native language.
• Induce parents to support literacy attainment and the language foundation of their
children at an early age by introducing reading and writing activities into their daily lives.

- Demonstrate to parents that incorporating literacy activities at home plays an important role in their children’s literacy attainment.
- Indicate to parents that their children should be literate in their native language because this is an important foundation for learning the Official language(s).
- Introduce parents to available resources in their community, such as language classes for adults and children, libraries and pre-school classes.

Tell me a story targets families with a migrant background, who usually do not attend comparable educational courses for parents. The programme is free and families do not need to register prior to attending. Usually, between 8 and 12 families participate in each course, including mothers, fathers, grandmothers and aunts. In most cases, children are accompanied by one parent or family member.

The facilitators play a central role in enrolling families onto the programme, both in person, through frequent outreach activities, and over the phone. Other methods used to engage families include word-of-mouth promotion, outreach to friends and relatives, promotion in kindergartens and schools, language classes and family services. Programme implementers also use social media tools such as WhatsApp and Facebook to spread information about the next storytelling event. Enrolling new participants ultimately requires gaining the trust of parents and overcoming cultural challenges. These cultural challenges include the shame some parents feel about their own schooling level, the restriction on some groups of women accessing public spaces, and negative experiences of Swiss government institutions.

**Role in the promotion of migrants students’ social and linguistic integration:**

The programme allows children to improve their language and literacy skills since they receive help from their parents and teacher and are able to interact with other children. Specifically, children acquire new words and improve their understanding of text. The way a story is told matters for the literacy development of children. Facilitators who tell stories in their own words, with gestures and acting, allow children to recreate the stories with their own imaginations, which improves their verbal understanding of texts and promotes their ability to add additional information. Reading stories aloud improves understanding of texts but has the added benefit of introducing children to written language. Furthermore, discussing the stories with children afterwards shows children how written language translates into spoken language and allows them to evaluate their own understanding of the story.

In addition, children become more interested in stories and books, which contributes to the sustainable impact of the programme. Testimonies of parents point out that their children learn something new every time they attend classes and enjoy listing to the stories. They also value other class activities, such as artwork and drawing, and the children are proud to have created something with their parents.

**Role in the promotion of social and linguistic integration of foreign families:**

The programme promotes intergenerational family learning as it teaches parents how to support their children in their educational development by implementing learning activities at home. Both parents and children gain self-confidence from participating in the programme because they feel that their language and culture is
publicly acknowledged and they meet people with similar backgrounds. The programme is, therefore, also a source of motivation for parents to support their children’s literacy development. For example, one mother explains that she and her husband started to take out children’s books from a library to read to their daughter, something they did not do previous to attending the programme. Moreover, the programme has a positive effect on the education of parents as many become interested in reading and visiting libraries on their own time. Parents also appreciate the strong social component of the programme as they meet new people with similar backgrounds and interests while attending classes.

**Potential impact and sustainability of the Project / Practice:**
In 2014, the programme was offered in numerous languages, including German, Albanian, Arabian, English, French, Farsi, Italian, Kurdish, Croatian, Polish, Portuguese, Russian, Serbian, Spanish, Tamil, Tibetan, Tigrinya, Turkish and Urdu. The programme is open to the addition of new languages, should demand arise. One course usually consists of between eight and twelve 90-minute classes, which take place weekly or bi-weekly in community centres, libraries or schools. Eight to twelve families usually participate in each course. Most families attend the groups on a regular basis. However, the implementation of the programme requires time. Specifically, parents require time to become comfortable in their participation in the programme, especially if classes take place in public spaces. In addition, establishing trusting relationships and changing learning dynamics within families is a long-term process. The incorporation of parents into the learning process is crucial for the success and sustainability of the programme. Achieving this challenging goal requires a well-defined concept with a clear approach to teaching, as well as ongoing coaching and support for facilitators. After its initial implementation in Zurich and Basel in 2006, Tell me a story gradually expanded to other cities and communities. Local partners of the Swiss Institute for Children’s and Youth Media (SIKJM), including libraries, community centres and city and district government, organize and finance the programme in their localities, while SIKJM supervises the programme and supports local partners by creating teaching materials and providing introductory and continuing training for facilitators. In 2014, the programme was offered in 14 kantonen (states) throughout Switzerland, including Basel, Bern, Lausanne and Zurich. Around 1,500 families participated in 1,663 classes, conducted in seventeen languages and facilitated by 130 teachers. Each class has 10 participants on average. Since 2006, a total of 8,670 classes have taken place, involving approximately 87,000 participants. The overall sustainability of the programme depends on the willingness of local partners to organize and finance classes. It has been noted that public authorities grow more and more reluctant to finance the programme, which is leading to scarcer financial resources.

**Educational Value of the Project/Practice:**
Young children of migrant background get to develop their language and literacy skills, firstly in their native language and consequently in their second language. As a result, young children are able to better integrate in primary schools and perform as well as native students. The programme aims, also, to increase migrant children’s confidence through participation in games, singing, role-playing activities, craft, etc., which will ultimately help them be more comfortable among their schoolmates and teachers. The involvement of parents and other family members plays a significant role, as attaining a certain literacy level highly depends
on incorporating literacy activities in everyday life.
In general, Tell me a story seeks to prepare young children not only for integrating to primary schools but also for excelling, or at least providing them all the appropriate supplies to do so. This means providing a combination of learning activities and interpersonal skills training, using artistic paths that are known to contribute to children’s personal and mental development.

**Possibility of transfer:**
Yes: the programme has been transferred to other kantonen (states) in Switzerland, according to local needs

**Other:**
In our case, the programme could be addressed to migrant students of primary education who have little or no knowledge of the country’s language. The programme could be implemented in school libraries with the participation of parents or other family members.
BEST PRACTICE No. 12

Name of the Project / Practice: The Learning for Integration Project: Quality Learning and Non-Formal Education for Refugees and Migrant Children in Greece

Country: Greece
Promoted by: ELIX, supported by UNICEF and funded by the European Commission (DG ECHO)

Target groups/actors involved
Education Sector: Kindergarten; Primary School; Lower Secondary School; Upper Secondary School; Higher Education; Parents
Social Organisations' Sector: NGO / CSO; Organisation for migrants
Public Organisations' Sector: Elementary School, Gymnasium and High School
Other Sectors: Hospitality centers of Eleonas and Skaramangas

Beneficiaries of the Project / Practice: Refugees; Migrant/Refugee families.
Level of implementation: Regional (Area of Attica).

Background and needs for the development of the Project / Practice:
Migration and refugee flows to Greece have been rapidly increased during the last two years. Greece is thought to be a crossroad to Europe for millions of refugees who seek to find a safe place to live with their families. Due to several political developments, thousands of refugees will be staying in Greece. Therefore, their social integration is considered to be of vital importance.
Taking also into consideration that several refugees and immigrant children went to Greek schools, ELIX noted the need for providing them further support, enhancing their participation and their learning abilities. Apart from their learning abilities, ELIX wanted to promote their integration to the Greek society, by creating tailor-made non-formal programs not only for children but also for parents. In this way, the integration of refugees and immigrants will be significantly promoted.

Framework / Initiative which the Project / Practice is based upon: Regional Policy Driven
Time frame / duration: Ongoing: the program started in October 2017 and is still running. Each student attends 2 hours of lesson a day (10 hours a week), which
are taking place in the morning or afternoon hours.

**Funding Sources:**
Public Fund on European Level
European funding (European Commission – ECHO)

**Budget needed:** /

**Description of the Project:**
The Learning for Integration Project provided tailor-made non-formal education for refugee and migrant children in need. Psychosocial support and Balanced Literacy Approach (BLA) that promotes independent learning and active participation through the whole language learning, are core concepts for all learners. The project provides:
- Homework support,
- Mother tongue education,
- Language and life-skills education for out-of-school children, including unaccompanied children
- Early childhood education,
- Promotion of parents’ integration,
- Teachers’ capacity building training and seminars

Learning Centers:
1. LCP Patission
2. LC Akaminatou
3. LC Agios Nikolaos
4. LC Koraka
5. LC Elaionas Camp
6. LC Skaramagkas Camp

**Role in the promotion of migrants students’ social and linguistic integration:**
This project aims not only to assist children to better perform at Greek schools, but also provide them with all the necessary skills and abilities to integrate into Greek society as well. Additionally, all courses are supported by teachers stemming from ethnic groups, assisting them follow the courses, especially in the first months of the courses. Moreover the attendance of English and Greek classes will facilitate their communication and interaction with their new living environment, improving their everyday life. An adding value to this program, is the psychosocial support that is provided, promoting their well-being and in extent their social integration.

Brief review of the program for the months of January and February:
- 1,250 children enrolled aged 3-17, total of 810 boys, 657 girls
- 217 parents, 102 men, 115 women.
- 27 different nationalities (indicatively) and 10 different mother tongues.
- 2,748 hourly classes in total (Greek & Mathematics and English) were provided to children and 254 hours for parents
- 57 Educators, 3 Social Workers and one psychologist have been working on the program providing services to children and parents.

**Role in the promotion of social and linguistic integration of foreign families:**
As it was already mentioned in the previous section, refugees and immigrant children and their parents attend free language classes that are necessary to their successful
integration to the Greek society. In this way, they both gain the necessary communication skills for boosting their interaction with local people and making their everyday life easier relating to for example bureaucratic issues etc.

**Potential impact and sustainability of the Project / Practice:**
As long as the refugee and migrant flows continue and the interest from refugees and migrant children remain, the program can continue running, meeting their vital needs. Taking also into consideration that multiple institutions (including EU) are still interested in supporting such programs, the sustainability of this program is relatively secured under these circumstances.

**Educational Value of the Project/Practice:**
The educational value of this project is considered to be highly, considering that migrant and refugee children will attend courses on different languages (Greek, English and their native language). Additionally, they will acquire life-skills attending relevant courses which will further promote their integration. Lastly, children aged 6-17 can participate in Natural science lessons.

**Possibility of transfer:**
Yes: this program could be implemented to other Greek cities. The collaboration between public institutions and probably NGOs is vital for the successful implementation of this project. Before the actual implementation, it is necessary to secure that migrant and refugee children and parents are interested in following the courses, or find the necessary mechanisms/arguments to convince them to participate.
<table>
<thead>
<tr>
<th>Name of the Project / Practice:</th>
<th>The Museobilbox</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country:</td>
<td>Germany</td>
</tr>
<tr>
<td>Promoted by:</td>
<td>M2C Institut für angewandte Medienforschung and The Nordwolle Museum in Delmenhorst.</td>
</tr>
<tr>
<td>Website (if any):</td>
<td><a href="http://www.eumillennials-tour.eu/downloads/Module04.pdf">http://www.eumillennials-tour.eu/downloads/Module04.pdf</a></td>
</tr>
<tr>
<td>Target groups/actors involved</td>
<td>Primary School; Lower Secondary School; Upper Secondary School. The Nordwolle Museum was founded in 1996 and is located in Delmenhorst, a former industrial city in north-western Germany, located between the cities of Bremen and Oldenburg. The city is dominated by the former residing industries, especially linoleum, jute, clothing and textile industries, many inhabitants have an immigrant background and their families belong to educationally disadvantaged levels of society.</td>
</tr>
<tr>
<td>Social Organisations’ Sector:</td>
<td>Cultural association; M2C Institut für angewandte Medienforschung (Assciation of Museum Educational Services).</td>
</tr>
<tr>
<td>Public Organisations’ Sector</td>
<td>EUmilenials tour programme.</td>
</tr>
<tr>
<td>Other Sectors:</td>
<td>Migrant/Refugee families; Community in general; Children.</td>
</tr>
<tr>
<td>Level of implementation:</td>
<td>Local; Regional.</td>
</tr>
<tr>
<td>Background and needs for the</td>
<td>The aim of Museobilbox is to give children the opportunity to create their own little &quot;museum box&quot;, by doing playful handicrafts. The boxes, mostly in the form of a small diorama, show a historical scene. The content depends on the museum. In the case of Nordwolle Delmenhorst usually issues are chosen that deal with working life and the migration background of the former Nordwolle workers and their families. The museum’s educational staff provide the working-materials, the suggested topics and all relevant information. They also assist the children in the handicraft and the presentation. Together with the educational staff, the kids re-enact in workshops the way our great grandmothers used to live and present their experience in the “Museum boxes” afterwards. The general objective is to increase the participation of local children and youngsters from disadvantaged areas and social groups in the museum as well as the mediation of the development of the Project / Practice:</td>
</tr>
</tbody>
</table>
museum’s contents. The intention is to address visitor groups who do not belong to the traditional museum visitors (also by involving the parents of the participating children).

Framework / Initiative which the Project / Practice is based upon:

The project was sponsored by the Federal ministry of Education and Research. This initiative is yearly organised and each year the activity has different themes. One year the theme was “life in grat-grandma’s days”. Therefore the participating children slipped into the role of worker's children and young workers employed wearing clothes and costumes of 100 years ago. Over three days the children took part in various workshops. In their roles they experienced the different aspects of the workers’ everyday life. Subsequently, the children processed their experiences of these days into the "Museum boxes", and exhibited the boxes at the end of the week.

Time frame / duration:

This is an activity that is replicated every year. The project “Museobilbox”, which is funded by the Federal Ministry of Education and Research (BMBF) requires two local partners working with children and young people between three and sixteen years from educationally disadvantaged groups. In the case of Nordwolle museum the “Youth Center Sachsenstraße” and the “Wollepark Community Center Sachsenstraße” functioned as partners. The action was performed by the museum's educational staff. With the "Museobilbox" project a close relation between subject and audience is established, since many of the children who live in Wollepark have a similar migration background or even descent from those foreign workers who traditionally presented the majority of workers in the Nordwolle. Therefore the project offers many links for the participating children to learn and to emulate something about their own family history.

Program:
Day 1: On the basis of photos and names from the factory museum, the children select their "historical identity" for the next week, and learn the "history" of their chosen person. Then the children dress up in historical clothing, take part in a portrait photo shooting, and write postcards to their parents in their historic roles.
Day 2: Adventure day "life without electricity". The children grind grain by hand, bake bread, produce butter manually, and cook a typical worker's-potato soup.

Picture: Children taking part in the “Museobilbox” project, Image Credit: Nordwolle Delmenhorst, Photographer: Maike Tönjes
THE MUSEOBILBOX 5

Day 3: Adventure day "washday like 100 years ago". The children experience a historic washday with the associated equipment. In addition, there is a historic breakfast and a socks potting action.

Day 4 and 5: The children create their individual "Museum boxes" from the perspective of the "historical" person, they have embodied the last days. The following Sunday, the children present their boxes in the historical costumes to family and friends. The boxes are exhibited for one month in the museums education rooms.

Funding Sources:
Public Fund on National Level

Budget needed: /

Description of the Project:
The program takes about three hours a day. Through this intensive and practical study the children get a taste of the past living conditions in the Nordwolle. Additionally, they learn about the traditional tasks of a museum in a clear way. This playful kind of mediation creates a strong identification with the subject and the "historical" person. It increases the zeal and commitment of the children involved and thus the learning effect. The museum becomes associated with fun and interaction, which ideally leads to a long-term commitment of the children with the museum. This is of particular importance, since the “Museobil" program specifically addresses children from educationally disadvantaged levels of society, who have no access to museums and to similar cultural events. As a multiplier effect in this context, the families and friends of the children involved, visit the museum at the presentation of the "Museum boxes", a lot of them for the first time in their lives. Thus, the families and friends become multipliers of a positive experience and have the potential to increase the awareness of the museum and its offerings among audiences, which are normally difficult to be advertised.

Another positive side effect is the enhanced perception of the museum as a social place in the city, which is involved in the care of children and adolescents and in playful knowledge and cultural mediation. It therefore gets interesting for parents from disadvantaged backgrounds who are little enthusiastic about museums.

Role in the promotion of migrants students’ social and linguistic integration:
The playful communication of historical content and living conditions, which, for example, schools, are unable to afford, increases the potential learning effect and the historical interest of the participating children.
• Children can participate actively, wear historical clothes and get to know historical working and living conditions
• Motivating (and motivated) museum educational staff ensures smooth running
• Early bond of children and families to the museum
• Technical conditions (space, raw materials) are available
• Close contact between museum educators and youth facilities, which in some cases are also funding partners
• Strong multiplication effects for the museum in the local population, positive image

**Role in the promotion of social and linguistic integration of foreign families:**
The idea is to offer an immersive learning/creative trip addressed to the edu/school-trip tourism market field, thus comprising hands-on curriculum-linked activities addressed to youth, in particular those involved in the cultural and creative sector. To support young people in their knowledge, by providing direct and life experiences in those situations related to their culture and tradition, connecting learning objectives (textile&fashion, design, art&craft), offer unique opportunities to participate to engaging workshops during the activity, up-skilling their competences also in new emerging technologies such as 3D printing. Ultimately to show all the value chain how sustainability is a relevant key in terms of sustaining and diversifying in a responsible manner as well as fair in practices

**Potential impact and sustainability of the Project/Practice:**
Because of the playful practical approach a high level of identification and participation of the children involved is achieved as well as a successful placement of topics and content. Another effect is an early bonding of children to the museum, which also extends to the children’s families. With the “Museobilbox” project the museum can reach a higher level of awareness, particularly in sections of the population who do not belong to the classical museum visitors, so the so-called educationally disadvantaged. Therefore, groups are reached, where classical museum marketing often fails. With fact that in connection with these actions the children stay in the museum for quite a long time (up to 3 hours daily over the course of a week), also comes a child care aspect, under which the museum is perceived as a trustful place where children and parents can go to. This strengthens the position of the museum as a place of interaction for as many people as possible and increases the awareness of the institution.

**Educational Value of the Project/Practice:**
The Museobilbox can help to attract educationally disadvantaged people as museum visitors and supports the participation in the museum in one single case. What are necessary steps to make the participation of the newly gained visitors sustainable? Invent a strategy for a participative design to involve the newly gained visitor group in the conception of the permanent exhibition including digital and social media.

Historical re-enactment is sometimes used as a touristic and as an educational strategy but still is questionable for some stakeholders. What do you think about the use of history online games for museums education? Please describe the advantages/disadvantages.

Migration is a key topic in education. What would be a smart strategy in the design of educational offers in cultural institution as museums specifically for people with a migration background?
Possibility of transfer:
Yes: for those that are interested in deepening their knowledge about the module, a personalized online assessment is offered. For all questions on the topic and further information about this module, please contact your experts for your online assessment: M2C Institut für angewandte Medienforschung.

Annexes:
https://www.youtube.com/watch?v=HfXsqk1nIkE
https://www.youtube.com/watch?v=A9EDGuN7UMw
https://www.youtube.com/watch?v=nEahwmoITVY
3. CONCLUSIONS

This report lists 13 different best practices implemented in 7 countries, which vary significantly in terms of migration experience (some countries have been involved in facing immigration since after the second world war, whereas in others immigration has become relevant since the early 90s), ethnic composition of immigrant population (in some countries few nationalities are detectable, whereas in other countries there are immigrants hailing from more than 150 countries), formal condition (in some countries refugees and asylum seekers are numerous, whereas they are marginal in other geographical contexts), length of time spent in the receiving country (in some countries “second generations” – children born in the host country to two foreign-born parents – are numerically significant, whereas in other countries prevail fist immigrants).

Even if these differences are relevant in terms of actions implemented in order to promote immigrant children and their parents social and educational integration, several actors active in the countries here examined are involved in performing activities aim at favoring immigrants’ social inclusion. Furthermore, the best practices listed in this report are not country-based, this means that they could be effectively exported in other contexts regardless of immigrants’ characteristics.

Activities promoted through the implementation of these best practices are highly numerous: promotion of social and linguistic integration, theatrical activities, organization of specific festivals, events linked to multiculturalism, implementation of artistic laboratories, development of sport activities, etc.

Highly numerous are also the potential beneficiaries of these best practices: both individuals (refugees and asylum seekers, teachers, adult migrants, migrant children, parents, community in general, people with disabilities) and institutions (kindergartens, schools, public bodies dealing with educational issues, international groups, organizations, etc). With respect to the different potential beneficiaries, some best practices are tailored on specific individual’s needs (i.e. Refugee Arts Programme provides assistant to young refugees and asylum seekers who have experienced trauma and persecution in their own countries; Amies project which provides creative arts workshops for young women trafficked into the UK for prostitution or domestic slave labour; Museobilbox is dedicated to children and gives them the opportunity to create their own little “museum box” by doing playful handicrafts), whereas other best practices are more comprehensive and general in nature, offering activities which suit to different actors (i.e. Open Schools programme, specific schools’ premises turn into meeting points and centers of action where the local community is invited to participate in recreational, cultural, educational and sports activities, organised for people of all ages; Quartieri Teatrali promotes social inclusion through the organization of theatrical workshop and this activity involves students, artists, migrants, asylum seekers, guests of the Sprar structures, and anyone who wants to get involved).
The effort to classify these best practice is consistent due to the great variability revealed in terms of different types of activities promoted and different types of beneficiaries to which these activities are aimed to. These aspects explain why the implementation of these projects may be occurred at different levels, as well. In fact, some activities are promoted at very local level (a specific school or set of schools located in the same geographical area or a municipality), whereas others are implemented at national or international level. The different level at which best practices are implemented seems to have some consequences in terms of organisational structure required to promoting effectively these activities. It is clear that an action promoted at national or international level cannot be organised and administrated by a local organisation made of mainly of volunteers. This does not necessarily mean that best practices promoted at local level are less important or less effective than those implemented at national level. This just means that at different organisational structures correspond a different availability in terms of human and financial resources, number and types of beneficiaries to be targeted, and – of course – types of activity.

There is no recipe for the best “best practice”. It depends on several factors: aims, beneficiaries and their characteristics, availability of resources, etc. The most important lesson teaches thanks to the collection of the best practices included in this report and to statements declared by interviewees is that each single best practice has the potential to be fruitfully implemented in other geographical contexts as well. As a consequence, the dissemination of the knowledge concerning who is doing what to whom and how seems to be a fundamental activity to be performed in order to facilitate the promotion and the activation of best practices, which are already tested in their efficacy.
PART III - General Recommendations

1. GENERAL RECOMMENDATIONS

The main findings obtained via questionnaires – administered to public organisations representatives, social organisations representatives and migrant parents or representatives of migration communities – and via interviews to higher authorities have stressed some factors on which it would be important to invest in order to promote educational and scholastic integration of migrant children, regardless of their status of regular immigrant or refugee.

In particular, it has been pointed out:

- the necessity to overcome the language barrier, the main critical aspect reported a general improvement/empowerment of art forms (drawing, manual activities, music, painting) in per-primary and primary schools. Recurring to art forms seems to be very useful strategy to overcome this barrier. At the same time, the presence of a tutor/support teacher (but also peers) could help to overcome this barrier during the lessons;

- the need to have supplementary educational support for younger people (and sometimes for their parents). Importance to count on ad hoc activities and projects to overcome linguistic and educational gaps that often constitutes the main obstacles to full social and educational inclusion. For this reason, the social organisations often implement activities such as specific language courses (sometimes necessary for obtaining citizenship, at least in Italy), after-school courses for younger people, summer centers and help services for carrying out homework, implemented by both institutional and informal organizations;

- the necessity to improve and increment parental educational involvement. The language barrier has repercussion also in the participation of migrant parents in meetings and activities implemented by the school. Schools and their professionals should improve their forms of communication with migrant parents and more in general with parents of low social classes: teachers are used to speaking a language well understandable by white-middle class, which is not usable by working-class parents (and not only by migrant parents). The use of simple information by the scholastic institutions could help to involve parents in the activities implemented by school;

- the need to pay attention to different cultural factors: the low level of participation of migrant parents could be linked to these aspects and not to indifference to school activities. As a consequence, migrant parents should be informed about the importance of their scholastic involvement;

- the requirement to adapt integration activities to the target group they refer to, in order to achieve their goals. The organisation of recreational events, not exclusively aimed at migrant children, can be considered a “best practice”: it’s important to underline the need for these activities to be addressed also to native
young people (and/or parents), in order to connect foreign-origin families with local families and to promote their integration into the local community;

- the importance of incrementing financial resources in order to implement inclusion projects that are effective and that can make count on an adequately trained and experienced staff. These activities should not be totally delegated to the good will of the individual or to voluntary actions: in other words, public and political authorities cannot reduce their responsibility in the implementation of policies at local and national level, which are effective in encouraging the inclusion of foreign-origin children and their families;

- the necessity to give more importance to teachers and better recognise their relevance. The role of teachers makes the difference: the passion and the attention to the needs of the children allow an efficacy of inclusive actions undertaken. Nonetheless, this is not enough, since investment on teachers’ skills is fundamental in order to promote effective activities for scholastic and social integration.

As far as the analysis of the best practices is concerned, it is evident that activities actually implemented in several countries – most of them are European countries – might be adopted and adapted to the Greek and Italian contexts in order not only to promote social and educational inclusion of migrant children, but also to stimulate migrant parents’ social integration and cooperation with the school. In fact, best practices here examined have an important peculiarity: they are not country-based, as a consequence they may be effectively acquired by other contexts and modified on the basis of immigrants’ characteristics. An analysis of immigrant population’s characteristics is important in order to define which type of activity to be promoted, since the process of integration in the receiving country is not linear, but it is an uneven path which may depend on several factors, such as: nationality, length of time spent in the country of destination, age at arrival, migratory project, amount of cultural and economic resources, availability of social capital, etc.

All the best practices examined have developed and implemented activities in order to face some common challenges as regards migrant children’s integration. In particular, they implement actions able to overcome linguistic barriers and to promote social integration of foreign families. Nonetheless, the promotion of social and linguistic integration do not represent the only activities encouraged by public and private actors/organisations, since other activities – such as theatrical activities, the organization of specific festivals and events linked to multiculturalism, the implementation of artistic laboratories, the promotion of sport activities, etc. – have been developed in order to favor migrant children’s integration and interaction with their native schoolmates, and more generally with the host society as a whole.

People who may take advantage by the implementation of the best practices here examined are numerous: not only migrant children and their parents, but also institutions (such as kindergartens, schools, volunteer associations and organisations, public institutions active at local and national level), and other people (either some specific target people such as people with disabilities and refugees, or the entire community). As an example of activities tailored on the specific needs of some beneficiaries are: the Refugee Arts Programme, which helps young refugees and asylum seekers who have experienced trauma and persecution in their own countries.
or Museobilbox, which is dedicated to children and gives them the opportunity to create their own little “museum box” by doing playful handicrafts. On the contrary, other more comprehensive and general best practices in nature promote activities which suit to different actors and some examples are traceable in the Open Schools Programme – schools activate meeting points and centers of action where the local community is invited to participate in recreational, cultural, educational and sports activities, organised for people of all ages – or in Quartieri Teatrali, which promotes social inclusion through the organisation of theatrical workshop and this activity involves students, artists, migrants, asylum seekers, guests of the Sprar structures, and anyone who wants to get involved.
REFERENCES


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IOM, Missing Migrants Project (2015), Mediterranean Arrivals Near Record 600,000

IOM, Missing Migrants Project (2015), Mediterranean Update, 16 October


ANNEXES

Questionnaire for migrant parents or representatives of migrant communities

1. The interviewee is...
[1] Child’s mother
[2] Child’s father
[3] Both parents
[5] Other (please explain) ________________________________

2. In what year were your family members born? (if children are more than 1, consider that one who is attending the school in which you reached the parent)
   a. Child’s mother
   b. Child’s father
   c. Child

3. Who lives with your child?
   No    Yes
   a. Child’s father    [0]    [1]
   b. Child’s mother    [0]    [1]
   c. Other children    [0]    [1]
   d. Other people (please explain) ________ [0]    [1]

4. In what country was the child’s father born? And the child’s mother? And the child?
   a. Child’s father ______________________ (if born in Italy/Greece, go to question 6)
   b. Child’s mother__________________ (if born in Italy/Greece, go to question 6)
   c. Child ______________________  (if born in Italy/Greece, go to question 6)

5. In what year did the child’s father arrive in Italy/Greece? And the child’s mother? And the child?
   a. Child’s father
   b. Child’s mother
   c. Child

6. What is the highest level of education the child’s father and mother have attained?
   Child’s father                  Child’s mother
   [0] Lower than primary school   [0] Lower than primary school
   [1] Primary school             [1] Primary school
   [3] Vocational school (3 years) [3] Vocational school (3 years)

7. What is the main job of the child’s father and mother?
   a. Child’s father
   b. Child’s mother

8. What is your child’s gender?
[1] Male
[2] Female
[3] Other (please explain)_______________________________________________

9. What were the greatest difficulties that you had to address when you arrived?
   a. Language problems [0] [1]
   b. Financial problems [0] [1]
   c. Social inclusion problems [0] [1]
   d. Cultural integration issues [0] [1]
   e. Racism/xenophobia [0] [1]
   f. Lack of awareness/information (e.g. about legal/asylum procedures) [0] [1]
   g. Lack of awareness from native Greeks/Italians [0] [1]
   h. Other (please explain) ____________________________________________ [0] [1]

10. Do you still face similar problems?
    a. Language problems [0] [1]
    b. Financial problems [0] [1]
    c. Social inclusion problems [0] [1]
    d. Cultural integration issues [0] [1]
    e. Racism/xenophobia [0] [1]
    f. Lack of awareness/information (e.g. about legal/asylum procedures) [0] [1]
    g. Lack of awareness from native Greeks/Italians [0] [1]
    h. Other (please explain) ____________________________________________ [0] [1]

11. What school is your child attending? (only one answer)
    [1] Pre-primary school Go to question 13
    [2] Primary school Go to question 12
    [3] Not attending pre-primary school although in pre-primary age Go to question 15
    [4] Not attending primary school although in primary age Go to question 17

12. Did your child attend a pre-primary school? (only one answer)
    [1] Yes Go to question 14
    [0] No Go to question 15

Answer question 13 only if you have responded 1 at question 11. Then go to question 18

13. Why your child is attending a pre-primary school?
    a. We/I could not take care of the child during the day (e.g. work, illness) [0] [1]
    b. We/I want additional learning incentives for the child (e.g. native language acquisition, achievement) [0] [1]
    c. We/I want additional social incentives for the child (e.g. playing with other children, respect social rules, learning to interact with educators/teachers) [0] [1]
    d. Many other foreign children are attending a pre-primary school [0] [1]
    e. The pre-primary school has a good reputation [0] [1]
    f. The pre-primary school adheres to a particular religious philosophy [0] [1]
    g. Other (please explain) ____________________________________________ [0] [1]
**Answer question 14 only if you have responded 1 at question 12. Then go to question 16.**

**14. Why did your child attend a pre-primary school?**

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. We/I could not take care of the child during the day (e.g. work, illness)</td>
<td>[0]</td>
<td>[1]</td>
</tr>
<tr>
<td>b. We/I want additional learning incentives for the child (e.g. native language acquisition, achievement)</td>
<td>[0]</td>
<td>[1]</td>
</tr>
<tr>
<td>c. We/I want additional social incentives for the child (e.g. playing with other children, respect social rules, learning to interact with educators/teachers)</td>
<td>[0]</td>
<td>[1]</td>
</tr>
<tr>
<td>d. Many other foreign children are attending a pre-primary school</td>
<td>[0]</td>
<td>[1]</td>
</tr>
<tr>
<td>e. The pre-primary school has a good reputation</td>
<td>[0]</td>
<td>[1]</td>
</tr>
<tr>
<td>f. The pre-primary school adheres to a particular religious philosophy</td>
<td>[0]</td>
<td>[1]</td>
</tr>
<tr>
<td>g. Other (please explain)</td>
<td>[0]</td>
<td>[1]</td>
</tr>
</tbody>
</table>

**Answer question 15 only if you have responded 3 at question 11, or 0 at question 12. Then go to question 18.**

**15. Why your child has not been enrolled in a pre-primary school?**

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. We/I didn’t know how to register him/her to local school</td>
<td>[0]</td>
<td>[1]</td>
</tr>
<tr>
<td>b. We/I do not trust pre-primary education in this country</td>
<td>[0]</td>
<td>[1]</td>
</tr>
<tr>
<td>c. We/I was worried about my child’s exposure in the local culture</td>
<td>[0]</td>
<td>[1]</td>
</tr>
<tr>
<td>d. Many other foreign children did not attend a pre-primary school</td>
<td>[0]</td>
<td>[1]</td>
</tr>
<tr>
<td>e. The pre-primary school did not have a good reputation</td>
<td>[0]</td>
<td>[1]</td>
</tr>
<tr>
<td>f. The pre-primary school adhered to a religious philosophy in which we/I do not believe</td>
<td>[0]</td>
<td>[1]</td>
</tr>
<tr>
<td>g. The pre-primary school was at a long distance to home or not easy to be reached</td>
<td>[0]</td>
<td>[1]</td>
</tr>
<tr>
<td>h. The pre-primary school was too expensive</td>
<td>[0]</td>
<td>[1]</td>
</tr>
<tr>
<td>i. We/I think that is not necessary for the child</td>
<td>[0]</td>
<td>[1]</td>
</tr>
<tr>
<td>j. He/she was attending school but dropped-out</td>
<td>[0]</td>
<td>[1]</td>
</tr>
<tr>
<td>k. The child was not feeling integrated at school</td>
<td>[0]</td>
<td>[1]</td>
</tr>
<tr>
<td>l. The child experienced negative sentiments at school including bullying phenomena</td>
<td>[0]</td>
<td>[1]</td>
</tr>
<tr>
<td>m. Other (please explain)</td>
<td>[0]</td>
<td>[1]</td>
</tr>
</tbody>
</table>

**Answer question 16 only if you have responded 2 at question 11. Then go to question 18.**

**16. Why your child is attending a primary school?**

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. We/I would like to get educated</td>
<td>[0]</td>
<td>[1]</td>
</tr>
<tr>
<td>b. We/I want additional learning incentives for the child (e.g. native language acquisition, achievement)</td>
<td>[0]</td>
<td>[1]</td>
</tr>
<tr>
<td>c. We/I want additional social incentives for the child (e.g. playing with other children, respect social rules, learning to interact with educators/teachers)</td>
<td>[0]</td>
<td>[1]</td>
</tr>
<tr>
<td>d. Many foreign children attend primary school</td>
<td>[0]</td>
<td>[1]</td>
</tr>
<tr>
<td>e. The primary school has a good reputation</td>
<td>[0]</td>
<td>[1]</td>
</tr>
<tr>
<td>f. The primary school adheres to a particular religious philosophy</td>
<td>[0]</td>
<td>[1]</td>
</tr>
<tr>
<td>g. All children have to go to school</td>
<td>[0]</td>
<td>[1]</td>
</tr>
<tr>
<td>h. Other (please explain)</td>
<td>[0]</td>
<td>[1]</td>
</tr>
</tbody>
</table>
Answer question 17 only if you have responded 4 at question 11. Then go question 18.

17. Why your child did not attend a primary school?

<table>
<thead>
<tr>
<th>Reason</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. We/I didn’t know how to register him/her to local school</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>b. We/I do not trust primary education in this country</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>c. We/I was worried about my child’s exposure in the local culture</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>d. Many other foreign children did not attend a primary school</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>e. The primary school did not have a good reputation</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>f. The primary school adhered to a religious philosophy in which we/I do not believe</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>g. The primary school was at a long distance to home or not easy to be reached</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>h. The primary school was too expensive</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>i. We/I think that is not necessary for the child</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>j. He/she was attending school but dropped-out</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>k. The child was not feeling integrated at school</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>l. The child experienced negative sentiments at school including bulling phenomena</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>m. Other (please explain)</td>
<td>M</td>
<td></td>
</tr>
</tbody>
</table>

For all interviewees
18. On a scale from 1 to 10, where 1 means “Not important at all” and 10 “Completely important”, how important are the following reasons for having chosen this school for your child?

<table>
<thead>
<tr>
<th>Reason</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The school is a short distance to home or parent’s work place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. The school has a good reputation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. The school offers particular courses or school subjects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. The school adheres to a particular religious’ philosophy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. The school has a particular pedagogical-didactical approach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Other family members are attending (or attended) this school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Expenses are low (e.g. tuition, book)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. The school has financial aid available, such as a school loan, scholarship or grant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. The school has an active and pleasant school environment/milieu</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

19. On a scale from 1 to 10, where 1 means “Not agree at all” and 10 “Completely agree”, how much do you agree with the following statements concerning the relationship between your child and his/her teachers?

<table>
<thead>
<tr>
<th>Statement</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teachers approach children positively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Teachers provide children with additional support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Teachers know how to bring together children with immigrant background and native children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Teachers make children feel productive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Teachers use educational methods for integration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Teachers use recreational activities for integration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Teachers do not know how to integrate children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Teachers do not care on how to integrate children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Teachers are distant to children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Teachers are not ready to accept diversity in classroom</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
20. On a scale from 1 to 10, where 1 means “Not important at all” and 10 “Completely important”, how important do you consider parents’ participation at their child’s school activities? [___]

21. Which member of the family is mainly involved in child’s school activities? (only one answer)
[1] Father
[2] Mother
[3] Both parents
[4] Other people (please explain) ___________________________

22. During this school year, how often have you participated in any of the following school-related activities?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Almost never</th>
<th>Every few months</th>
<th>Monthly</th>
<th>Weekly or more</th>
<th>Not supported by school</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Discussed my child’s behavior with an educator/teacher</td>
<td>[0]</td>
<td>[1]</td>
<td>[2]</td>
<td>[3]</td>
<td>[4]</td>
<td>[99]</td>
</tr>
<tr>
<td>b. Discussed my child’s progress with an educator/teacher</td>
<td>[0]</td>
<td>[1]</td>
<td>[2]</td>
<td>[3]</td>
<td>[4]</td>
<td>[99]</td>
</tr>
<tr>
<td>c. Participated in local school government (e.g. parent council)</td>
<td>[0]</td>
<td>[1]</td>
<td>[2]</td>
<td>[3]</td>
<td>[4]</td>
<td>[99]</td>
</tr>
<tr>
<td>d. Attended a scheduled meeting or conference for parents</td>
<td>[0]</td>
<td>[1]</td>
<td>[2]</td>
<td>[3]</td>
<td>[4]</td>
<td>[99]</td>
</tr>
<tr>
<td>e. Discussed how to support learning at home and homework with my child’s teachers</td>
<td>[0]</td>
<td>[1]</td>
<td>[2]</td>
<td>[3]</td>
<td>[4]</td>
<td>[99]</td>
</tr>
<tr>
<td>f. Exchanged ideas on parenting, family support, or the child’s development with my child’s teachers</td>
<td>[0]</td>
<td>[1]</td>
<td>[2]</td>
<td>[3]</td>
<td>[4]</td>
<td>[99]</td>
</tr>
<tr>
<td>g. Participated at school leisure activities (e.g. school play)</td>
<td>[0]</td>
<td>[1]</td>
<td>[2]</td>
<td>[3]</td>
<td>[4]</td>
<td>[99]</td>
</tr>
<tr>
<td>h. Discussed my child’s school progress with other parents</td>
<td>[0]</td>
<td>[1]</td>
<td>[2]</td>
<td>[3]</td>
<td>[4]</td>
<td>[99]</td>
</tr>
</tbody>
</table>
23. During this school year, on a scale from 1 that means “Not at all” and 10 that means “Completely”, how much has your participation at activities organised by your child’s school been hindered by the following issues?

a. The meeting times were inconvenient __________

b. I was not able to get off from work __________

c. I had no one to take care of my child __________

d. The way to school is unsafe __________

e. I had problems with transportation __________

f. I felt unwelcome at my child’s school __________

g. My Italian/Greek language skills are not sufficient __________

h. I think participation is not relevant for my child’s progress __________

i. I do not know how I could participate in school activities __________

j. My child does not want me to participate __________

24. On a scale from 1 that means “Completely disagree” to 10 that means “Completely agree”, how much do you agree with the following sentences about your child’s school?

a. Teachers are available to meet parents __________

b. Teachers are available to inform me on my child’s school educational progress __________

c. Teachers are available to inform me on my child and his/her schoolmates’ behaviour __________

d. Information about school (timetable, rules, news) is clear __________

e. School informs me on child’s activities and projects __________

f. This school cooperates with parents in defining educational aims __________

g. This school pays attention to parents’ advices and worries __________

h. This school is well organized __________

25. On a scale from 1 that means “Completely unsatisfied” to 10 that means “Completely satisfied”, how much are you satisfied with your…

a. … involvement in your child’s school activities __________

b. … interaction with your child’s teachers __________

c. … activities promoted by your child’s school __________

26. Do you have any comments about your child’s school activities?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

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Questionnaire for public organisations representatives

1. Type of public organizations:
   [1] Pre-primary education school
   [2] Primary education school
   [3] Local authority
   [4] Educational/schooling authority
   [8] Other (please explain) ________________________

2. The interviewee is…
   [1] Principal
   [2] Teacher
   [3] Intercultural mediator
   [4] Linguistic mediator
   [6] Other (please explain) ________________________

3. On a scale from 1 (“not important at all”) to 10 (“completely important”), how important are the following aspects for the integration of children with immigrant background?
   a. Financial resources
   b. Teachers
   c. Intercultural mediators
   d. Linguistic mediators
   e. Local policies
   f. National policies
   g. Other (explain)_______________

4. In your organisation, are any particular staff involved in the integration of children with immigrant background? (only one answer)
   [1] Yes, all staff are involved
   [2] Yes, but only staff instructed to this specific task
   [3] No, there is no staff involved in this task

5. What specific policies that are addressed to integration of children with immigrant background at schools? No Yes
   a. National/Ministerial policies [0] [1]
   b. Local policies [0] [1]
   c. Educational policies at school level [0] [1]
6. On a scale from 1 (“not important at all”) to 10 (“completely important”), what are the main problems when trying to apply integration policies for children with immigrant background?
   a. Lack of financial resources
   b. Lack of integration policies
   c. Lack of experienced staff
   d. Bureaucratic burdens
   e. Restrictive social policies
   f. Ethical issues
   g. Lack of synergies between actors
   h. Lack of incentives (i.e. lack of motivations)
   i. Limited capacity of public actors
   j. No interest from migrants themselves
   k. Other (please specify)

Please respond only if you are representative from a school

7. In the current academic year, how many natives and non-natives children are enrolled in this school?
   a. Natives
   b. Non-natives
   c. Total

8. How many of the following teachers are on the staff of your school? (write a number in each space provided. Write 0 (zero) if there is none)
   a. Total number of teachers
   b. Teachers for students with special educational needs

9. As regards to children with immigrant background, what is your school’s policy?
   a. Children with immigrant background are grouped into specific classes
   b. Children with immigrant background are mixed with native students in their classes
   c. Children with immigrant background attend specific classes to improve local language skills
   d. Children with immigrant background are enrolled in lower classes that do not correspond to their age
   e. Children with immigrant background are assigned to a tutor to support them

10. Has your school adopted a hosting agreement for the integration of children with immigrant background?
    [0] No    [1] Yes

11. Has your school assigned specific task (teachers, intercultural mediators, social workers etc) to facilitate integration of children with immigrant background?
    [0] No
    [1] Yes    Go to question no. 13
Answer question 12 only if 0 at question 11. Then go to question 15

12. Why does not your school involve teachers for the integration of children with immigrant background?

_____________________________________________________________________
_____________________________________________________________________

13. Since when has your school assigned specific tasks for the integration of children with immigrant background?
Since [___|___|___|___] (specify year)

14. Why has your school involved specific tasks for the integration of children with immigrant background?
_____________________________________________________________________
_____________________________________________________________________

15. In the current scholastic year, how often has your school promoted the following activities to its students?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Almost never</th>
<th>Every few months</th>
<th>Monthly</th>
<th>Weekly or more</th>
<th>Not supported by school</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Recreational activities</td>
<td>[0]</td>
<td>[1]</td>
<td>[2]</td>
<td>[3]</td>
<td>[4]</td>
<td>[99]</td>
</tr>
<tr>
<td>b. Musical activities</td>
<td>[0]</td>
<td>[1]</td>
<td>[2]</td>
<td>[3]</td>
<td>[4]</td>
<td>[99]</td>
</tr>
<tr>
<td>c. Storytelling</td>
<td>[0]</td>
<td>[1]</td>
<td>[2]</td>
<td>[3]</td>
<td>[4]</td>
<td>[99]</td>
</tr>
<tr>
<td>d. Discovering foods, costumes and habits of other cultures</td>
<td>[0]</td>
<td>[1]</td>
<td>[2]</td>
<td>[3]</td>
<td>[4]</td>
<td>[99]</td>
</tr>
<tr>
<td>e. Sporting team or sporting activities</td>
<td>[0]</td>
<td>[1]</td>
<td>[2]</td>
<td>[3]</td>
<td>[4]</td>
<td>[99]</td>
</tr>
<tr>
<td>f. Artistic activities (drawing, origami..)</td>
<td>[0]</td>
<td>[1]</td>
<td>[2]</td>
<td>[3]</td>
<td>[4]</td>
<td>[99]</td>
</tr>
<tr>
<td>g. Theater in education</td>
<td>[0]</td>
<td>[1]</td>
<td>[2]</td>
<td>[3]</td>
<td>[4]</td>
<td>[99]</td>
</tr>
<tr>
<td>h. Civic education</td>
<td>[0]</td>
<td>[1]</td>
<td>[2]</td>
<td>[3]</td>
<td>[4]</td>
<td>[99]</td>
</tr>
<tr>
<td>i. Other (explain)</td>
<td>[0]</td>
<td>[1]</td>
<td>[2]</td>
<td>[3]</td>
<td>[4]</td>
<td>[99]</td>
</tr>
</tbody>
</table>

16. On a scale from 1 (“no integration”) to 10 (“completely integration”), how much do the previous activities promote children with immigrant background social and linguistic integration?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Social</th>
<th>Linguistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Recreational activities</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>b. Music activities</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>c. Storytelling</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>d. Discovering foods, costumes and habits of other cultures</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>e. Sporting team or sporting activities</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>f. Artistic activities (drawing, handcraft)</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>g. Theater in education</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>h. Civic education</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>i. Other (explain)</td>
<td>____</td>
<td>____</td>
</tr>
</tbody>
</table>
17. On a scale from 1 (“no integration”) to 10 (“completely integration”), how would you define the level of integration of children with immigrant background in your school? ______

18. On a scale from 1 (“not important at all”) to 10 (“completely important”), how important are the following aspects for the integration of children with immigrant background?
   a. To adapt activities according to the differences between students ______
   b. To recognize the students’ emotional needs or support their self-esteem ______
   c. To equally behave to migrant students as with native-born ______
   d. To reserve special attention to children with immigrant background students ______
   e. To promote good relations between classmates ______

19. On a scale from 1 (“not difficult at all”) to 10 (“completely difficult”), in your experience, how much difficult is integration of children with immigrant background … (only one answer)
   a. … hailing from some countries (explain what countries – max 3)
      Country 1 ____________________________ ______
      Country 2 ____________________________ ______
      Country 3 ____________________________ ______
   b. … born abroad ______

20. Which of the following sentences best describe your school? (only one answer)
   [1] In my school, Italian parents are more involved in school activities than migrant parents
   [2] In my school, Italian parents are less involved in school activities than migrant parents
   [3] In my school, Italian parents are as much involved in school activities as migrant parents

21. In your experience, Italian/Greek parents and migrant parents’ low participation in school activities depends on…?

<table>
<thead>
<tr>
<th></th>
<th>Italian/Greek parent</th>
<th>Migrant parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Inconvenient meeting times</td>
<td>[0] [1]</td>
<td>[0] [1]</td>
</tr>
<tr>
<td>b. Not sufficient local language skills</td>
<td>[0] [1]</td>
<td>[0] [1]</td>
</tr>
<tr>
<td>c. Participation is considered not relevant</td>
<td>[0] [1]</td>
<td>[0] [1]</td>
</tr>
<tr>
<td>d. Teachers are not available</td>
<td>[0] [1]</td>
<td>[0] [1]</td>
</tr>
<tr>
<td>e. Information about school activities is not clear</td>
<td>[0] [1]</td>
<td>[0] [1]</td>
</tr>
<tr>
<td>f. Lack of time</td>
<td>[0] [1]</td>
<td>[0] [1]</td>
</tr>
</tbody>
</table>

22. Living in monoparental families and/or having parents who do not participate to scholastic activities, etc... are considered detrimental for the scholastic integration of children. In your experience, are these aspects relevant? Are there any differences between native children and children with immigrant background?

___________________________________________________________________________
1. Type of social organisation:
[1] NGO / CSO
[3] Informal organisation
[5] Youth’s association
[6] Other (explain) ____________________________________________

2. The interviewee is...
[1] Director general
[2] Project manager/Coordinator (of projects focused on integration of migrants)
[3] Member of the governing board
[4] Cultural mediator
[5] Teacher/educator
[6] Social organisation’s volunteer
[7] Other (please explain) ____________________________________________

3. In what year was this organization established? [___][___][___][___]

4. How many workers and/or volunteers do you have registered with your organization presently?
Workers [___][___][___]
Volunteers [___][___]

5. What is the prevailing age of your worker and volunteer body?
[1] Under 18
[3] 31-50
[4] 50-64
[5] Over 64

6. Does this organisation work...
   a. … at local level [0] [1]
   b. … at national level [0] [1]
   c. … at international level [0] [1]

7. Who are the main beneficiaries of your organisation?
   a. Foreign youths [0] [1]
   b. Native youths [0] [1]
   c. Physically/sensory disabled [0] [1]
   d. Refugees [0] [1]
   e. People with Italian/Greek language difficulties [0] [1]
   f. Community in general [0] [1]
   g. People socio-economically disadvantaged [0] [1]
   h. Other (explain) [0] [1]
8. As far as migrants are concerned, on a scale from 1 ("no involvement") to 10 ("completely involvement"), in what type of activities is this organisation involved?
   a. Language learning
   b. Citizenship training
   c. Professional training
   d. Job placement
   e. Information and orienteering on the services
   f. Organisation of recreational events
   g. Protection of vulnerable groups
   h. Additional educational support for learning
   i. Organisation of cultural activities
   j. Other (explain)

9. On a scale from 1 ("no problematic at all") to 10 ("completely problematic"), how problematic are the following aspects for socio-economic and cultural integration of migrants?
   a. Lack of national policies
   b. Lack of information for arriving migrants
   c. Lack of language skills
   d. Lack of professional skills
   e. Lack of knowledge about local labour market
   f. Lower salaries compared with native population
   g. Non-recognition of educational qualification earned in the country of origin
   h. Social exclusion
   i. Lack of awareness from native Greeks/Italians
   j. Phenomena of racism/xenophobia
   k. Cultural burdens
   l. Other (explain)

10. On a scale from 1 ("no problematic at all") to 10 ("completely problematic"), how problematic are the following aspects for social and cultural integration of children with immigrant background attending early or primary education?
    a. Lack of national policies
    b. Lack of language skills
    c. Social exclusion
    d. Lack of awareness from native Greeks/Italians
    e. Phenomena of racism/xenophobia
    f. Cultural burdens
    g. Lack of ad hoc activities promoted by school
    h. Lack of teachers' skills
    i. Schools with low financial resources
    j. Other (explain)
11. What, according to your opinion, could help for integrating migrant parents and their children in local societies? Please state your responses on a scale from 1 (“not at all”) to 10 (“completely”).

<table>
<thead>
<tr>
<th>Options</th>
<th>Parents</th>
<th>Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Language learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Citizenship training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Professional training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Job placement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Information and orienteering on the services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Organisation of recreational events</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Protection of vulnerable groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Additional educational support for learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Raising awareness events</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Connecting migrants with local population</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Public support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>l. Integrated social inclusion policies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. Cultural orientation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n. Other (explain)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. Please describe the first three activities that your organisation promotes for the benefit of migrants, with specific analysis on migrant parents and their children (explain which actors are involved, if these activities are promoted at local or (inter)national level, since when these activities have been promoted, what is the purpose, which weak and strong points)

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________  

13. Please describe at least one good practice from your organisation – or in which your organisation is involved – that address integration of migrants parents and their children and that you think could be scaled up into national practices.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________  

14. On a scale from 1 (“not problematic at all”) to 10 (“completely problematic”), how much problematic are the following issues for the implementation of best practices aimed at promoting migrants parents and their children integration?

<table>
<thead>
<tr>
<th>Issues</th>
<th>Parents</th>
<th>Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Lack of political authorities’ collaboration</td>
<td></td>
<td></td>
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<tr>
<td>b. Lack of financial resources</td>
<td></td>
<td></td>
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<tr>
<td>c. Lack of school’s collaboration</td>
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<td></td>
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<tr>
<td>d. Lack of teachers’ collaboration</td>
<td></td>
<td></td>
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<tr>
<td>e. Lack of migrants’ collaboration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Lack of specific skills required for this topic</td>
<td></td>
<td></td>
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<tr>
<td>g. Lack of human resources</td>
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<tr>
<td>h. Lack of knowledge concerning this topic</td>
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<tr>
<td>i. Other (explain)</td>
<td></td>
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</tr>
</tbody>
</table>
Semi-structured interviews to Higher Authorities

1. What is your position within your organisations?

2. Does your organisations work at local, regional or national level?

3. What kind of policies your organisations has been established which try to tackle issues of social integration at educational level?

4. What is the target groups of your policies in terms of population range, age group, ethnicity? Where most of migrants/refugees coming from?

5. What are the main obstacles when trying to implement those policies?

6. Do you cooperate with other authorities, public or private organisations? Have you initiated any particular projects together?

7. What could be improved at policy level for better integration of migrant children at schools in Greece? What are the greatest difficulties in implementing integration policies?

8. According to your opinion, do we have specific policy instruments and the capacity to implement integration policies of those children at local schools?

9. This research focuses on forms and ways of integration of children between 3 and 12 years through different art activities: is there any particular policies that try to use art/intercultural learning as mean of social integration of migrant groups?

10. Did you receive any feedback at institutional level with regard to the implementation of integration policies especially by the civil society?

11. What was the feedback from the families and teachers involved? Has there been an interest from the educational environment to integrate those children? What is happening in case of migrant families? Has there been a self-activation by the families or was it necessary to proceed with their involvement?

12. What other strategies have been carried out? Have they been effective?