



Project Number: 2016-1-FR01-KA201-024133

# Factual Background

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#### Introduction

Nowadays, European schools receive an increasing number of foreign students, especially migrants (from outside the EU), European classes. Teachers are suddenly faced with students of different nationalities, cultures and learning styles they have difficulties to approach...

This introduction module first outlines the historical context of migrations in Europe and their impact in educational environments.

Then, it presents, through the results of the survey conducted by the project partners, how teachers and students nowadays see this diversity in the project partner countries.

Finally, it gives an overview of projects implemented by schools in various countries to make education more inclusive.



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## 1 – Understanding migration flows and their impact in education

In this chapter we will give an overview of the current situation of migrations to Europe, based on European and international surveys and reports, starting with the major trends from the past sixty years then focussing on their implication in education.

### 1.1 Analysis of Major Trends in Migration Flows in Europe

In 2014, during the International Migrants Day, Eurostat (EU Office for statistics) indicated that fewer than 7% (about 35 million people) of people living in EU member states were foreign nationals; 60% of them were non-EU citizens.

According to Eurostat data, migration is influenced by a combination of economic, political and social factors in the migrant's country of origin (causes of departure) or in the country of destination (attraction effects).

Historically, the relative economic prosperity and political stability of the European Union seem to have had a major effect of attraction on immigrants.

Indeed, since the years 50, Europe has been through several great migration flows: migrations for employment and the reconstruction of Europe just after the war, the economic crisis in the mid 70's (following the hydrocarbon price increase in 1973), the increasing flows of refugees, asylum seekers and ethnic minorities from the late 80's (following regional conflicts such as the civil war in former Yugoslavia, the breaking up of the Soviet Union and the opening of borders) and finally the return of migrations for employment with a "preference" for skilled workers and temporary migrations from the 90's.

The current refugee crisis, started in 2010, is the latest great migration flow. It intensified in 2015-2016 with a massive arrival of populations. In the last two years, over two million refugees and migrants arrived in the EU, most of them fleeing an endemic conflict (Syria, Iraq or Afghanistan).

This migration pressure is unprecedented. It is the largest population exodus since the second World War. Just in 2016, EU member states granted protection to over 700,000 asylum seekers (according to Eurostat).

A prospective analysis conducted by ACF International (Action Against Hunger) and IRIS (*Institut de relations internationales et stratégiques*) in June 2016, established four scenarios for the evolution of the migration crisis within the following two years: *European disagreement* (no integral and coordinated response, making the EU unpredictable and relatively inefficient), *Fortress Europe* (coordinated approach, but only through a protectionist agenda), *Opening the floodgates* (countries bordering crises and transit countries can no longer contain migration flows), *A new agreement* (solidary approach, durable solutions, collaboration in first asylum countries and better migrant management).

The same report specifies that, while the majority of migrants arriving in Europe flee a permanent conflict, the underlying causes of their movements are identical to those of other migrants to Europe: insecurity caused by an armed intervention of foreign agents, governments' inability to provide minimal economic development, natural disasters intensified by lack of resilience, and political repression and authoritarianism.



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## Online Resources

### **Eurostat newsrelease**

(<http://ec.europa.eu/eurostat/documents/2995521/7113991/3-18122015-BP-EN.pdf/d682df12-8a77-46a5-aaa9-58a00a8ee73e>)

Foreign citizens living in EU members states in 2014

### **Migration and migrant population statistics**

([http://ec.europa.eu/eurostat/statistics-explained/index.php/Migration\\_and\\_migrant\\_population\\_statistics/fr](http://ec.europa.eu/eurostat/statistics-explained/index.php/Migration_and_migrant_population_statistics/fr))

EU statistics on international migration, population stocks of national and non-national citizens and data relating to the acquisition of citizenship – March 2017

### **The economic and social aspects of migration**

(<http://www.oecd.org/migration/mig/15516948.pdf>)

Changes and Challenges: Europe and migrations from 1950 to present – January 2003

### **Eurostat newsrelease**

(<http://ec.europa.eu/eurostat/documents/2995521/8001715/3-26042017-AP-EN.pdf/05e315db-1fe3-49d1-94ff-06f7e995580e>)

Asylum decisions in the EU in 2016

### **Responding to the Migrant Crisis: Europe at a Juncture**

(<http://www.iris-france.org/wp-content/uploads/2016/07/RAN-Responding-to-the-Migrant-Crisis-FINAL.pdf>)

This report describes the main driving forces of the crisis and presents four possible scenarios of how the situation will involve by 2018

### **DG Migration and Home Affairs**

([http://ec.europa.eu/info/departments/migration-and-home-affairs\\_en](http://ec.europa.eu/info/departments/migration-and-home-affairs_en))

This Commission department is responsible for EU policy on migration and home affairs.



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## 1.2 Statistical Data and Analysis on Impact on Migration Flow in Education Environments

In its 2016 report, UNICEF (United Nations International Children's Emergency Fund) indicated that the number of refugee children increased by over 77 % between 2010 and 2015 and that this number is not going to decrease. *“Nearly 1 in every 200 children in the world is a child refugee!”*

*“One in three asylum seekers in Europe is a child”*, said Dimitris Avramopoulos, Commissioner for Migration, Home Affairs and Citizenship about the years 2015 and 2016.

Over 96,000 asylum applications for foreign unaccompanied minors were introduced in 2015 in EU Member States. An unprecedented number according to Eurostat.

What impact children's and young people's migration flows have in educational environments?

During the Oslo Summit on Education Development (July 2015), experts indicated that, in 35 crisis-affected countries, 65 million children aged 3-15 years are currently most directly affected and at risk of education disruption, dropout and poor quality, alongside other psychosocial and protection concerns.

Likewise, a study conducted for the European Commission revealed in 2013 that *newly arrived migrant children are more likely to face segregation and end up in schools with fewer resources. [...] This leads to under-performance and a high probability that the children will drop out of school early.*

Eurostat Migrant integration–education indicators in 2014 confirm the analysis:

- A quarter of non-EU citizens aged 18-24 left school prematurely. Non-EU citizens are more than twice as likely to be early school leavers as nationals.
- More than 20% of young non-EU citizens are neither in education nor in employment. The “NEET” (Not in Education, Employment or Training) rate corresponds to the percentage of the population aged 15-24 who are not employed and not involved in further education or training.
- Low education level prevails among the non-EU population living in the EU

The OECD 2015 report on immigrant students at school indicated that before the recent inflow of migrants, the number of immigrant students had already increased in the organisation member states (between 2003 and 2012, the percentage of 15 year-old immigrant students increased from 9% to 12%) and that this increase did not come with a decrease of educational standards in host communities.

In this respect, the PISA 2012 survey (OECD Program for International Student Assessment) shows there is no relation between the percentage of immigrant students in an education system and its performance.

However, the OECD report found that large proportions of teachers in several countries feel that they need more professional development in the area of teaching in a multicultural or multilingual setting.

Not all schools are equally prepared and equipped to deal with multicultural student populations. This is notably the case in France and Belgium where more schools report that ethnic diversity hinders learning. This suggests that these schools need to start viewing ethnic differences as a learning resource and not as a liability.

The OECD report concludes that immigrant students' school success does not depend only on their attitudes, socioeconomic background and previous school history, but also on the *quality and receptivity of the education system of their host country*, which is also highlighted by European researchers.



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## Online Resources

### **Uprooted: the growing crisis for refugee and migrant children**

([https://www.unicef.org/publications/files/Uprooted\\_growing\\_crisis\\_for\\_refugee\\_and\\_migrant\\_children.pdf](https://www.unicef.org/publications/files/Uprooted_growing_crisis_for_refugee_and_migrant_children.pdf))

UNICEF report about migrant and refugee children around the world – September 2016

### **Education in emergencies and protracted crises. Toward a strengthened response**

(<https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9714.pdf>)

Reference document for the Oslo Summit on Education Development – June 2015

### **Migrant children more likely to end up in poor schools, report says**

([http://europa.eu/rapid/press-release\\_IP-13-323\\_en.htm](http://europa.eu/rapid/press-release_IP-13-323_en.htm))

The study examines national policies in support of newly arrived migrant children – 2013

### **Proportion of early school leavers in the EU notably higher for non-EU citizens than for nationals**

(<http://ec.europa.eu/eurostat/documents/2995521/6943082/3-21082015-AP-EN.pdf/d0985d4e-8c33-41bf-b078-21ba6e42d6e7>)

Migrant integration – education indicators in 2014

### **Migrant integration statistics – education**

([http://ec.europa.eu/eurostat/statistics-explained/index.php/Migrant\\_integration\\_statistics\\_-\\_education](http://ec.europa.eu/eurostat/statistics-explained/index.php/Migrant_integration_statistics_-_education))

EU statistics on education as a measure of migrant integration – data from April 2016

### **Immigrant Students at School – Easing the Journey towards Integration**

(<http://www.oecd.org/education/immigrant-students-at-school-9789264249509-en.htm>)

OECD review of migrant education – Full report – 2015

### **PISA 2012 Results in Focus**

(<https://www.oecd.org/pisa/keyfindings/pisa-2012-results-overview.pdf>)

What 15 year-old students know and what they can do with what they know - OECD 2014



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### 1.3 EU Policy on Education in Multicultural Environment

Considered as the fourth pillar of humanitarian aid with nutrition, housing and health, education is seen by international institutions as a life-saving sector. Right and equal access to education is written in the International Covenant on Economic, Social and Cultural Rights as well as International Convention on the Rights of the Child.

How can education system help immigrant students integrate in their new community?

The analysis developed in the 2013 study conducted for the European Commission highlights the importance of school autonomy and of a *holistic approach to educational support for new migrant children; this includes linguistic and academic support, parental and community involvement, and intercultural education.*

The 2009 Eurydice survey on integrating immigrant children into schools in Europe (following the European Year of Intercultural Dialogue 2008) revealed that:

- *Measures to ensure that information is passed on efficiently between schools and immigrant families, specifically by using languages other than those used at school, are essential.* For instance publishing written information about the school system in the language of origin of immigrant families, the use of interpreters in various situations in the school life and the appointment of resource persons to be specifically responsible for liaising between immigrant pupils, their families, and the school.
- *Proficiency in their language of origin is widely considered to be of great importance for immigrant pupils.* It can make it easier for these pupils to learn the language of instruction and thus stimulate their development in all areas.

Along the same lines, the 2015 OECD report on immigrant students at school made several recommendations for educational policies:

- Provide language instruction as early as possible
- Offer support and advice to immigrant parents as well as high-quality early childhood education
- Encourage all teachers to prepare themselves for diverse classrooms
- Avoid concentrating immigrant students in the same, disadvantaged schools
- Avoid ability grouping, grade repetition and tracking as educational policies
- Highlight the opportunities of cultural diversity

A 2015 study published in the French Journal of Pedagogy found that immigrant students do not face the same disadvantages based on the country in which they study, which shows how strongly national education policies influence learning inequalities. For example, discriminations in French schools are mainly caused by inadequate school management and the deterioration of the educational service, while in Germany they are mostly explained by the social background of the pupils. The study concludes by recommending an analysis of the quality and quantity of educational services and activities aimed at immigrant students and/or students in difficulty, as well as the cooperation of European countries which may learn from each other when creating education policies.

A 2011 report on cohabitation, diversity and liberty in Europe directed by the Council of Europe made several recommendations regarding education, among which was the promotion of informal educational methods, as well as learning programs for immigrant adults in need of them (that may prevent lack of knowledge from passing from one generation to the other.)



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The 2016 report by the expert group NESET II on “Policies and Practices for equality and Inclusion in and through Education” follows on from the 2013 survey. It expresses a series of recommendations to *ensure inclusive education and provide support for migrant and ethnic minority children and promote and support the involvement of families and local communities.*

Finally, the Paris Declaration, signed in March 2015 following the terrorist attacks and violent extremism that have struck Europe in recent years, reaffirmed the importance *promoting citizenship and the common values of freedom, tolerance and non-discrimination through education.*

Education ministers committed to strengthen their actions in those different fields and to cooperate and coordinate, to exchange experiences and to ensure that the best ideas and practices can be shared throughout the European Union.

### Online Resources

#### **International Covenant on Economic, Social and Cultural Rights**

(<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx>)

Article 13 protects everyone’s right to education and equal access to education at all levels.

#### **International Convention on the Rights of the Child**

(<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>)

Article 28 recognises children’s right to education and encourages states to make it accessible for all.

#### **Migrant children more likely to end up in poor schools, report says**

([http://europa.eu/rapid/press-release\\_IP-13-323\\_en.htm](http://europa.eu/rapid/press-release_IP-13-323_en.htm))

The study examines national policies in support of newly arrived migrant children – 2013

#### **Integrating Immigrant Children into Schools in Europe**

([http://eacea.ec.europa.eu/education/eurydice/documents/thematic\\_reports/101EN.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/101EN.pdf))

Communication with immigrant families and Heritage language teaching for immigrant children – Eurydice survey 2009

#### **Immigrant Students at School – Easing the Journey towards Integration**

(<http://www.oecd.org/education/immigrant-students-at-school-9789264249509-en.htm>)

OECD review of migrant education – Full report – 2015

Felouzis, G. & Fouquet-Chauprade, B. (2015). Les descendants d’immigrés à l’école : Débats, questions et perspectives. *Revue française de pédagogie*, 191, (2), 5-10. (<http://www.cairn.info/revue-francaise-de-pedagogie-2015-2-page-5.htm>)

French scientific paper on the children of immigrants at school - 2015

#### **Vivre ensemble : Conjuguer diversité et liberté dans l’Europe du XXI<sup>e</sup> siècle**

Report on cohabitation, diversity and liberty in Europe from the Council of Europe - 2011

(<https://rm.coe.int/1680720ed1>) (French version)

#### **Policies and Practices for Equality and Inclusion in and through Education**

([http://nesetweb.eu/wp-content/uploads/2015/08/AR1\\_2015.pdf](http://nesetweb.eu/wp-content/uploads/2015/08/AR1_2015.pdf))

NESET II network created by the EU (independent experts working on the social dimension of education and



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training) – 2016

**Promoting Citizenship and the Common Values of freedom, tolerance and non-discrimination through education**

[\(\[https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/images/1/14/Leaflet\\\_Paris\\\_Declaration.pdf\]\(https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/images/1/14/Leaflet\_Paris\_Declaration.pdf\)\)](https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/images/1/14/Leaflet_Paris_Declaration.pdf)

Overview of education policy developments in Europe following the Paris Declaration of 17 March 2015 – 2016



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## 2 – Diversity in the Classrooms (Results of IHR Survey)

Within the framework of the “I Have Rights” project, a survey was conducted in the six countries of the partnership (Belgium, France, Greece, Italy, Lithuania and Portugal) to question students’ and teachers’ knowledge and attitudes regarding human rights and cultural diversity issues, in particular in the classroom. 802 teachers/members of school staff and 2988 students completed the questionnaires. The survey was conducted by the project partners in the first months of 2017 and their results were reviewed in six national reports, compiled in one transnational report.

### 2.1 The Approach Adopted in the Questionnaires

During the first transnational meeting of the project, it was decided a same questionnaire would be conducted in all six countries. A first set of questions were submitted by the project scientific coordinator, the University of Siena, to be discussed, adapted, and eventually approved by all project partners. To make their analysis easier, questions are mostly close-ended (yes or no, multiple choice, sorting, rating...). Open-ended questions are kept for topics such as languages, origins and education.

The questionnaires are divided in three main parts:

- Personal details

Both questionnaires are anonymous; the name of the schools is not asked either. This section collects data such as gender, age, origin, knowledge of languages, education, experience (for teachers), acquaintance with foreigners... The student questionnaire also includes a section regarding family background (origin and nationality of the parents, their education...).

- Intercultural skills

Section about students’ and teachers’ knowledge and attitude regarding diversity and multicultural issues. Do they spend time with people of foreign origin? In what context? Do they get on well? How do they feel about the presence of immigrants? Do they discuss racism at school? On the Internet?

- Rights

Questions regarding their knowledge of the Convention on the Rights of Children, school violence and bullying, children’s vulnerability (particularly, but only, at school), how students feel at school...

The six partners contacted schools and education operators in their country to explain the purpose of the questionnaire. To make it available to as large an audience as possible, the questionnaires were submitted as Word documents, and online as Google Form. The analysis of their results by every partner was made through Google Form. It was intended for the questionnaires to be completed by 500 students and 150 teachers (and school staff) in each country.



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## Online Resources

### **Human Rights and Intercultural issues in Partners' Countries**

[http://ihaverights.pixel-online.org/files/reports/EU\\_Report.pdf](http://ihaverights.pixel-online.org/files/reports/EU_Report.pdf)

Transnational report based on the six national reports produced by the IHR partnership (Belgium, France, Greece, Italy, Lithuania and Portugal).

### **Human Rights and Intercultural issues in Belgium**

[http://ihaverights.pixel-online.org/files/reports/BE\\_Report.pdf](http://ihaverights.pixel-online.org/files/reports/BE_Report.pdf)

Report by Inforef on the involvement of Belgian schools in the IHR project, case studies and best practices in Belgium in the area of multiculturalism, and the results of the survey among Belgian students and teachers.

### **Human Rights and Intercultural issues in France**

[http://ihaverights.pixel-online.org/files/reports/FR\\_Report.pdf](http://ihaverights.pixel-online.org/files/reports/FR_Report.pdf)

Report by RenaSup on the involvement of French schools in the IHR project, case studies and best practices in France in the area of multiculturalism, and the results of the survey among French students and teachers.

### **Human Rights and Intercultural issues in Greece**

[http://ihaverights.pixel-online.org/files/reports/EL\\_Report.pdf](http://ihaverights.pixel-online.org/files/reports/EL_Report.pdf)

Report by Aristotle University of Thessaloniki on the involvement of Greek schools in the IHR project, case studies and best practices in Greece in the area of multiculturalism, and the results of the survey among Greek students and teachers.

### **Human Rights and Intercultural issues in Italy**

[http://ihaverights.pixel-online.org/files/reports/IT\\_Report.pdf](http://ihaverights.pixel-online.org/files/reports/IT_Report.pdf)

Report by the University of Siena on the involvement of Italian schools in the IHR project, case studies and best practices in Italy in the area of multiculturalism, and the results of the survey among Italian students and teachers.

### **Human Rights and Intercultural issues in Lithuania**

[http://ihaverights.pixel-online.org/files/reports/LT\\_Report.pdf](http://ihaverights.pixel-online.org/files/reports/LT_Report.pdf)

Report by Klaipėda University on the involvement of Lithuanian schools in the IHR project, case studies and best practices in Lithuania in the area of multiculturalism, and the results of the survey among Lithuanian students and teachers.

### **Human Rights and Intercultural issues in Portugal**

[http://ihaverights.pixel-online.org/files/reports/PT\\_Report.pdf](http://ihaverights.pixel-online.org/files/reports/PT_Report.pdf)

Report by Lus Gentium Conimbrigae on the involvement of Portuguese schools in the IHR project, case studies and best practices in Portugal in the area of multiculturalism, and the results of the survey among Portuguese students and teachers.



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## 2.2 Diversity in the Eyes of the Teachers

The vast majority of the respondents are nationals, with a small percentage having foreign origins. Many of them speak other languages. In all countries, a great gender disparity was noted among teachers: three quarters of the respondents are female. For the most part, teachers and school staff are between 35 and 60 years old, while the youngest (born after 1990) are a minority. The majority of them have a higher education degree, mostly a Master's degree. They also have between 15 and 25+ years of experience, except in Belgium and France where there are more young teachers. Finally, while they mostly teach at the same level, teachers change cities a lot in France, Greece and Portugal.

According to teachers and school staff, the first goals of education in general are to provide basic knowledge first, then develop each student's capacity, citizenship skills and lastly specialised skills. When asked about the UN Convention on the Rights of the Child, teachers think that the most important of its principles is the prohibition of violence, followed by the right to education. However, they do not think it is sufficiently known among students. And while its principles are generally guaranteed at school, it is not always perceived as useful. Indeed, teachers think that the most important objectives of Human Rights education are to foster integration and develop individual attitudes first. The knowledge of legal instruments is important, but they would like to focus on personal or practical educational skills first when it comes to intercultural education.

According to teachers and school staff, violence is considered most likely to happen inside the family and circles of friends, but also at school where the problems of bullying and discrimination cannot be ignored.

When it comes to multiculturalism and diversity, the results show an overall open-mindedness among teachers and school staff. Most of them associate with people of foreign origins at least once in a while, mainly in circles of friends. They also tend to along well with their foreign neighbours. At school, they are also very open-minded about having colleagues from different countries. European schools in general are quite multicultural, although percentages of people with foreign origins are lower in the study conducted in Lithuania. A very high percentage of teachers (at least 90%) have or have had students with foreign origins. These students mostly come from Africa, the EU, other European countries, and finally Asia.

There is a wide agreement on the idea that school is a very important tool of integration. It is even more important since the beginning of the refugees' crisis. Teachers agree that they need specific skills when teaching in a multicultural environment. Since only 17% of them have participated in intercultural training in the recent years (the highest proportions being in France and Greece), their demand for more training in intercultural competences is relevant. When asked about what they want to learn first, teachers rate competence and attitude first, followed by skills and knowledge last. But awareness must be taken into account too, especially in countries with a lower percentage of foreigners. In particular, we should encourage teachers to become more interested in foreign students' culture and to use intercultural and inclusive pedagogy in their classes. These methods work, since teachers admit having reconsidered stereotypes after working with foreign students. That is how the best practices selected by each country participating in the I Have Rights project will prove useful.

## Online Resources

### Human Rights and Intercultural issues in Partners' Countries

[http://ihaverights.pixel-online.org/CS\\_RElist.php](http://ihaverights.pixel-online.org/CS_RElist.php)

Section of the "I Have Rights" Project that includes the transnational report and the six national reports produced by the IHR partnership (Belgium, France, Greece, Italy, Lithuania and Portugal).



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### 2.3 Diversity in the Eyes of the Students

Because of the very nature of the questions (which are mostly close-ended), it is impossible to know exactly how students feel about diversity. Yet, some clear trends emerge and the results tend to be consistent throughout the partner countries.

The survey reveals that a large majority of students are exposed to diversity both in and out of the classroom. Over three quarters of them currently have classmates born outside of their country of residence, and less than 10% have never had any. Most of them report they spend at least some of their free time with people from other countries, mostly among their circle of friends. In all cases, responders usually claim they get on well with them. Students also say they mostly feel surrounded by friends in their class and feel free to express themselves and to dress how they like at school. On the internet, many have been exposed to racist posts on social networks (except in Greece), but few actively check racist or anti-racist websites, and they do not tend to discuss the matter on the internet.

Overall, the replies let us conclude the responders are open-minded and welcoming of other cultures. Most of them claim they are curious about other countries, see diversity as an opportunity rather than a threat, do not mind seeing people wearing traditional outfits (a subject which is controversial among adults), consider their teachers' nationality is irrelevant and would not mind having teachers of foreign origin. Asked whether the presence of refugees and migrants requires more control by the police, replies are mixed, with no large consensus, the scale tipping toward "agree" or "disagree" depending on the country.

These positive results are mitigated by others, as students believe school is the likeliest place where they could suffer from violence and abuse, and up to 40% of them report to have witnessed episodes of racism during the school year (involvement in those acts tends to remain below 10%). When they witness violence, racism or bullying, they prefer to talk about it to their friends, classmates or family than to teachers. Racism is apparently not often addressed in some countries, and intercultural projects are also rare. Students have an egalitarian view of rights, but they do not always know about the UN Convention on the Rights of Children (Greece and Portugal fare best with over 70%), and when they do, television is the primary source of information (except in Greece). This shows more efforts could be made in schools to address diversity and children's rights.

### Online Resources

#### Human Rights and Intercultural issues in Partners' Countries

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Section of the "I Have Rights" Project that includes the transnational report and the six national reports produced by the IHR partnership (Belgium, France, Greece, Italy, Lithuania and Portugal).



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## 2.4 Concluding Remarks

The data collected in the six partner countries confirm that most, if not all schools are multicultural and that a large majority of students have classmates born in another country. The survey reveals a certain open-mindedness on the students' and teachers' part, who have good relationships in and outside school with people of foreign origin, and express openness to cultural differences.

Teachers are aware certain skills are necessary to teach to multicultural classes, but they have not always received the training to provide them. Intercultural projects and discussions about racism and discrimination at school also seem to be lacking. The most worrying result is the consensus among teachers and students in all six countries that school is the likeliest place where children are vulnerable to violence and abuse. This comes along with the students' apparent mistrust of teachers to deal with these matters, as they more willingly report cases of violence to other students or their family.

Those results let us conclude teachers need to be better prepared to teach to multicultural classes and to address questions regarding children's rights and violence at school with their students. The fact that teachers acknowledge it can let us hope they will seek to fill this gap.

## Online Resources

### Human Rights and Intercultural issues in Partners' Countries

[http://ihaverights.pixel-online.org/CS\\_RElist.php](http://ihaverights.pixel-online.org/CS_RElist.php)

Section of the "I Have Rights" Project that includes the transnational report and the six national reports produced by the IHR partnership (Belgium, France, Greece, Italy, Lithuania and Portugal).



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## Chapter 3 – Overview of Existing Projects on Inclusiveness at School at EU Level

In this chapter are described several projects at European, national and regional level in the area of integration and interculturality.

### 3.1 The role of Eurydice

*Eurydice is an information network about education in Europe. It is made up of forty national units overseen by the European unit in Brussels.*

Its mission is to help better understand education systems in EU Member States and their close neighbours. Through its various publications (studies, surveys, thematic reports, indicators, statistics...), Eurydice is a valuable repository of information for national and European decision-makers.

Eurydice has been part of the European Lifelong Learning Programme since 2007.

Regarding the integration of immigrant students, Eurydice conducted two important surveys:

#### ***Integrating Immigrant Children in Europe – 2004***

[http://www.indire.it/lucabas/lkmw\\_file/eurydice/Integrating\\_immigrant\\_children\\_2004\\_EN.pdf](http://www.indire.it/lucabas/lkmw_file/eurydice/Integrating_immigrant_children_2004_EN.pdf)

This survey conducted in 30 European countries answered the question of how education systems attempt to integrate immigrant pupils.

Discussing measures devised and implemented, the survey highlighted several key facts:

- *Everyone has a Basic Right to Education*
- *The Language of Instruction as a Foothold in the Host Education System*
- *The Mother Tongue of Immigrants as a Bridge between Two Cultures*
- *Intercultural Education as a General Approach*
- *Teacher Education and the Development of New Skills*

#### **Integrating Immigrant Children into Schools in Europe – Measures to foster: Communication with immigrant families and Heritage language teaching for immigrant children - 2009**

[http://eacea.ec.europa.eu/education/eurydice/documents/thematic\\_reports/101EN.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/101EN.pdf)

[http://eacea.ec.europa.eu/education/eurydice/documents/thematic\\_reports/104EN.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/104EN.pdf)

This survey, conducted following the European Year of Intercultural Dialogue 2008, is a partial update of the 2004 survey.

It is solely focussed on communication with families and learning the language of origin. It highlights that:

- *Everywhere in Europe there are measures to ensure that Information is passed on efficiently between schools and immigrant families*
- *Two principal methods of organising mother tongue tuition for immigrant pupils: bilateral agreements and provision of tuition funded by the national education system*

### Online Resources

#### **Eurydice publications**

[http://eacea.ec.europa.eu/education/eurydice/all\\_publications\\_en.php](http://eacea.ec.europa.eu/education/eurydice/all_publications_en.php)

List of publications since 1986



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### 3.2 Analysis of existing projects and selection of best practices

#### Projects on a local, regional or national scale

Here are three examples among a series of European projects selected as best practices by experts of the NESET II network, in their 2016 report about the social aspects of education and training:

**French project:** *Using elements of mother tongue when teaching French to newly arrived immigrant children*  
Activities in French and mother tongue for newly-arrived students to foster their multilingual skills. They are based on a comparison between French and other languages, including their mother tongue, working jointly with other students. This method stimulates thinking about languages and offers the learner a real education in the languages/cultures of others, while promoting their own.

**Greek project:** *Promoting Intercultural Communication with Drama Education*

Drama education activities in primary and secondary schools, incorporated in the curriculum. They aim to develop intercultural communication and improve the school climate and relationships between migrants and native students

**Spanish project:** *From school to community – a service learning programme*

Service learning is derived from a model of relations between school and the surrounding community. Students thus develop citizenship competences which are committed to the collective project of creating a society that is more equal, more inclusive and more open to diversity. In concrete terms, service learning may be described as an educational process which emphasises academic learning at school linked to a form of community service project. Organised in a secondary school in Barcelona.

Conducted and written by the Directorate of Youth and Sport of the Council of Europe, the “Compass: Manual for Human Rights and Education with Young People” offers information and teaching activities for teachers to promote human rights and European values at school.

<https://www.coe.int/en/web/compass/home>

#### Project on an international scale

For example, the “*Action Week Against Racism*”

This action week takes place every year in March. It aims to raise students’ awareness about racism and all forms of discrimination. It fosters events that help all students acquire respect of all people’ equal dignity, regardless of their origin, condition and convictions.

### Online Resources

#### **Education Policies and Practices to Foster Tolerance, Respect for Diversity and Civic responsibility in Children and Young People in the EU**

[http://ec.europa.eu/dgs/education\\_culture/repository/education/library/study/2016/neset-education-tolerance-2016\\_en.pdf](http://ec.europa.eu/dgs/education_culture/repository/education/library/study/2016/neset-education-tolerance-2016_en.pdf)

Analytical report – 2016

#### **Compass: Manual for Humans Rights and Education with Young people**

<https://www.coe.int/en/web/compass/home>

Online manual for human rights education directed by the Council of Europe - Created 2002, revised 2012



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The three national projects:

**Using elements of mother tongue when teaching French to newly arrived immigrant children (in French)**

[\(\[http://glottopol.univ-rouen.fr/telecharger/numero\\\_11/gpl11\\\_11auger.pdf\]\(http://glottopol.univ-rouen.fr/telecharger/numero\_11/gpl11\_11auger.pdf\)\)](http://glottopol.univ-rouen.fr/telecharger/numero_11/gpl11_11auger.pdf)

French project

**Promoting Intercultural Communication with Drama Education (in Greek)**

[\(<http://www.diapolis.auth.gr/index.php/2013-10-17-09-01-55>\)](http://www.diapolis.auth.gr/index.php/2013-10-17-09-01-55)

Greek project

**From school to community – a service learning programme**

[\(<http://www.tdx.cat/handle/10803/81944>\)](http://www.tdx.cat/handle/10803/81944)

Spanish project



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