



Co-funded by the
Erasmus+ Programme
of the European Union

WHOLE-SCHOOL APPROACH FOR THE INCLUSIVE EDUCATION OF MIGRANT, REFUGEE AND ASYLUM-SEEKING CHILDREN AND UNACCOMPANIED MINORS

"Schools 4 Inclusion" Project

THE INCLUSIVE EDUCATION GUIDELINES

PROJECT PARTNERS

Universitat Pompeu Fabra, Spain
The Titan Partnership, United Kingdom
Amadora INOVA, Portugal
Athens Lifelong Learning Institute, Greece
Centrul Pentru Promovarea Invatarii Permanente,
Romania
TLC College, United Kingdom

September 2020



Co-funded by the
Erasmus+ Programme
of the European Union



INTRODUCTION

The *Schools4Inclusion: Inclusive Education Guidelines* is a handbook that has been developed for schools (administrators and teachers) who are confronted with the realities of diverse European classrooms. *The Inclusive Education Guidelines* draws attention to key issues such as **human rights and equality**, to the challenges stemming from **cultural and ethnic diversity**, and to **strategies for intercultural learning**. The handbook is envisioned to increase awareness among stakeholders of the critical issues and best practices related to inclusive education for migrant children. Further, the handbook is to be used in conjunction with the '*The Inclusive Education Action Plans*' and '*Inclusive Education Online Toolkit*' (see below) in order to provide **school leaders** with both a **roadmap and practical tools to transform schools** into **inclusive and democratic learning environments** – environments that effectively support **migrant children**.

The handbook has five chapters and has been adapted to the specificities and requirements of the (Spanish) national context:

1. The National and European Agenda for Migrant Education
2. Transition from Preparatory Programs to Mainstream Education
3. Principles and Practices of Inclusive Education
4. Curriculum and Pedagogy
5. In-Service Education, Professional Development and Support of Educational Practitioners

What is Schools4Inclusion?

Schools4Inclusion (S4I) is a European Union funded project (**Erasmus+ Programme PROJ. N° 2019-1-ES01-KA201-065279**) that is scheduled to run from **2019 to 2022**. S4I facilitates the evolvement of schools into inclusive environments that are conducive to the successful integration of children of migrant backgrounds. The project is motivated by the belief that inclusive education can help improve **social cohesion, prevent child poverty and foster participation in host societies**. S4I aims to benefit migrant, refugee and asylum seeking children and unaccompanied minors by helping school environments become more inclusive.

The **S4I partnership** spans **Spain, Greece, United Kingdom, Portugal and Romania**. Partners include a public university, research and educational institutes and a municipal company. The partnership is committed to **working directly with schools** throughout the project to improve the potential of European schools to undertake the role of an integration actor. S4I strives to lay the groundwork to equip schools with methodologies to assist them in accomplishing the shift to be inclusive. S4I is coordinated by the TIDE Research Group at **Universitat Pompeu Fabra** in Barcelona, Spain. The consortium includes the **Athens Lifelong Learning Institute (ALLI)**, a research and education institute, based in Athens, Greece; **TITAN Partnership** an education network in Birmingham, U.K.; **TLC College** a not-for-profit organization supporting disadvantaged communities in Wolverhampton, U.K.; **Amadora Inova** a municipal company mandated to address social issues faced by the municipality in Amadora, Portugal; and the **Center for Promoting Lifelong Learning**



(CPIP) a non-governmental, non-profit institution active in the educational and social fields in Timisoara, Romania.

The Role of Schools in the Education of Migrant Children

The need to more deeply support schools arose from the 2015-16 migrant crisis. The unexpected arrival of hundreds of thousands of children to European wracked education systems, which found themselves ill-equipped to enrol and support such a large number of new students arriving throughout the school year. European schools unused to large-scale diversity were forced to adapt quickly to the complex needs of children with different linguistic backgrounds and, often, very limited schooling. Even localities accustomed to diversity faced severe capacity challenges, finding it necessary to rapidly accommodate large numbers of migrant students without the necessary available infrastructure.

Yet, education, particularly inclusive education, is the most powerful tool to integration (Fundamental Rights Agency, 2018). Inclusive education can help improve social cohesion, improve language skills, prevent child poverty and foster participation in the host society (UNESCO, 2018). Additionally, mainstream schools in Europe have the potential to become the main drivers of migrant integration (Migration Policy Institute, 2018). To this end, S4I proposes the elaboration of an effective strategy for the evolution of the school into an inclusive environment that is conducive to the successful integration of children of migrant backgrounds. This methodology draws upon two (2) broad areas of educational discourse: **Principles of inclusive education**: Responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education. **A whole-school approach**: Improving the quality of education that migrant children enjoy by involving all those dimensions of school life which may have an impact on educational achievement.

An Inclusive Education Whole-School Approach

S4I involves the development and implementation of an **Inclusive Education Whole-School Approach** that will be piloted in 20 schools across Europe between 2020 and 2022. The approach comprises two distinct components: **(1) The Inclusive Schools Methodology and Guidelines; (2) The Inclusive Education Online Toolkit.**

(1) The Inclusive Schools Methodology and Guidelines

The Inclusive Schools Methodology and Guidelines aim to provide school leaders with a step-by-step strategy to convert ordinary schools into inclusive ones (e.g. methodology, action plan, capacity building activities). Inclusive schools are safe and welcoming with caring learning environments in which children and young people can grow and develop as individuals and members of the community. All members of the school feel respected and valued and recognised for their specific talents and needs. The methodology and guidelines are integrated into the following outputs:

a) ***The Inclusive Education Guidelines***: This handbook;

b) ***The Inclusive Education School Action Plans***: A tool for schools to adapt the implementation of inclusive education principles to their own unique contexts.

Overall, *The Inclusive Schools Methodology and Guidelines* act as an analytic prescription for schools to develop and implement comprehensive schoolwide reforms that improve access to education and educational outcomes of migrant, refugee, asylum seeking students and unaccompanied minors.

(2) The Inclusive Education Online Toolkit

The Inclusive Education Online Toolkit is a free **online resource for schools** (administrators and teachers) that includes **activities, tools and templates** that assists teachers in implementing inclusive practices on a day-to-day basis. The objective of the toolkit is to support educators in furthering inclusive education in their unique contexts. In sum, the toolkit aims to be a critical resource for educators – providing them with the tools they need to build meaningful inclusive practices in their education programmes.

Overall *Schools4Inclusion* assists school leaders across Europe in developing and implementing schoolwide reform aimed at improving the educational outcomes of migrant, refugee, asylum seeking students and unaccompanied minors.

TABLE OF CONTENTS

INTRODUCTION	1
What is Schools4Inclusion?	2
The Role of Schools in the Education of Migrant Children.....	2
An Inclusive Education Whole-School Approach	2
The Inclusive Schools Methodology and Guidelines	2
The Inclusive Education Online Toolkit	3
CHAPTER 1 - THE NATIONAL AND EUROPEAN AGENDA FOR MIGRANT EDUCATION	6
Aims	6
Overview.....	6
Theory	6
Part 1: Background of the emigrational situation in Europe	6
Part 2: Definitions of what constitutes an immigrant	6
Part 3: Challenges that migrant children face.....	7
Part 4: The European agenda regarding migrant education.....	8
Part 5: The national agendas regarding migrant education	9
Reflections.....	10
Tips	10
Conclusion.....	10
References	11
CHAPTER 2 - TRANSITION FROM PREPARATORY PROGRAMS TO MAINSTREAM EDUCATION	12
Aims	12
Overview.....	12
Theory	12
Part 1: The situation upon arrival	12
Part 2: Preparatory programs.....	13
Part 3: The bigger picture surrounding problems in the transitional process	14
Part 4: Where does communication break down?.....	14
Part 5: What works?.....	15
Reflections.....	15
Tips	16
Conclusions	16
References	17
CHAPTER 3 - PRINCIPLES AND PRACTICES OF INCLUSIVE EDUCATION	18
Aims	18
Overview.....	18
Theory	18
Part 1: Inclusive Education – Definitions	18
Part 2: Inclusive Education – Scope.....	19
Part 3: Inclusive Education – Principles	20
Part 4: Inclusive Education – Good practices	21
Reflections.....	22



Tips23
 Conclusion.....24
 References26

CHAPTER 4 - CURRICULUM AND PEDAGOGY27
 About the Author27
 Aims27
 Overview.....27
 Theory.....28
 Part 1: Is the theory of “inclusive Education” embedded28
 Part 2: What are the “Good Curriculum Practices?.....30
 Fig 1 - summary of good practices implemented by the schools30
 Part 3: How inclusive curriculum and pedagogy is implemented (U.K. and E.U)31
 Part 4: Application in the U.K. and the EU31
 Part 5: What are the standards for welcoming parents in the U.K.?32
 Part 6: How to empower skill sets already acquired?33
 Part 7: How can schools help staff to teach migrants pupils?33
 Part 8: EAL/SEND - How can schools’ benefit EAL/SEND Provision?34
 Part 9: How to incorporate extra-curriculum activities?.....34
 Part 10: How can the U.K. school system improve Provision for migrant pupils?34
 Part 11: Do we need to reform the curriculum?35
 Part 12: Is a flexible curriculum beneficial for the integration of migrants?35
 Part 13: Does transferring schools help the migrants?36
 Reflections.....36
 Tips37
 Conclusion.....38
 References40
 APPENDIX I42

CHAPTER 5 - IN-SERVICE EDUCATION, PROFESSIONAL DEVELOPMENT AND SUPPORT OF EDUCATIONAL PRACTITIONERS.....43
 Aims43
 Overview.....43
 Theory43
 Part 1: From a human rights perspective.....43
 Part 2: Key requirements for capacity building of educators working with migrant children44
 Part 3: Competence and professionalism: In-service education46
 Reflections.....47
 Tips48
 Conclusion.....49
 References50

CHAPTER 1

THE NATIONAL AND EUROPEAN AGENDA FOR MIGRANT EDUCATION

AIMS

- To present the challenges faced by migrant children, regarding education
- To introduce current solutions followed, both on a national and European level
- To highlight unique and innovative strategies at national levels

OVERVIEW

This chapter provides an overview of the current agendas that are being followed by the European Union as a whole, as well as by members of the EU on a national basis. This report is broken down into three parts. In the first part, the challenges that migrant children face are presented to give context to the barriers that arise from the migration process itself. In the second part, the EU's initiatives, recommendations and policies regarding the education of migrants are presented, to provide an image of the current situation and the priorities and the scope of the Union, when it comes to strategies of incorporation and assimilation of migrants into their countries of arrival. Finally, the third part of the chapter delves into the national agendas regarding migrant education, since, at the end of the day, each educational system has its own intricacies and specificities that complicate the notion of an across-the-board plan of action. National contexts and agendas are briefly described and compared, on points that make them unique and innovative in how they plan and execute strategies regarding migrant inclusion in their educational systems.

THEORY

Part 1: Background of the emigrational situation in Europe

There has been a clear rise of migrant waves across Europe in the past number years. This phenomenon can be attributed mainly to fluctuations in the political scenery of countries of origin, including economic turmoil, civil wars and other instances of unrest and uncertainty that negatively affect people's lives, driving them to leave in search of better and more stable prospects. From them, children are a large percentage, representing around 10% of the migrant population in most European countries (European Commission/EACEA/Eurydice, 2019). Given the different variables that negatively affect migrants, children are one of the most vulnerable groups, since they are at a crucial age, in which the failure of development and adjustment will become a detriment to their future. Thus, the EU plays a crucial role in facilitating and promoting their needs, to create functional, adjusted, and confident adults that will make the country of arrival their new home. Keeping that in mind, education is the

best option under which such results can be met and under which such policies should be made, making schools the primary providers and enforcers of such policies.

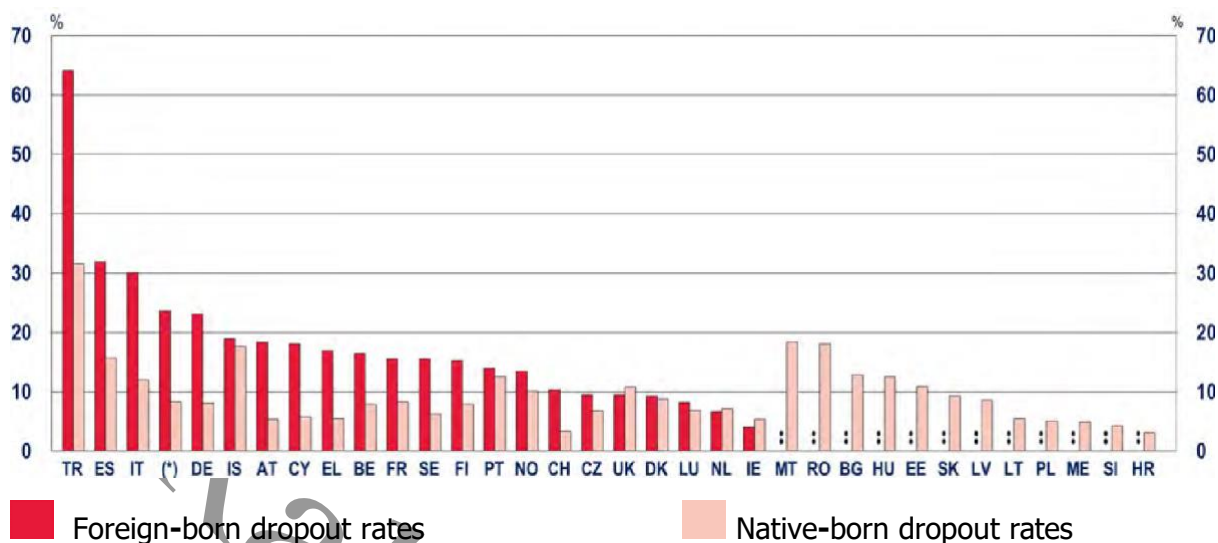
Part 2: Definitions of what constitutes an immigrant

Due to the different experiences and status quo regarding immigration statistics across Europe, the definitions and inclusion criteria of considering a person a migrant vary throughout EU countries. To create a clearer and mutually acceptable basis, Eurostat defines immigrants based mostly on birthplace. The main two categorizations of this definitions come down first and second-generation immigrants, with the latter having been born in the country of arrival to at least one of immigrant parent. The scope of this project includes interventions that target legally-staying third country nationals in the territory of the EU who can attend educational activities according to the applicable legislation in the host countries. In order to avoid redundant definitions, in the Guidelines the above target group will be thereafter generically be referred to as "migrants" or as "having a migrant background".

Part 3: Challenges that migrant children face

Unfortunately, when it comes to the education of migrants, the problems seem to be multifactorial. The first aspect is related to the migratory process itself, which many times can have a traumatic impact on the individual that will affect both the process of adjustment as well as the performance in different aspects of life, including education. In addition, the educational contexts of each EU country, also creates a hurdle that needs to be overcome in order for migrants to gain access to the system and do so in a proper and empowering manner. The problems that children of migrants' face when they are first introduced to the new circumstances of a vastly different (and many times scary) new reality, regarding education, are multifactorial. According to a 2019 report by the European Commission, when it comes to academic performance of migrant children, there seems to be a consistent observance of underachievement in school environments, across reports from many different countries such as Sweden, Greece, France, Belgium, Austria, Denmark, Slovenia and the Netherlands, with the discrepancy ranging between 25% and 33% in relation with native-born students. These differences seem to drop when comparing natives to second-generation immigrant children, but they remain on a significant enough level to be regarded as problematic through the scope of policymaking in the EU. In addition, these numbers do in fact still exist, even when controlling for socioeconomic factors, showing that the problem is not necessarily one-dimensional (European Commission/EACEA/Eurydice, 2019).

Naturally, these underachievement rates, directly correlate with a larger percentage of drop-out rates at the end of lower secondary education or even earlier, with percentages being almost double (or even higher) compared to the native-born population.



(European Commission/EACEA/Eurydice, 2019)

Following the same path, these dropout rates also predict further lack of completion of upper secondary and post-secondary (non-tertiary) education among these groups, with the highest ones been observed in countries such as Sweden, Germany, Finland and Poland (around 15%). This lack of academic tools, leads to further disadvantages later in life, hindering access to university-level studies and thus, to the job market, later on as adults.

In addition to all the above, there is a very strong access-related inequality to schooling and quality of education for disadvantaged communities, with immigrant communities usually belonging to this category due to the low socio-economic backgrounds that are the default situation for most of them, due to the same very reasons that drove them to migrate in the first place (SIRIUS – Policy Network for Migrant Education, 2014).

Finally, other, more practical problems, also affect the educational progress of migrant children. These include language barriers, cultural barriers, psychological difficulties that may arise due to the transitional nature of migration, bullying and social exclusion and prior level of education attained.

Part 4: The European agenda regarding migrant education

The EU, has long been very active with regard to the needs of migrants within its borders, following a humanitarian approach that takes the people’s well-being and needs into account as a top priority, especially those that belong to the most vulnerable groups. When referring to education specifically, there are several policies in place, ensuring that immigrants and asylum seekers can attend the educational curricula of the receiving countries. Article 14 (1) of the Directive 2013/33/EU, imparts that children of migrants are provided with the same level of education as nationals, while Article 27 of the Council Directive 2011/95/EU and Article 14 (2), Directive 2013/33/EU provide that minors and adults granted refugee status, have access to educational curricula and training and that children of refugee status are included in educational programs within three months after their arrival.

Furthermore, to help with the integration of migrants, the European Commission facilitates different methods like best practice exchanges among its member states, to promote

networking as well as cooperative approaches to the issue. Some of the main points that the EU wants to address and prioritises on its list include the integration of unaccompanied children through education, following language assessments to dictate their level of knowledge and adjust the classes to their needs, in addition to assessment of previous educational experiences and attainment.

Moreover, the EU promotes dialogue in an intercultural context, in order to address refugees in the educational context in which they will be asked to participate, promoting linguistic, as well as cultural diversity, and finally promoting policies as a whole that will incorporate all of these issues under a more nuanced and detailed, operational framework, along with the recognition of challenges, practices and the principles that overlap them. Such initiatives include both national as well as private initiatives, with programs such as the Erasmus+, providing funds to strategic partnerships with innovative ideas and approaches, focused mainly on countries mostly affected by these issues (European Commission/EACEA/Eurydice, 2019).

One of the most important tools in the EU's arsenal is the SIRIUS network of migrant education, which supports disadvantaged children and young people through projects and initiatives, both on a European and a national level by bringing together policymakers, researchers, educators and practitioners in the field of education. The SIRIUS network advocates specific ideas through which policy is being made across Europe, based on the needs that are being observed, regarding migrant children in education. These include:

- Equal access and support throughout compulsory education, from the earliest possible age
- Comprehensive and inclusive educational systems
- A learner-based approach
- Promotion of multilingualism as a positive trait and not a predicament to learning, both intellectually and psychologically
- The importance of teachers and learners throughout this process
- Involving local communities to promote a more holistic educational experience
- Personalized educational system that caters to the needs of newly arriving immigrants, prioritizing their needs and skills

All the above aspects form a specific and important basis on what needs must be addressed and where the most important problems lie when it comes to the successful integration of migrants into their countries of arrival through education. Indeed, the focus of intercultural education across Europe has shifted from political participation as its priority, to that of social inclusion. This change is based on the notion that social inclusion and cohesion will indeed also promote political participation as a possible "side-effect" of a successful integrational process (Faas, Hajisoteriou & Angelides, 2013).

Part 5: The national agendas regarding migrant education

Finally, regarding national level policy making, most EU nations do indeed follow the main ideas behind EU's own framework. However, contexts do indeed differ from country to country, given that each one faces different hurdles and variables that might affect the educational inclusion and process of migrants and refugees. For example, in Belgium, newly arriving migrants get all the information needed about education, through NGOs, local information centres and reception centres, while some schools organize "network days", connecting students, parents and school staff. In Leipzig, Germany, monthly appointments

are offered to migrants for them to be informed about the educational system, while the same happens in Denmark, where more than 3000 get study advice in their mother tongue.

Regarding assessment of prior education, different cities have adopted different systems. Stockholm pairs up migrant families with interpreters and mother-tongue teachers, to fully assess the student's abilities in different educational subjects such as math, language, etc., while Munich has in place a central "assessment and assignment centre" to assess and provide students with educational options, taking into account their needs.

Finally, regarding integration, the most successful models seem to follow the example of individually tailored programs, with examples like Finland and the Netherlands, dedicating the first year of a student's education to such a program, tailored to their needs, and created by consulting both teachers, parents and students alike.

In general, the most successful approaches seem to involve network days for refugees, proper assessment of prior education and finally, a tailor-made curriculum, dedicated to the needs and prior experiences of each individual student.

Unfortunately, many EU countries still fail to hold the same standards when it comes to the education of migrants, skipping assessment and not providing adequate and dedicated curricula for refugees and migrants, making their educational experience even harder and depriving them of their chances for a smooth transition into the job market and thus, a secure (economically) life afterwards.

Nevertheless, data from research that took into account as a comparative variable low versus high stratified secondary school systems, meaning that there is a clearer distinction between different types of educational institutes, based on the "value" of education they provide and its future prospects in the job market (in the case of high stratification) and vice versa. Indeed, when compared, countries with low stratification such as Scandinavian welfare states do show a much higher percentage of higher education graduates of migrant background in contrast with high stratified ones, such as Western Germany and Austria. This observation shows the importance of allowing flexibility inside education, allowing for horizontal and vertical transitions without set prospects for each educational curriculum, especially when it comes to vulnerable groups such as migrants (Griga & Hadjar, 2013).

REFLECTIONS

- The migration waves towards Europe are increasing due to various factors and the time to act is now. Education, especially for young children, is quintessential in the challenge we are facing.
- Migrants are mainly defined by birthplace according to Eurostat, however additional variables are considered in different countries.
- Migrant pupils face a lot of direct and indirect challenges in EU educational systems
- The EU has a specific agenda focusing a lot on equal access and support as well as inclusive practices and multilingualism for migrant pupils
- Best practices are met across Europe in different aspects of the educational process, usually in central European countries or Nordic ones

TIPS

- Taking every aspect of the problem into account is especially important and allows of a more efficient approach to the problem.
- The focus should not only be on the educational system itself but the social support systems that surround it.
- Citizens can help by getting informed and facilitating the progress of integration.
- The EU should cherry-pick best practices amongst individual countries to create the best possible guidelines and recommendations for all.

CONCLUSION

In general, it is apparent that migration waves are becoming more and more frequent, and that it is now more crucial than ever to create policies for integration and facilitation of migrant populations, especially children. Education is and always has been the basis for every successful and co-operative society, based on respect and equality, and must be the forefront of this endeavour. With time, national policies must align with EU ones so processes become simpler and migrants can experience continuation in the educational context even when they decide to move from one EU country to another.

REFERENCES

A Clear Agenda for Migrant Education in Europe, (2014). Retrieved 2020, from <https://www.sirius-migrationeducation.org/wp-content/uploads/2018/11/Agenda-and-Recommendations-for-Migrant-Education.pdf>

European Commission/EACEA/Eurydice, (2019). *Integrating Students from Migrant Backgrounds into Schools in Europe: National Policies and Measures*. Eurydice Report. Luxembourg: Publications Office of the European Union.

Faas, D., Hajisoteriou, C., & Angelides, P. (2013). Intercultural education in Europe: Policies, practices and trends. *British Educational Research Journal*, 40(2), 300-318. doi:10.1002/berj.3080

Griga, D., & Hadjar, A. (2013). Migrant Background and Higher Education Participation in Europe: The Effect of the Educational Systems. *European Sociological Review*, 30(3), 275-286. doi:10.1093/esr/jct031

Raheem

CHAPTER 2

TRANSITION FROM PREPARATORY PROGRAMS TO MAINSTREAM EDUCATION

AIMS

- To present the current philosophy behind preparatory programs
- To present differences between preparatory programs and mainstream education
- To examine the gaps between preparatory programs and mainstream education in relation to giving migrant pupils the best possible environment for succeeding and moving forward.

OVERVIEW

This chapter focuses on one of the most crucial aspects of migrant education. This refers to

main aspects regarding the topic. In the first, different national approaches will be discussed, with commentary on their success and effectiveness, and secondly, comparisons will be made in order to draw specific conclusions on the crucial factors that should be considered when planning policies and strategies regarding this transitional phase.

THEORY

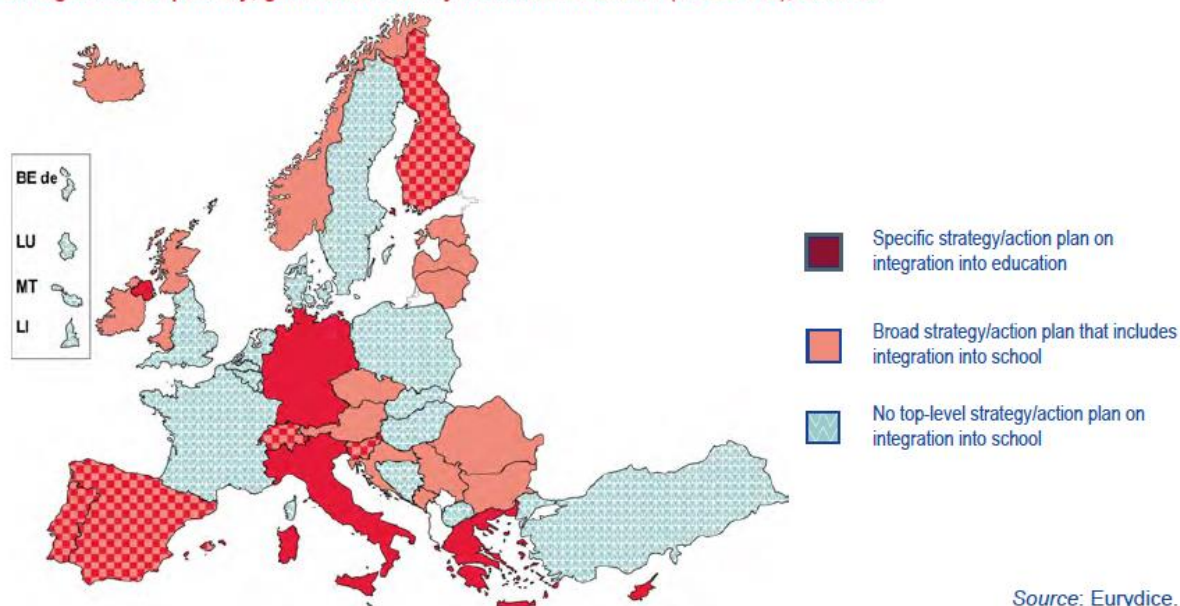
Part 1: The situation upon arrival

To understand the problems that children of migrant background face in the reality that is their country of arrival, one must start at the situations under which they are brought in and how these affect their education. Indeed, amidst the first months of arrival the provided education is arranged in a manner that is temporary in nature, includes a high amount of improvisation, and, at the end of the day, delays integration into school settings, something that is also affected by the housing situation of immigrants. To make things worse, a recent FRA survey that included 14 countries, pointed out that in 9 out of them, children in detention due to their immigrant status do not have any kind of access to education during this time. Unfortunately, this also includes Greece, a key-country in the arrival of migrants inside the EU, due to its geographical position as an entry point to Europe from Asia and Africa, which is one of the countries that does not grant children in detention access to education (European Commission/EACEA/Eurydice, 2019). This phenomenon can exaggerate the effects of this transitional phase of children on their education, something that can be seen in the relatively high levels of segregation in countries like the UK, France, Portugal, and Hungary (De Paola and Brunello, 2014, p. 1-2). Thankfully, other countries like Italy or Spain do indeed take measures to prevent such occurrences, having no detention policies when it comes to migrant children seeking asylum.

Part 2: Preparatory programs

After the completion of either a detention period or the arrival process in a new country, most EU states usually have in place specific preparatory programs in order to evaluate the competences as well as the needs of migrant children, in order to better prepare their transition into mainstream education in the future. These programs tend to focus mostly on language acquisition as well as using immersion classes to help with the integration process. The program structure differs from country to country, with some lasting up to two years before integration to mainstream education (like Germany or France). Nevertheless, the common philosophy behind such preparatory programs focuses on a quick acquisition of the local language and a general introduction to the local customs, culture and societal novelties, with the topics at hand getting broadened the latter in the class the students are. However, in some countries, preparatory programs are not required or are not present at all. For example, in Greece, there is the possibility to enrol directly into mainstream schools, combined with some extra introductory classes and language support. In Italy, no preparatory programs are foreseen on a national level, leaving the decision to be made by each region and even individual school, as to if and how immigrant children will go through such a process.

Figure I.1.4: Strategies/action plans addressing the integration of children and young people from migrant backgrounds in primary, general secondary education and IVET (ISCED 1-3), 2017/18



In general, the goals of preparatory programs are the transition to mainstream classes as well as the integration to the local culture and society. Unfortunately, this becomes problematic due to the rapid rate at which these programs tend to attempt to carry out the process of integration. Simply put, the students leaving those programs are usually vastly underprepared to undertake the task of mainstream education in a foreign country and thus, a foreign language. This is largely due to the limited timespan of the programs, but that is not the only reason.

Part 3: The bigger picture surrounding problems in the transitional process

There are a lot of different aspects that affect the transitional process of migrant children into mainstream education, unfortunately not all related to education itself. A 2016 report funded by the Migration Policy Institute of Europe, pointed out 5 main factors that play a role in the process. Firstly, the **demographic aspect** examines the issue of rising numbers of immigrant children in Europe, with projections of one quarter of the whole child population having a migrant background by the end of 2020. This leads to a population that has specific needs that must be met, as well as more occurrences of extremism and racism in schools. Secondly, regarding the **socioeconomic aspect**, there still are persistent gaps between students of migrant background and native students. These gaps span from literacy levels to dropout rate statistics, and although there have been successful attempts to reduce them in countries like Germany, the rising number of immigrants arriving in Europe is a cause of concern, regarding the widening of this gap in the future. This in turn, will cause a discrepancy in job market opportunities, when these children become adults and attempt to find a job. Indeed, these gaps are worrying, especially when compared to the rates of countries with a long history of integrating migrants like the US or Canada. Moreover, the report identified a **structural-inequality aspect** that is very problematic in the integration process. As one might expect, the school system of specific countries is usually designed to accommodate natives, not only educationally wise but also culturally and societally wise. In addition, traditional educational systems, take into account that part of the non-formal education of the child will burden its parents and relatives, given that they

have full knowledge and access to the current societies customs, ways of operation, and do's and don'ts. This of course does not apply to immigrant children, especially first-generation ones, widening the gap even more, while policies and bureaucratic processes may delay the integration of migrants for years, forcing them to forfeit education appropriate to their age or even the ability to participate in school education in general. Finally, there is also a **governance aspect** when it comes to mainstream education transition, that underpins all the above. The rising number of immigrants has revealed great unpreparedness in multilevel governance structures, leaving local structures exposed or underfunded, causing them to self-fund such projects, thus decreasing the overall strategic planning and investments for diverse learners.

Part 4: Where does communication break down?

Although it is apparent that the EU as a whole does indeed give great importance to preparatory programs for immigrant background children, in order to maximize their chances for success in the mainstream education curriculum, there are still glaring problems that inhibit this progression. Indeed, it seems that inclusion in classes in mainstream schooling is widely unproblematic on paper. The main issue that has been identified and mentioned before lies in the hierarchical models that most EU countries follow regarding their schooling system. As a rule, most educational systems provide a wide variety of streams and tracks to better facilitate students' inclinations and preferences from a noticeably young age. This, although a good thing in principle, when combined with other aspects and problems that migrants face on a societal level, becomes more of a hinderance than a supporting mechanism. Indeed, studies have shown that countries with early-age tracking, with multiple ways of evolution for the students have the highest rates of academic underachievement regarding immigrants and vice versa (Griga & Hadjar, 2013). For example, students with high cognitive and intellectual skills are usually advised to enter vocational tracks of education instead, because of their lack in other skills like language or because school advisors make critical mistakes in assessing their prior knowledge and their capabilities. This double-speed system, although good in theory, creates a huge discrepancy that leads to the segregation of immigrant children and native children, with the first attending mainly the vocational track and the latter attending mainly the academic-oriented one. This of course, in turn, creates a system that sustains itself with future generation of immigrants also not possessing the economic or social capabilities to help their children break this circle, thus creating an endless cycle of inequality. What's more unfortunate, is that two of the biggest arrival countries in Europe, Germany and Greece, are the two that incorporate the aspect of tracking from a very young age (10 for Germany, 12 for Greece), thus leading the way in a negative fashion, when it comes to maximizing chances at a successful integration for immigrants, both job wise and socially wise.

Part 5: What works?

When it comes to actual successful integration into mainstream education and thus success into latter life, there seem to be some identifiable variables that help immigrant children succeed. First and foremost, countries like Sweden, Finland and the UK who do indeed possess a lower-stratification system, show higher rates of academic achievement for immigrants, but this is not all. A European Commission funded report in 2017, identified some crucial aspects that affect successful transition from preparatory programs into mainstream education, besides systemic stratification. First and foremost, additional language support is of utmost importance, even after entering mainstream education.

Secondly, the option to enrol directly in mainstream education is crucial, especially for those who possess a high level of academic knowledge and would only be hindered by taking part in programs that have nothing to offer them besides keeping them away from academic progress (as in Greece, Italy, Poland and Austria). Thirdly, coaching teachers are very important to facilitate the transition between the two systems, especially on an empirical and interpersonal level, giving advice and tips that may not be included on more formal training and information sessions (as in Sweden). Fourthly, it is important for the option to enrol in certified courses and tests that use the national language as a second one and the migrants' native language as a second foreign one (as in Germany). Lastly, the ability and facilitation to enrol directly into more advanced academic programs, though a more rigorous training and preparatory system (as in Hamburg).

Finally, in a policy brief commissioned by the European Commission's Directorate-General for Employment, Social Affairs and Inclusion, additional factors were identified, including policies supporting transition from education into the labour market, policies focusing mainly on the teaching staff and how to better prepare it and train it to be able to deal with immigrant children and foster their needs and strengths and wider policies supporting immigrant children in general, on a larger scale.

REFLECTIONS

- The passage between preparatory programs and mainstream education is especially important to increase the chances of integration into the educational systems of EU countries.
- Language acquisition and cultural appropriation are two of the most important factors in this transitional process.
- Other socioeconomic factors affect the transition and the results of it.

TIPS

- It is particularly important to focus on the underlying prejudices and stereotypes that come along with immigrant education. For example, not being fluent in the national language of the country, forces immigrants into less demanding jobs that are many times below their potential.
- Teaching staff must act as a liaison between preparatory programs and mainstream education by undergoing specific training regarding immigrant education.

CONCLUSION

In conclusion, there are many hurdles that affect the result in the connection between preparatory programs and mainstream education. Upon arrival, a lot of immigrants, especially in gateway countries like Greece, do not have access to education when detained, or need to wait several months in camps before they can access it. In addition, socioeconomic factors also affect the outcome of the transitional process, by forcing immigrants into educational roots that do not necessarily suit them, due to language barriers or an inability to integrate fast enough to local customs and culture. Finally, what seems to work best is programs that focus on individual's needs above and beyond purely educational environments and into everyday living in local societies, the labor market, etc.



Raheem Zafar

REFERENCES

A Clear Agenda for Migrant Education in Europe, (2014). Retrieved 2020, from <https://www.sirius-migrationeducation.org/wp-content/uploads/2018/11/Agenda-and-Recommendations-for-Migrant-Education.pdf>

Brunello, G., & Paola, M. (2014). The costs of early school leaving in Europe. *IZA Journal of Labor Policy*, 3(1), 22. doi:10.1186/2193-9004-3-22



Continuity of learning for newly arrived refugee children in Europe. (2017). Retrieved August 25, 2020, from <https://www.sirius-migrationeducation.org/news/continuity-of-learning-for-newly-arrived-refugee-children-in-europe/>

European Commission/EACEA/Eurydice, (2019). *Integrating Students from Migrant Backgrounds into Schools in Europe: National Policies and Measures*. Eurydice Report. Luxembourg: Publications Office of the European Union.

Janta, B., & Harte, E. (2016). *Education of migrant children: Education policy responses for the inclusion of migrant children in Europe*. Santa Monica, CA: RAND.

Raheem Zafar



Co-funded by the
Erasmus+ Programme
of the European Union

- To explore if these principles and practices are effectively part of the reality of those concerned or whether they are only theoretical ideas.

OVERVIEW

In this chapter, inclusive education is framed at the level of human rights. It is presented as a positive school ethos – as a participatory approach that values diversity since inclusive education is about valuing and responding to diversity and ensuring that schools are a supportive and engaging place for all students (Taylor et al., 2012). The reflection section of this chapter, raises questions about whether readers recognise that the principles and practices of inclusive education are being applied in their schools. The chapter concludes with tips and recommendations about how schools can evolve into being inclusive ones.

THEORY

Part 1: Inclusive Education - Definitions

"The purpose of inclusion is not to erase differences, but to allow all students to belong to an educational community that validates and values their individuality"

(Stainback et al., 1994)

Inclusion is an educational movement, but also a social and political tendency aimed at the defence of the right of all individuals to participate in a conscious and responsible way, in the society of which they are a part, and to be accepted and respected in what differentiates them from others. In the educational context, it also the defence of the right to all students to develop and realise their potential. It can be seen as well as to appropriate the competences that enable students to exercise their right to citizenship, through quality education, tailored to their needs, interests and characteristics.

Based on fundamental values, inclusion as an educational approach has as its primary principle the right to education, proclaimed in the Universal Declaration of Human Rights (UN, 1948) and in the Convention on the Rights of the Child (UN, 1959). The Convention requires state parties to provide children with appropriate and accessible education to the highest level (Article 28), and to ensure that school curricula promote respect for human rights of all peoples and for the child's cultural and national identity (Article 29). Also in accordance with UNESCO (2009), inclusive education is a process that aims to respond to the diversity of needs of all learners by promoting participation and learning - an inclusive education system can only be created if ordinary schools become more inclusive – in other words, if they become better at educating all children in their communities. Inclusive education represents a wholeschool concern and works to foster special education with general education in a manner that most effectively and efficiently imparts quality education to all students. Following these words, schools must be ready to accept students with diverse needs and to behave in proactive ways to eliminate barriers in order to enable full participation.

The Salamanca Statement (UNESCO 1994) established inclusive education on an international footing. It is said that regular schools with an inclusive orientation "... are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education

to the majority of children and improve the efficiency and ultimately the cost effectiveness of the entire education system."

Despite the existence of different conceptions about inclusion, to envisage inclusive education implies considering the three dimensions it embodies: the ethical dimension, referring to the principles and values that are at its genesis, the dimension relating to the implementation of educational policy measures that promote and frame the action of schools and their educational communities, and the dimension relating to educational practices. These dimensions are not static, so none can be overlooked by any educational system that seeks to pursue the goal of inclusion. The Paris Declaration (2015) emphasises the importance of ensuring inclusive education for all children and young people which combats racism and discrimination on any ground, promotes citizenship (...) combating geographical, social and educational inequalities, as well as other factors which can lead to despair and create a fertile ground for extremism. As the UNESCO (2016) report on supporting inclusive education explicitly recognises, inclusion attends to those groups of learners who may be at risk of marginalization, exclusion or underachievement.

Part 2: Inclusive Education - Scope

Inclusion in education places a strong emphasis on supportive, quality learning environments, and welcoming and caring schools and classrooms. It addresses the needs of students in a holistic way (their emotional, physical, cognitive and social needs), and recognises their individual talents and voices. It seeks to prevent discrimination, and is open to the voices and active participation of parents and wider multidisciplinary teams and agencies. Inclusive systems in and around schools especially prioritise the differentiated needs of marginalised and vulnerable groups, including those at risk of early school leaving and alienation from society.

The focus on inclusive schools requires the active involvement and cooperation of stakeholders at national, regional, local and school level and that means a participatory approach from all the society. This includes teachers, parents, pupils and their representative associations together with guidance centres, trade unions, employers, and other experts such as social workers or school psychologists. Key representatives from policy fields such as employment, youth, health, welfare and social policy need to be involved in a collective approach to create an inclusive environment. The school itself must emanate a positive school ethos that draws the community to itself and in a certain way can also support it. In this whole school approach, the school is seen as a multidimensional and interactive system that can learn and change.

Given the scope of the concept of inclusive education, which was once closely related to students with disabilities, we can now include students of migrant background as one of its other targets.

What we do know is that the international movement of peoples and diversity of national populations have posed challenges for education systems for several years now. Rather than separating 'students at risk' from the mainstream system in order to meet their educational needs as in the past, education systems and schools now aspire to deal with student diversity through inclusive education. Inclusive education is about valuing and responding to diversity, and ensuring that schools are supportive and engaging places for all students. Therefore, schools and school communities have the potential not only to integrate a migrant child in

mainstream education, but also to create welcoming structures and promote tolerance and respect for diversity in the school community through cooperation with other stakeholders. Furthermore, it is argued that the success of a child in school depends on how the child can manage expectations raised by the family, the school and the peers. For migrant children, these expectations may be clashing due to linguistic or cultural differences between the family and the school. Therefore, there is a need to not only ensure child's access to mainstream education, but to bring the school and the child's family and community together in order to enhance children's learning experiences, once they are already at school.

Part 3: Inclusive Education - Principles

According to Downes et al., (2017) based on relevant EU policy documents, and additionally from legal principles and basic aspects of a conceptual framework for understanding inclusive systems were determined **10 key principles for inclusive schools**;

1. System wide focus (Whole School Approach)

Schools, agencies and families are distinct but connected systems, each having a set of relationships and mutual influences that impact the individual – both system blockages as barriers and system supports.

2. Equality and non-discrimination

Substantive equality requires a commitment to educational success for everyone irrespective of social background; to achieve this, different groups may need additional supports. Non-discrimination includes a right to equality of concern and respect in a supportive environment free of prejudice.

3. Children's rights to expression of voices and participation, and other educational rights

Children have a right to be heard on issues directly affecting their own welfare, with due regard to their ages and maturity.

4. Holistic approach

A holistic approach recognises the social, emotional and physical needs, not simply the academic and cognitive needs, of both children/young people and their parents.

5. Active participation of parents in school, including marginalised parents

Parental input into school policy and practices, as well as their children's education, requires both a general strategic commitment and a distinctive focus on marginalised parents' involvement.

6. Differentiation in prevention approaches

'Differentiation' refers to the process of tailoring teaching approaches to the specific needs of an individual or group of learners, and/or to specific circumstances. It requires that educators are able to select from a wide variety of teaching techniques and lesson adaptations in order to work with a diverse group of students, with diverse learning needs, in the same course, classroom, or learning environment'.

7. Building on strengths

Promoting strengths in effect challenges the negative deficit labelling of vulnerable groups, and seeks to promote growth (both for individuals' personal and educational development and for system level development) rather than simply prevent.

8. Multidisciplinary as a multifaceted response for students with complex needs

A range of actively collaborating professionals is needed to address the complex, multifaceted needs of marginalised groups.

9. Representation and participation of marginalised groups

Marginalised groups include those experiencing poverty and social exclusion, those at risk of early school leaving, those experiencing bullying, mental health difficulties and/or special educational needs, and in addition, some groups of migrants and ethnic minorities. There must be a distinct focus on the processes and structures that ensure these groups' representation and participation.

10. Lifelong learning

Lifelong learning requires a distinct educational focus on active citizenship, personal and social fulfilment, intercultural dialogue across communities, and additionally on poverty, social inclusion, and employment. It embraces informal learning, as well as informal and formal education classes relying on active learning methodologies.

Part 4: Inclusive Education – Good practices

We now introduce six examples of good practice from different European countries. We have chosen good school practices and project presentations supporting inclusive processes through the work of non-governmental organisations.

The significant change of teaching strategies has to go along with a complete transformation of the role in the classroom. **Cleves Primary School (www.cleves.newham.sch.uk)**, United Kingdom, and **Sophie-Scholl-Schule Gießen (www.sophie-scholl-schule-giessen.de)**, Germany, are both inclusive schools with accessible environments, deep roots of respect to diversity and strong partnerships with all relevant stakeholders. In order to achieve inclusion in the education systems, organisational changes are required as well as the development of suitable tools.

Public School Padre Jerónimo (padrejer@centros2.pntic.mec.es), Spain, represents a good practice example of developing classroom materials, teachers' training and an effective evaluation model. The Austrian project at **Praxishauptschule der Pädagogischen Hochschule Wien (sabine.hofmann@phwien.ac.at)** shows a unique learning option for students at secondary school.

In all four schools, multi-disciplinary teams care for individual needs of pupils and develop new methods of teaching.

Special attention has to be paid to the methodological support and training of teachers so that the transition of mainstream schools towards inclusion can be as smooth and competent as possible, for school staff as well as for students. The success of inclusive education requires

an effort, not only of teachers and school staff, but also of peers, parents, families and volunteers. Since the inclusive school demands much more cooperation from parents and peers than special or mainstream school education, the issue of peer relations and the role of parents of children with disabilities should not be neglected.

Two project examples of non-governmental organizations, the Romanian **Rehabilitation Foundation & Educational Assistance and Resource Center "SPERANTA"** (www.copil-speranta.ro) and the **Association Inclusion of the Brcko District** (inkluzija2005@yahoo.com) in Bosnia and Herzegovina are good complementary examples of projects covering support services for parents, teachers and other professionals. In creating these services, professional networks and disseminating information about inclusive education they push forward educational and social inclusion.

Teachers, parents, communities, school authorities and other stakeholders involved in the educational systems across European countries can serve as valuable resources in support of inclusion. Inclusive education is about improving learning environments but also about providing opportunities for all learners to become successful in their learning experiences. The successful examples from different parts of Europe demonstrate that the process of inclusion is not easy, but fully realistic.

REFLECTIONS

As a way of reflection, analyse the following actions that may promote a more inclusive school and see if they underlie the context in which you develop your work. Consider if the school where you work or the schools that you know seek to:

- Establish national coordination structures for inclusive systems in and around schools and local cross-school cooperation structures (YES/NO)
- Overcome socio-economic segregation in schools: a cross-school cooperation issue to be developed at national and regional levels (YES/NO)
- Enforce illegality under EU law of ethnic segregation in schools (YES/NO)
- Promote a relational school and classroom climate (YES/NO)
- Develop structures such as school coordination committees for inclusive systems as part of a whole school approach (YES/NO)
- Promote students' voices and active participation, including a differentiated approach to ensure marginalised students' voices and participation are included (YES/NO)
- Prioritise social and emotional education (YES/NO)
- Promote arts education for inclusive systems – benefits for marginalized students (YES/NO)
- Support extracurricular activities (YES/NO)
- Develop alternative education – personalised approaches (YES/NO)
- Improve training for teachers for inclusive education (YES/NO)
- Develop teachers' expectations of students (YES/NO)
- Develop teachers' cultural and language diversity competencies for working with ethnic minorities and migrants (YES/NO)
- Develop teachers' competences for working with marginalised groups (YES/NO)
- Promote training for school governance and leadership (YES/NO)

- Develop multidisciplinary teams in and around schools (YES/NO)
- Provide emotional supports in relation to the school system for early school leaving prevention (YES/NO)
- Prevent bullying, including discriminatory bullying in school (YES/NO)
- Support migrants (YES/NO)
- Overcome poverty-related barriers to education (YES/NO)
- Support students with special educational needs (YES/NO)
- Integrate a holistic multidisciplinary approach to parental involvement with family support for early school leaving prevention (YES/NO)
- Develop parent meeting spaces and policy input into schools (YES/NO)
- Develop family literacy interventions (YES/NO)

TIPS

In this section we will display some tips and recommendations that may be useful for each of you and according to your role, to promote a school based on inclusive principles.

1. Learners' voices and those of family and advocates should be listened to, particularly when decisions are made that affect their lives.
 - a. In the learning process – having different ways of accessing information, making it meaningful and expressing themselves.
 - b. In assessment – choosing different ways of showing what they know, understand and can do, being involved in discussions about assessment information and how it can support future learning.
2. All learners are entitled to be active participants in the life of the school and community.
 - a. Access to mainstream education alone is not enough. Participation means that all learners are engaged in learning activities that are meaningful for them.
 - b. Have a sense of belonging and feel secure in the school environment.
 - c. Have their achievements recognised and celebrated.
3. All teachers should have positive attitudes towards all learners and the will to work collaboratively with colleagues.
 - a. Take responsibility for all learners and show understanding of the fundamental needs that they all have in common e.g. To feel safe, to belong, to achieve meaningful outcomes.
 - b. Value and show commitment to meeting a broad range of outcomes (including emotional health and well-being, social skills) and maintain high expectations for all learners.
 - c. Communicate effectively with learners, parents and colleagues from all agencies and support collaborative practice to benefit learners.
4. All teachers should develop the skills to meet the diverse needs of all learners.

- a. All teachers should be prepared to work in inclusive education in their initial training and then have access to further, in-service training later in their careers in order to develop the knowledge and skills to enhance their inclusive practice in inclusive settings.
 - b. Plan a relevant curriculum that provides coherent opportunities for the development of core, cross curricular competencies and meaningful engagement for all learners.
5. School leaders should value diversity among staff as well as learners, encourage collegiality and support innovation.
- a. Establish a positive ethos and a 'learning' culture by making their vision and inclusive values and beliefs explicit in all aspects of school life.
 - b. Ensure that inclusion and learner well-being are central to all policies and evident in all practice.
 - c. Organise school in ways that avoid labelling or categorising learners' e.g. Flexible, mixed groupings for different activities.
 - d. Encourage and empower staff to develop their capacity and competence to meet a diversity of needs through different approaches and contribute their expertise to the whole school learning community.
6. Every school should have access to the support of interdisciplinary community services.
- a. Demonstrate good working relationships and effective communication across and between different sectors/services and schools in the community.
 - b. Work closely with parents and learners to strengthen links between the family, school and the interdisciplinary team.
 - c. Work with schools to involve all stakeholders, including local special schools/settings in their support networks and seek innovative ways to share expertise.

CONCLUSION

"Education, particularly inclusive education, is the most powerful tool to integration".
(Fundamental Rights Agency, 2018)

To be truthful, and as it can be seen, inclusive education is a concept that originates from the human rights field, rather than from education systems and this should always be our starting point. It is based on four fundamental pillars: (1) it is a fundamental right, (2) it requires rethinking difference and diversity, (3) it implies rethinking the school (and the system of education) and (4) can be a vehicle for transformation of society.

What is happening, despite what is advocated by international and European laws and regulations, is that inclusive education implies a paradigm shift not only at the educational level, but, above all, at the level of societies, since it involves a macro-exo-meso-micro-systemic framework. Therefore, we are facing a structural change to make our schools truly inclusive, and that change is slowly happening as we have seen with examples of good practice throughout Europe.



Raheem Zafar

REFERENCES

Downes, P.; Nairz-Wirth, E.; Rusinaitė, V., (2017). Structural Indicators for Inclusive Systems in and around Schools, NESET II report, Luxembourg: Publications Office of the European Union. Doi: 10.2766/200506.

European Union Agency for Fundamental Rights. (2018). Fundamental Rights Report 2018. URL: https://fra.europa.eu/sites/default/files/fra_uploads/fra-2018-fundamental-rights-report-2018_en.pdf.

Freire, S. (2008). Um olhar sobre a inclusão. Revista da Educação, Vol. XVI, nº 1, 2008 | 5 - 20. Portugal.

Gibson, S. & Blandford, S., (2005). Managing Special Educational Needs: A Practical Guide for Primary and Secondary Schools. Sage.

Janta, B. & Harte, E., (2016) Education of migrant children. Education policy responses for the inclusion of migrant children in Europe. European Union: RAND Corporation.

Körner, I. et al., (2007-2013). Towards inclusive education. Examples of good practices of inclusive education. Brussels: Inclusion Europe.

Manzoni, C. & Rolfe, H., (2019). How schools are integrating new migrant pupils and their families. UK: National Institute of Economic and Social Research.

Paris Declaration by the European Council of Education Ministers on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education, March 2015.

Pereira, F. (coord.) et al. (2018). Para uma Educação Inclusiva: Manual de Apoio à Prática. Portugal: Ministério da Educação/Direção-Geral da Educação (DGE).

Taylor, S. & Sidhu, R. (2012). Supporting refugee students in schools: What constitutes inclusive education? International Journal of Inclusive Education, 16(1), pp. 39-56. Brisbane Australia: Queensland University of Technology.

UN Commission on Human Rights, Convention on the Rights of the Child. 7 March 1990, E/CN.4/RES/1990/74, available at: <https://www.refworld.org/docid/3b00f03d30.html>.

UNESCO (ed.) (2009) Policy Guidelines on Inclusion in Education. Paris: UNESCO. Electronic source available online at: <http://unesdoc.unesco.org/images/0017/001778/177849e.pdf>

UNESCO (1994). The Salamanca Statement and Framework for Action on Special Needs Education. Adopted by the World Conference on Special Needs Education: Access and Quality. Salamanca, Spain, 7-10 June. U.

CHAPTER 4

CURRICULUM AND PEDAGOGY

"If migrant children have access to a good education in this country, even if their stay here is temporary, they will carry the experience with them wherever they live in the future. That can only be a good thing for all of us."

ABOUT THE AUTHOR

*Being a son of migrants in France and England, I can relate to this study personally and professionally. I have been a teacher for over fifteen years, and I am now working as an Assistant Head Teacher at Broadway Academy. I am also a member of the Titan Partnership. Therefore, I have been working in North West Birmingham, which is an inner-city region classified as one of the most deprived areas in the country. There are many challenges, including gang issues, weapon issues, high levels of mental health problems, and crime. For our studies, I have been inspired by local schools where over **80% of pupils do not speak English as their first language**. Combining my professional expertise and educational research, I would like to demonstrate that despite having decades of policy and practices around inclusive education. Migrant pupils have a varying curriculum and pedagogical experiences of inclusive education.*

– Raheem Zafar, Assistant Head – Broadway Academy, UK

AIMS

- To identify ways in which schools are actively integrating pupils in the curriculum and pedagogy of a school.
- To identify good practice toward the successful integration across all areas of learning and school life of migrant pupils.
- To explore how schools are meeting the needs of pupils who are newly arrived, but also to include young children born in the U.K. to newly arrived parents.

OVERVIEW

The chapter will give stakeholders a reasonable understanding of curriculum and pedagogy of all subjects and education in the U.K as it relates to inclusive education principles and practices.

Through a critical review of research around inclusive methodology principles. We explore the educational environment in countries across Europe and their current inclusive education practices, methodologies, and strategies.

With a goal to develop guidance for readers' reflection on current curriculum design and pedagogy and how it relates to inclusive education and practices. The objective of this is to support readers in their reflective practice. Hence, they are better equipped to apply learning in their teaching practice and that of others, e.g., Planning, delivery, resource development, collaboration, and reflection.

There will be a perspective approach from the author on how a school can develop and implement comprehensive curriculum and pedagogy reforms, with the goal of improving access to education and the improvement of the educational outcomes of migrant, refugee, asylum-seeking students, and unaccompanied minors.

In addition, the chapter will provide readers with a range of tips and practical advice for incorporating inclusive education principles into curriculum design and pedagogy within a school. The objective is to describe the practical implementation and how inclusive education can be built into curriculum design and pedagogy.

The subject of migration in Europe is often in the news, but it is nothing new to the U.K. According to the United Nations, the U.K. has the sixth-highest number of immigrants (foreign-born individuals), with 12.9 million in 2019. Moreover, from the top seven nationalities of immigrants, three were from former British Colonies: India, Pakistan, and Bangladesh. As a result, the U.K. is often classified and admired as a multicultural and multilingual society. It is estimated that more than a million children attending British schools speak more than 360 languages between them in addition to English.

The U.K. is perceived as an excellent for inclusive education of migrant children where school curriculum design follows the national curriculum framework. The Department of Education is eager to integrate all abilities of students from all types of backgrounds, but it remains to be seen how practically it is implemented.

Through the research and analysis carried out the reader must conclude that curriculum and pedagogy design should not only simply include children coming from abroad. It must also tailor the curriculum to create a successful learning journey for them so that they leave school with enough education to be integrated into their professional and/or academic life in the future.

THEORY

Part 1: Is the theory of “inclusive Education” embedded into the design of the curriculum?

The theory of inclusion in schools is being implemented in countries around the world, and in our study, we focus on European countries involved in this project. In the U.K., many terminologies are used to define inclusion.

One of the concepts our study uses is “**Inclusive Education**.” According to the United Nations agencies and the Committee on the Rights of Persons with Disabilities (U.N. 2016), inclusive education means:

- A fundamental right to education
- A principle that values students’ wellbeing, dignity, autonomy, and contribution to society
- A continuing process to eliminate barriers to education and promote reform in the culture, policy, and practice in schools to include all students.

In other words, inclusive education means that students with disabilities and other disadvantages, such as migrant students with limited home languages are taught with their peers in a mainstream classroom for the majority of the school day. When most experts speak of ‘inclusive education,’ this does not include individual units or special classrooms (segregation) or placing children with disabilities in mainstream settings, so long as they can adjust (integration). Inclusive education begins with the assumption that all children have a right to be in the same educational space.



Children's rights are fundamental to our study. The U.N. Convention on the Rights of the Child sets out the human rights of every person under 18. It was adopted by the U.N. General Assembly in 1989 and ratified by the U.K. in 1991. The U.N. Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities, or any other status, whatever they think or say, whatever their family background (Article 2). This article clearly defines that all children, regardless of their origin, which is in our case migrants, have the right to access education. In addition to that, article 28 (right to education) pushes further, giving reason to our project to provide inclusive education as compulsory, as it states that "Every child has the right to an education." Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. This aspect of universality was reinforced in 1989, when governments across the world adopted this United Nations Convention on the Rights of the Child (UNCRC), recognising that all children have the right to be treated with dignity and fairness, to be protected, to develop to their full potential and to participate. Thus, this Convention sets out the civil, political, economic, social, and cultural rights that everyone under 18 is entitled to. It says what countries must do to ensure that all children can enjoy their rights, regardless of who they are or where they are from. Therefore, this last sentence is echoed in our study: "regardless where they are from," which means that children's culture must be taken into account for a better inclusive education.

If the culture of the child defines the best educational approach for the migrant student, then we must describe another concept "**Intercultural Education.**" Since WWII and consequently the international migration movements, the historical multilingual and multicultural assets of many European countries and of Europe itself needed to make formal and informal education more culturally open. So that children, youth, and adults may become citizens who are aware and appreciative of diversity and capable of intercultural dialogue, not only within Europe but worldwide. The E.U. parliament decided to define "Intercultural Education" as an educational approach aimed at fostering a tolerant and sensitive attitude to ethnic, cultural, and religious differences between individuals. The process of rethinking education in an intercultural way is the task of helping pupils from a background of migration, to find their way in pre-school and school education and society, by offering the specific language—the integration support both in the language of the host country and in their mother tongues.

After defining inclusive education, intercultural education, and children's rights from our studies' point of view, it remains to be explained that they are all connected with the people in educational institutions who are the decision-makers, in other words, the school leaders. Indeed, school leadership represents a strong power in U.K. schools and influence how inclusion is integrated into the curriculum. Every school leader should have three approaches for inclusion. First, that inclusive education is the process of increasing participation and decreasing exclusion in the design of the school curriculum. Second is that inclusive pedagogy should focus on how to teach in inclusive schools by providing high-quality teaching and learning for all pupils. Finally, school leaders should dwell on this third approach, as it describes key methods for developing inclusive practice as teachers prepare to teaching materials, as they teach and collaborate with others.

Therefore, school leaders should guide teachers to research pedagogy and practices that strengthen their professionalism in addressing diversity in their classrooms. Schools and their leaders should be providing a quality CPD program for all their staff to support and keep them

up to date with T/L pedagogy. Next we develop in question and answer style, how inclusion is emphasised as an ongoing and never-ending process of how in theory to create a “state of the art” curriculum and pedagogy.

Part 2: What are the “Good Curriculum Practices?”

Good classroom practice means that all students have the right to feel safe, supported, and included at school. There is an ongoing debate about placing students in regular classrooms. Views from both parents, communities, and educators can create a great deal of anxiety and passion. The U.K. is often seen as a “state of the art” in terms of inclusive schools because it contains the following elements:

- A belief that all children have the potential to learn and grow.
- The ability to respond to the cultural and/or socio-economic needs of the students.
- The ability to support positive behaviour in and out of the classroom.
- A dedication to seeing each child as an individual.
- The modification of curriculum and activities to include all students.

So how are these good classroom practices implemented in schools? There are different practices implemented, which include strategies to engage migrant parents and training for teachers working with migrant pupils. Schools developed different strategies to welcome and integrate migrant pupils both at school and classroom level. Their practices also covered parental engagement and integration.

A summary of good practices implemented by the schools is presented below:

Fig 1 *(see appendix I for further details)

School Level	
	Language Ambassadors (a)
	Buddy Schemes (b)
	English language classes for parents (c)
	Coffee mornings and creative workshops for parents (d)
	Dedicated evenings for newly arrived parents (e)
	Translation of school communications and reports
	Multicultural events and workshops
	Breakfast clubs (f)
Classroom Level	
	Accelerated Curriculum for EAL (g)
	Bilingual Teaching Assistants
	Provision for pupils who are new to English
	Technological support, e.g., talking pens and software to support EAL learning
	One to one tuition (h)
	Visual aids and displays in classrooms in multiple languages

Part 3: How inclusive curriculum and pedagogy is implemented in the U.K. and E.U.?

From the perspective of being a migrant student in France and a teacher in the U.K., the inclusive curriculum is analysed from personal experience both in the classroom in France and the U.K. Both countries have been changing their policies for the last ten years or more, in that intercultural education (France) and multicultural or anti-racist education (United Kingdom) have disappeared from the general education discourse. In France, the linguistic and cultural assimilation – officially called integration – of pupils with a migration background is the main goal. Solidarity and equal opportunities for all students are the main concepts. In the U.K., ethnic minorities are mentioned in official documents about their academic achievement, but not in the sense of multicultural education. Extra support in English as a second language is declared as being necessary, but the funding is often lacking. The main concepts in the U.K. are national cohesion and citizenship education, which should include the diversity represented by migrants or ethnic minorities; at the same time, the faith issue is of great importance.

On the contrary, in France, religion is (as it has been since the 1880s) completely excluded from public institutions, so it is not a pervasive topic in education. In both countries, the teaching of mother tongues (apart from English and French respectively) has little space in schools, except for some specific projects. Intercultural education or citizenship education is present in teacher education, but only sporadically and not in a great manner. Both countries have comprehensive schools (with some important differences between the two systems) and highly developed early childhood education. However, from personal experience, I would tend to argue that the U.K. remains far better in terms of tailored curriculum needs that support migrant students. Personal experience in France was being placed in an all migrant pupil class for one year to improve French, instead, this created isolation from peers who were not migrants. Whereas in the U.K., there is a good combination of support inside and outside of the classroom, and curriculums are adapted for students of all abilities.

Part 4: Application in the U.K. and the EU.

When a migrant joins a U.K. school, the first step is the acquisition of the English language. Different practices for teaching and learning of English are implemented. For instance, these include separate language tuition classes delivered by specialist teachers for newly arrived children and classroom 'immersion' backed up with an additional one to one help from an EAL teacher or teaching assistant. Total immersion in the classroom can assist integration with other pupils through day to day contact. English language proficiency is more important in some subjects than in others. Most U.K. schools adopt an approach somewhere in-between, with pupils taken out for help with English but taking part in most lessons. There are three curriculum phases: The first phase is for children who are 'brand new to English' and includes teaching and learning of basic skills for developing early speaking, reading, and writing. Phase 2 further supports pupils in learning more complex grammar structures. Phase 3 is the last before children move into mainstream lessons where teachers are providing appropriate differentiation. Therefore, in the U.K., an inclusive school within an inclusive authority should provide a policy to include all children in mainstream schools. Key factors towards achieving this are: a) a deeply rooted ethos of valuing and celebrating diversity, b) innovative staffing structure & curriculum delivery and c) strong partnerships with outside agencies as well as with the governing body, parents, and the local community.

Now it would be essential to look at some E.U. countries for their inclusive curriculum and pedagogy. In Germany, accepting and appreciating heterogeneity is emphasised in developing teaching methods, school rituals, and activities. Multi-professional teams of teachers, educators, and therapists work together and accompany all children during the school day, and parents find many opportunities to cooperate with the school. In Spain, public schools educate in a mixed class, and teachers develop and adapt students' materials for the classroom to enable all students to be included in ordinary schools. In most E.U. countries, it seems that educational segregation can also come in the form of tracking or ability grouping, a common education policy used in many E.U. countries at some stage of schooling. This approach streams pupils according to their perceived intellectual ability. In this way, curriculum and teaching practices can be adapted to the specific needs, abilities, and pace of learning of different groups. However, evidence shows that education systems with a late selection of students to different ability tracks result in the better educational attainment of migrant students.

Migrant pupils in education systems using ability grouping tend to be tracked into groups with lower curriculum standards and lower average performance levels. This, in turn, can hinder the learning experience of pupils who are streamed into the lowest tracks. Migrant students may be tracked into low ability tracks because their linguistic, social, and cultural skills are usually (at least initially) lower than their native peers. This may mean that migrant children are locked into low ability groups before they have even had a chance to develop their skills.

In summary, the application in the U.K. and E.U. portray a very mixed vision because the E.U. is a very multicultural and multilingual continent with mixed approaches to inclusive curriculum. Let us not forget that roughly 10 percent of the E.U. population was born in a different Country from the one in which they reside. Children under the age of 15 constitute five percent of this group. Although the pattern varies by country, children with a migrant background (either first-, second-, or higher-order-generation migrants) show tendencies towards lower educational performance. They are more likely to leave school early than their counterparts from a native background. Some evidence suggests that socio-economic disadvantage can have a more negative impact on educational outcomes than being from a migrant background. It is more likely that a high concentration of children from a socio-economically disadvantaged background, or families with low educational attainment, has a greater impact on peer outcomes than a high concentration of migrant children. There are some solutions to the intersectional challenges faced by migrant children in education. For example, it is important to ensure that migrant students learn the language of instruction and maintain a relationship with their mother tongue, if different. Also, there is a strong need to build relationships between educators and parents.

Part 5: What are the standards for welcoming parents in the U.K.?

A strong relationship between schools and parents is crucial. The definition of 'parental involvement' varies, but a common distinction is between home-based and school-based involvement. Particular areas of parental involvement include the support parents give to children at home, intellectual stimulation, parent-child discussion, parental participation in school activities, involving families as volunteers, contact with schools to share information, and involvement in school governance. Research highlights the importance of communication between the home and the school in supporting children's education. Studies have particularly emphasised the need for more sensitive communication concerning the integration of migrant pupils and their parents. There are four types of barriers typically experienced by parents

engaging with schools: individual parent and family barriers such as parents' beliefs and expectations about their involvement; child factors such as age and any learning difficulties; parent-teacher factors such as attitudes and language used; and societal factors such as political and economic issues that could act as barriers. In respect to EAL parents, research also identifies challenges and barriers such as language and cultural differences, lack of familiarity with the education system of the host country as well as changing family structures and community cohesion. These factors are all seen as important for shaping home-school connections. A small scale and exploratory study on the relationship between schools and parents who have recently migrated to the U.K. from Eastern European countries found that parents' expectations of their children's schooling appear to clash with those of the U.K. school system. The study identified barriers arising from difficulties in communication and in understanding the British education system, which left parents feeling disempowered. It would be helpful for migrant pupils' parents to have some parents' meetings and to set up a parents' room where parents are welcomed and offered courses in schools. Providing knowledge about the support of local agencies; and strengthening collaboration between schools and migrant networks, social services, and nongovernmental organizations would be beneficial for parents. Schools have had a duty to promote community cohesion since 2006 and, more recently, to promote British values within spiritual, moral, social, and cultural development, which is an aspect of integration. However, the extent to which schools are meeting these duties and succeeding in integrating pupils from different backgrounds and cultures is not known. The engagement of parents is considered crucial to the successful integration and achievement of migrant pupils within a school's curriculum.

Part 6: How to empower skill sets already acquired?

It can be of benefit to pupil and schools to guide any new migrant students to be entered to sit their mother tongue GCSE to help them to get one of their best GCSE grades. School initiatives should, therefore, focus on helping new migrant pupils to improve academic attainments. Schools can help pupils to settle by introducing them to others who speak their mother tongue, who can provide informal support and some familiarity in a strange new environment. Therefore, where possible, schools should aim to have a stable team of EAL support staff so that pupils can raise other issues relating to settling into a new school. Pupils' mother tongue language proficiency should be regarded as a skill and supported as such. As well as offering language clubs where feasible, schools must have the resources to stock books at appropriate age levels for all pupils with languages in addition to English. Young people should be allowed to study a GCSE in their mother tongue, and schools encouraged to collaborate over provision.

Part 7: How can schools help staff to teach migrants pupils?

In the inclusive classroom, it is important that the teacher fully understands the learning, social and physical needs of the students. A teacher has a special role to play when trying to maximize learning potential for students with special needs. It becomes the educator's role to create a welcoming environment and provide students with ongoing opportunities to learn, share, and engage in all classroom activities. Determining which alternative assessments need to occur is another area where the educator needs to make changes to support the student in the regular classroom specifically. Preparing students for the inclusive classroom means to help both the parent and teacher prepare the student for the inclusion classroom setting. The child needs to know what to expect; equally important is to ensure that there are no surprises.

Even though the inclusive classroom seems the ideal solution for staff, some food for thought regarding some of the challenges of the full inclusion model include: How can you ensure that the student relationships in your class are not superficial? How are you providing intense one to one instruction? Time for this is often greatly reduced. How are you ensuring that equal rights are in place for all students? Sometimes you are faced with research that suggests the inclusive classroom may not be as successful based on the specific needs of the student. Many parents want both inclusion and alternative settings. Sometimes the full inclusion model just is not supporting all student needs. Although inclusion is the preferred approach, it is recognized that for several students, it is not only challenging but sometimes controversial, so perhaps provision needs to be adapted, e.g., a teacher teaches migrant pupils with specific resources such as dual coding, they also use a dictionary and if possible use a T.A. to help integrate pupils.

Part 8: EAL/SEND - How can schools' benefit EAL/SEND Provision?

Migrant children may have special needs, which can be difficult to identify when pupils have limited English language. Close monitoring and assessment of newly arrived children's performance and progress help schools to identify those in need of extra support, including where they have special needs. At the same time, schools see a danger in assuming that pupils without strong English language skills have special educational needs. Schools also reported that the parents of children assessed as having special needs in their country of origin are not always willing to share this information with the school through fear of exclusion. Issues relating to the English language and special needs are more pronounced at the secondary school level, especially where a previous school has not identified learning difficulties, and pupils have not been included in inappropriate interventions.

Newly arrived students are vulnerable as they may have to cope and adapt to a new environment. They may have experienced hostility either before or after arriving in the U.K. Those from a refugee background may even have suffered the loss of family members. Traumatic stress, anxiety, and depression impacts upon pupils' ability to adapt and learn in school. Mental health among refugee and asylum-seeking children (including unaccompanied minors) is a multi-faceted phenomenon, and school-based mental health interventions for refugees are of significant value. Schools were also aware that trauma could manifest itself in different ways and teachers must be prepared to respond accordingly.

Part 9: How to incorporate extra-curriculum activities?

Most schools see Extra-curricular activities as having an important role to play in supporting migrant pupils socially and academically. This is found by research, with several studies reporting how leisure activities and sports facilitate integration (OECD 2018). Case study schools offered a wide range of extra-curricular activities to support the integration of newly arrived pupils both after school and at lunchtime. At Holte school and Broadway Academy in the UK, migrant pupils have joined the Duke of Edinburgh scheme, these programs have allowed migrants to make friends and gain confidence. There has been an organised "French Movie Lunch Club," which is seen as particularly beneficial for newly arrived migrants since they can make friends in a more relaxed atmosphere than the classroom or playground. The schools found that attending the club improved migrant pupils' self-confidence.

Part 10: How can the U.K. school system improve Provision for migrant pupils?

In secondary school, staff often need to develop communication with migrant students to improve their communication development in everyday life. It is suitable to provide a teaching

assistant or a teacher to help their students to improve their communication skills. Migrant pupils have moved to England through various migration paths: some move in with families, some arrive individually, some are a part of labour migrant families, while others arrive in England within the asylum process. Migrant students come directly from their native countries. Others have lived in or passed through different countries before arriving in England. Some stay in England for a short period; others settle permanently.

Part 11: Do we need to reform the curriculum? In other words, is the Immersion Strategy better than a Separate or Accelerated Curriculum?

There are different practices for the teaching and learning of English. These included separate language tuition classes delivered by specialist teachers for newly arrived children and classroom 'immersion' backed up with an additional one to one help from an EAL teacher or teaching assistant. These different approaches were seen to have their advantages and disadvantages about learning English, but they also have important implications for integration, which are not necessarily clear-cut. Total immersion in the classroom can assist integration with other pupils through day to day contact. At the same time, separate teaching can help migrant pupils to acquire language skills more quickly and therefore gain the confidence to mix socially and to participate in lessons and other activities.

Many schools adopt an approach somewhere in-between, with pupils taken out for help with English but taking part in most lessons. It is important to note that schools' practices were not determined simply by what they believed worked best for pupils, but by budget constraints.

Part 12: Is a flexible curriculum beneficial for the integration of migrants?

Having a flexible curriculum is beneficial for integration as they get to meet more people and speak the same language as them. Mentoring and peer programs are widely used in U.K. Peer support can become befriending, mediation, or mentoring. An example of peer mentoring would be a "pedagogical technique" from 'cooperative learning,' which has been implemented in multicultural environments as a tool to support migrant integration at school.

The program trained young people aged 13-19 with a migrant background as mentors to support younger migrant students experiencing difficulties in their work or social lives. Mentors provided support both inside and outside the classroom. Schools introducing a "Buddy scheme" is a "new practice" adopted by schools to welcome migrants. The "Buddy scheme" is a "one-to-one" intervention involving peers. The scheme allows support and time allowing engagement with a mentee. The goal is to help migrants familiarise themselves with the school, supporting with day-to-day issues and passing on knowledge about the school. The scheme consists of "Buddies" these are volunteers and would be trained to look after new migrants, including new pupils. The approach is designed to create a support network around individuals in the school community who are experiencing difficulties. While the impact of the program does not appear to have been established through a full evaluation, a rigorous review of the approach concluded that it is an important tool for enhancing the social cohesion of pupils in schools.

The peer mediation or support approach uses children's skills and expertise to support a pupil at a challenging time. Its relevance to migrant pupils is in addressing hostile or unfriendly behaviour towards a child joining a new school. It establishes a specific area of the school, such as a bench, a private room, or even a wall where children can go when in need of support.

Part 13: Does transferring schools help the migrants?

Existing research suggests that the cooperation between schools and external professionals and organisations can play an important role in facilitating the integration of migrant pupils. Some schools had developed effective partnerships with community organisations to facilitate the integration of migrant pupils. These included organisations delivering health services as well as language schools and cultural organisations providing complementary educational services and support. Schools also formed links with organisations offering tailored mentoring support for refugees. They also linked with organisations providing language classes for parents. Schools also had strong links with social services and drew on the support they offered to help families with a range of needs associated with settling in a new country or facing difficult circumstances.

REFLECTIONS

A guiding principle that should always be considered when reflecting on the above is that curriculum and pedagogy design remains fundamental for successful inclusive education for migrants' pupils.

Reflection on school and personal practices are crucial for the successful implementation of inclusive education. Often the most inclusive and high-quality schools are those that have leaders who lead with vision and direction, inclusive values, motivation, autonomy, and trust school staff. The advantage of Inclusive Education can be measured and reflected on through the following aspects:

- Everyone is made to feel welcome.
- Students are equally valued.
- There are high expectations for all students.
- Staff and students treat one another with concern.
- There is a partnership between staff, families, and their communities.
- The school is accessible to all students in curriculum design.
- Senior staff support all staff with routines for learning and developing their pedagogy.
- The school monitors 'and celebrates' the presence, participation, and achievement of all students.

Regarding this chapter on curriculum and pedagogy, we believe that a rigid, centralised curriculum without opportunity for modification or flexibility does not support inclusive education in schools. Ministries of Education and other national educational policy groups influence allowing the curriculum to be modified, providing alternative forms of assessment, and allowing teachers and students to have ownership of the curriculum and learning outcomes. The literature strongly suggests that an increase in the diversity and breadth of learning outcomes, coupled with an increase in the variety of means that a student can achieve these learning outcomes, facilitates the successful implementation of inclusive education. Literature also suggests that personalised learning for each student can be highly successful.

Research into effective inclusive classrooms and schools has portrayed the following areas as important for the development of inclusive practices:

- An emphasis on pupil-centred and activity-based learning.
- A focus on the classroom environment for diverse groups of pupils.

- Strategies for designing curricula and teaching collaboration with colleagues and parents.

Teachers can reflect on these areas as they prepare, teach, and collaborate. To relate actual practice to the theory of good practices in inclusive education, you must highlight the impact of the pedagogy.

Inclusive pedagogy is composed of the act of teaching and the ideas, values, and beliefs informing, sustaining, and justifying that act (Alexander, 2013). The term pedagogy appears in the educational literature to explain the different and complex issues of the teaching profession. The inclusion movement challenges teachers, also science teachers, to investigate their values and beliefs, to review their understandings of teaching, learning, curriculum, and to reinvent their roles as participants in school change. Instead of relegating pupils who do not meet school or classroom requirements (or who otherwise do not fit in) to separate settings, school practices can adapt, improve, or create educational environments to address pupils' resources. Teachers extend what is usually provided in a general classroom to create rich learning opportunities for all learners so everyone can participate in classroom life and learning. The focus is on what all pupils in the classroom should learn and how teachers to teach in every subject can respond to those who encounter barriers to that learning.

TIPS

In this section, we provide useful tips and advice which educate staff on how to apply the theoretical knowledge included in practice. They are set out into seven driving factors:

1. Current funding constraints are reducing the support that schools can offer for migrants' students.
2. Learning English is the priority through immersion and tailored Provision.
3. Engaging parents can assist in integration and improve performance for migrant's pupils.
4. Mentoring peer support and ambassador schemes benefit migrant and non-migrant pupils.
5. The need for ongoing teacher training is needed for staff development.
6. Migrant pupils value friends, kindness from teachers and their mother tongue applications.
7. Curriculum should be a mixture of immersion and separated inclusive education.

After exploring the intent, aims, and reflecting on the needs of our schools in relation to these seven points designed to create an Inclusive curriculum. Our focus must identify a checklist on attitudinal change, the checklist that can be used by schools is set out below:

Is the concept of inclusive education well known and accepted?

Do parents take an active role in education?

Have awareness programs been launched to support inclusive education?

Are the local community and the private sector encouraged to support inclusive education?

Is inclusive education seen as an important factor for economic and social development?

Are competencies available at special schools or institutions well used to support inclusion?

CONCLUSION

According to the POLICY Guidelines on Inclusion in education, the United Nations, Educational, Scientific, and Cultural Organisation (UNESCO 2009), p8 et al. Delors, J. et al., 1996. Learning: The Treasure Within. Report to UNESCO of the International Commission on Education for the Twenty-first Century. Paris, UNESCO, *"An inclusive curriculum addresses the child's cognitive, emotional, social, and creative development. It is based on the four pillars of education for the twenty-first century – learning to know, to do, to be, and to live together."*

Indeed, introducing inclusion as a guiding principle has implications for teachers' practices and attitudes – be it towards girls, slow learners, children with special needs or those from diverse backgrounds (cognitive, ethnic, and socio-economic). Teachers' positive attitudes towards inclusion depend strongly on their experience with learners who are perceived as 'challenging.' Teacher education, the availability of support within the classroom, class size, and overall workload are all factors that influence teachers' attitudes. Negative attitudes of head-teachers, inspectors of education, teachers, and adults (parents and other family members) are major barriers to inclusion. Thus, empowering all these individuals, equipping them with new confidence and skills in the process of introducing inclusion as a guiding principle, have implications for teachers' attitudes and performances.

The 'value-added' nature of inclusive education is not only in its raising of issues of quality of education and placement, but more importantly, it brings to the forefront issues about social justice. Inclusive education provides an opportunity for society to examine its social institutions and structures critically. It challenges educational, teacher-centred teaching practices and so opens up opportunities for developing better pedagogy and greater competence. It is an opportunity to engage in debates that are otherwise seen as being the prerogative of philosophers.

Education is, however, a much broader concept than the acquisition of skills. Inclusive education aims to promote democratic principles and a set of values and beliefs relating to equality and social justice so that all children can participate in teaching and learning. Through its championing of marginalized groups, inclusive education has the potential to promote such values and beliefs.

People who have more contact with migrants are more positive, but opportunities for mixing can be limited. The integration of pupils from different ethnic backgrounds, including migrants, has been given little attention. Yet schools offer such opportunities for pupils and parents. Schools are also places where the needs of migrants can be identified and addressed, and equal participation in society can be facilitated.

This chapter aimed to identify ways in which schools are actively integrating pupils in the curriculum and pedagogy of a school; to identify good and promising practice towards successful integration across all areas of learning and school life, in different kinds of schools and with different pupils and local circumstances; and focused on how schools are meeting the needs of pupils who are newly arrived, but also to young children born in the U.K. to newly-arrived parents. This is because we are interested in how schools welcome and integrate pupils and families who are not familiar with the U.K. and its education system.



Schools have varying degrees of experience in meeting the needs of migrant pupils: some have long attracted migrant pupils while others have done so more recently. Teachers and school leaders in our case study schools were positive about the contribution that migrant pupils and their families made to the life of their schools. This includes the motivation and attitude of many migrant pupils and their families and the enrichment through the exposure of pupils and staff to different languages and cultures.

Raheem Zafar

REFERENCES

Professor Madeleine Arnot and Professor Loraine Gelsthorpe - University of Cambridge - Migrant children: the litmus test of our education system. (*University of Cambridge-2010 - Professor Madeleine Arnot*). Migrant children: the litmus test of our education system. Education, Asylum, and the 'Non-Citizen' Child: The Politics of Comparison and Belonging is published by Palgrave Macmillan (2010). Professor Madeleine Arnot and Professor Loraine Gelsthorpe are Co-Convenors of a new Cambridge Migration Research Network. <https://www.cam.ac.uk/research/features/migrant-children-the-litmus-test-of-our-education-system>

Access date: 05 July 2020

G.Pison, Population & Societies no 563, 2019. INED: 133, boulevard Davout, 75980 Paris, Cedex 20 Retrieved from

https://www.ined.fr/fichier/s_rubrique/28889/563.international.comparison.immigrants.2019.en.pdf

Access date: 10 July 2020

Cobley, 2018; Florian, Black-Hawkins & Rouse, 2017; Hehir, et al., 2016; Schuelka & Johnstone, 2012; UNESCO-IBE, 2016.

https://assets.publishing.service.gov.uk/media/5c6eb77340f0b647b214c599/374_Implementing_Inclusive_Education.pdf

The University of Cambridge. Faculty of Education. School approaches the education of EAL students. Language development, social integration, and achievement. REPORT APRIL 2014 Funded by Report Authors Madeleine Arnot, Claudia Schneider, Michael Evans, Yongcan Liu, Oakleigh Welply and Deb Davies-Tutt With the assistance of Karen Forbes and Diana Sutton

What Works in Special and Inclusive Education: Using Evidence-Based Teaching Strategies. David Mitchell, Dean Sutherland. Routledge, 18 Feb 2020 - Education - 446 pages

European Agency for Special Needs and Inclusive Education (2014)

<https://www.european-agency.org/resources/publications/european-agencystatistics-inclusive-education-2014-dataset-cross-country>

European Agency for Special Needs and Inclusive Education (2016)

<https://www.europeanagency.org/sites/default/files/publications/ereports/EASIE/EASIE%20%20AD%20Methodology%20Report.pdf>

European Foundation Centre (2010) Final Report: Study on Challenges and Good Practices in the Implementation of the U.N. Convention on the Rights of Persons with Disabilities, VC/2008/1214, Brussels, p. 122

Global Partnership in Education (2018)

<https://www.globalpartnership.org/blog/more-efforts-needed-give-children-disabilities-equal-rights-education>

Crul & Schneider 2009; Heckmann 2008. The Original Article which we have referenced in our study was published: 22 July 2019.

<https://comparativemigrationstudies.springeropen.com/articles/10.1186/s40878-019-0129-3> Koehler,



C., Schneider, J. Young refugees in education: the particular challenges of school systems in Europe. CMS 7, 28 (2019). <https://doi.org/10.1186/s40878-019-0129-3>

Research Report DFE-RR156. Review of best practices in parental engagement. Janet Goodall and John Vorhaus, with the help of Jon Carpentieri, Greg Brooks, Rodie Akerman, and Alma Harris. Research Report DFE-RR156. This research report was commissioned before the new U.K. government took office on 11 May 2010. As a result, the content may not reflect current Government policy. It may make reference to the Department for Children, Schools, and Families (DCSF), which has now been replaced by the Department for Education (DFE).

EMPOWERING TEACHERS TO PROMOTE INCLUSIVE EDUCATION. A case study of approaches to training and support for inclusive teacher practice. Materials prepared by the European Agency for Special Needs and Inclusive Education. This publication has been funded with support from the United Nations Educational, Scientific, and Cultural Organization (UNESCO) within the framework of UNESCO's activities on inclusive approaches to teaching and learning.

How schools are helping refugee children to succeed in English classes, peer support groups, and specialist staff training are just some of the ways schools are reaching out. Ruth Stokes. Mon 12 December 2016 16.27 GMT Last modified on Thu 15 June 2017 18.05 BST <https://www.theguardian.com/teacher-network/2016/dec/12/how-schools-are-helping>

Five ways to help migrant children settle in your class The experience of school can vary enormously for migrant pupils. Here's how to give them a successful, inclusive education. Helen Hanna and Stefan Kucharczyk Tue 22 Nov 2016 16.02 GMT <https://www.theguardian.com/teacher-network/2016/nov/22/five-ways-to-help-migrant-children-settle-in-your-class>

What does Ofsted define as good practice in EAL teaching? <http://www.naldic.org.uk/eal-teaching-and-learning/outline-guidance/eal-ofsted/>

<https://www.bbc.co.uk/newsround/51137249> Duke of Edinburgh Award: Are these the best ways for teens to build confidence and resilience? 17 January 2020. 17 January 2020. Last updated at 07:02

Impact of migration on the consumption of education and children's services and the consumption of health services, social care, and social services. Anitha George, Pamela Meadows, Hilary Metcalf, and Heather Rolfe. December 2011. National Institute of Economic and Social Research. 2 Dean Trench Street. Smith Square. London SW1P 3HE

Serdyukov, P. (2017), "Innovation in education: what works, what doesn't, and what to do about it?", *Journal of Research in Innovative Teaching & Learning*, Vol. 10 No. 1, pp. 4-33. <https://doi.org/10.1108/JRIT-10-2016-0007>
Publisher: Emerald Publishing Limited

SNAPSHOT OF GOOD PRACTICES FOR INTEGRATION OF MIGRANT CHILDREN, Migrant children and communities in a transforming Europe. The project Migrant Children and Communities in a Transforming Europe (MiCreate) aims to stimulate inclusion of diverse groups of migrant children by adopting child-centered approach to migrant children integration on educational and policy level. www.micreate.eu

This paper was written in collaboration with research partners from The Manchester Metropolitan University, Znanstveno-raziskovalno središče Koper, Universitat de Barcelona, Syddansk Universitet,

Stowarzyszenie Interkulturalni PI and Universitat Wien.

Helping immigrant students to succeed at school – and beyond. OECD 2015

<https://www.oecd.org/education/Helping-immigrant-students-to-succeed-at-school-and-beyond.pdf>

http://www.unesco.org/new/en/media-services/single-view/news/unescos_new_policy_guidelines_on_inclusion_in_education/

UNESCO's new Policy Guidelines on Inclusion in Education.

This acts as a resource for policymakers, teachers and learners, community leaders, and members of civil society to improve and develop the inclusive aspect of schools and education systems. The guidelines also form the basis of the project "Inclusion in Action" that collect and disseminate good practices from all over the world to support efforts towards schools for all.

APPENDIX I

Inclusive curriculum practices from Figure 1 Table in the Theory Section:

- a. 'Language Ambassadors' programs to support new pupils with little or no spoken English.
- b. All schools ran forms of peer support, including buddy schemes, which were typically in the early weeks of joining the school. This usually pairs pupils of the same age for classroom and whole-school support.
- c. Schools linked with organisations providing language classes for parents. A school can decide to offer its facilities to a charity holding a Saturday school for English language classes for parents. Parents see the school take into consideration the needs of new migrant parents.
- d. Schools also held coffee mornings and social events. Several schools held creative workshops for parents and pupils for activities such as cookery or crafts, with the aim of engaging parents in school life through mixing with other migrant parents. Schools also opened their doors to community organisations for activities such as celebrations or Saturday schools, which had the effect of bringing schools and local communities together.
- e. The school organises international evenings once a year, where pupils and parents are invited to bring traditional food to share.
- f. Pupil attendance has improved considerably over the years through several successful strategies, including running breakfast clubs, which is attended by approximately 100 pupils.
- g. The implementation of the accelerated Curriculum for EAL pupils is contributing to an improved image and reputation for the school.
- h. Schools put in place separate Provision for migrant pupils, either in groups or through one to one tuition. Schools with 75% of EAL pupils delivered a separate 'New to English' Provision since 2012. The Provision is designed for pupils in three phases, and classrooms, depending on pupils' needs. New arrivals are first tested for English, generally with the help of a translator, and assigned accordingly to a new arrivals class. The first phase is for children

CHAPTER 5

IN-SERVICE EDUCATION, PROFESSIONAL DEVELOPMENT AND SUPPORT OF EDUCATIONAL PRACTITIONERS

AIMS

- To introduce examples of support for a successful inclusion and raise awareness of the benefits that exist in school-settings;
- To bring awareness to the limitations of successful inclusion programs.

OVERVIEW

The integration of children from migrant backgrounds into schools is a complex process. It involves language, learning and socio-emotional support. It requires adequately equipping educational practitioners and ensuring that the school environment is welcoming for students from diverse backgrounds. Students need a safe space where they all can feel secure, valued and able to learn.

The purpose of this chapter is to introduce various types of support for a successful inclusion and raise awareness of the benefits that exist in school-settings. Clearly, it refers to effective strategies and school methods to provide the best learning experience. This is a good chance for educators to demonstrate growth and success in their classroom environment. Another objective is to bring awareness to the limitations of successful inclusion programs. To become an inclusive classroom, familiarity with the correct practices and assistance for migrant children that pinpoints their learning disabilities, the areas in which they need support is vital.

There are two tools that work toward for supporting and promoting the successful inclusion among policy makers and professionals. The first one is the Erasmus+ funded School Education Gateway which enables educational practitioners and stakeholders to exchange information, share materials (articles, lesson plans, etc.) and access services (e.g. online courses) on the topics of inclusion, cultural diversity and integrating newly arrived migrant students in classrooms. The second one is the eTwinning platform which connects schools all over Europe via ICT tools and offers the possibility for school leaders and staff to share their experiences, and offer mutual assistance.

How do educational staff, stakeholders and policy makers benefit from inclusive practice when promoting inclusive environments for the sensitive learning contexts? Inclusive

education represents the way forward to achieving integrative education systems, which are fair and equitable. The content is intended "to demonstrate the ways in which creating and sustaining authentic inclusion requires significant alterations to more than the programmatic regularities that characterize schools." (Sarason, 1996)

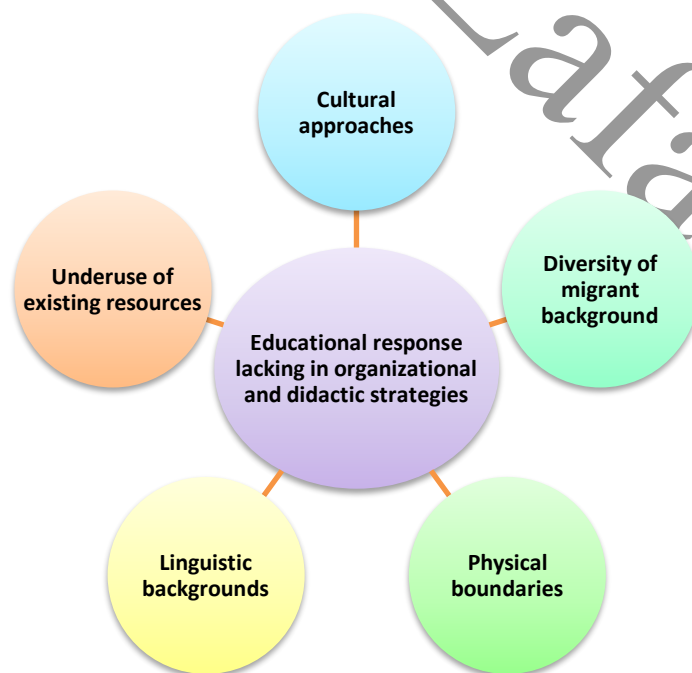
THEORY

Part 1: From a human rights perspective

The discrimination of learners (especially migrant children and asylum seeking) based on their language is against article 2 of United Nations Convention on the Rights of the Child, which specifies non-discrimination grounds including a child's language. Diversity training, intercultural pedagogy and language development are considered necessary measures integrating the whole school professional development programmes (OECD 2015).

The theoretical strategy is clearly important if the reader fundamentally believes the strategy can positively impact on successful inclusive education. Effective multilingual and cultural teaching and learning has the potential to close the achievement gap of migrant students compared to 'native' learners, while enhancing the civic education of all learners. In fact, increasing the share of minority and immigrant teachers may have a positive influence on immigrant students' learning experiences and sense of belonging (OECD 2015).

Education plays a crucial role in guiding asylum seeking and other migrants from third countries in adapting to a new country and culture, as well as in establishing social relations within their host communities. It is crucial to also bear in mind the limitations of successful inclusion programs in order to have a greater understanding on the effects of various types of support for these. Previous research critically reflects on the main limitations which are already identified when analyzing the inclusion programs:



Scheme representing the main limitations of the inclusion programs

Part 2: Key requirements for capacity building of educators working with migrant children – professional development

What is a competence for educators? A competence is best described as “a complex combination of knowledge, skills, understanding, values, attitudes and desire which lead to effective, embodied human action in the world, in a particular domain” (Deakin Crick, 2008).

Two basic requirements are fundamental in the preparation of quality educational practitioners; the capacity to systematically assess one’s own knowledge base and professional practices, on the basis of a wide range of criteria coming from practice, theory and research; and to have critical and responsive attitudes to innovation and professional improvement (Hagger & McIntyre, 2006).

Schools, teaching staff, professionals, practitioners, parents and the wider society can create culturally and linguistically inclusive environments for all learners in diverse ways. Gathering periodic information is crucial to understand how policies are working. The dimension of governance represents an attempt to determine to what extent an institutional structure exists which fosters the monitoring and assessment of migrant educational policy.

The evidence from research and practice shows that Ministers have recognized that, “The knowledge, skills and commitment of teachers, as well as the quality of school leadership, are the most important factors in achieving high quality educational outcomes. ... For this reason, it is essential ... to ensure that those recruited to teaching and school leadership posts are of the highest caliber and well-suited to the tasks they have to fulfilgreat care and attention should ... be devoted to defining the required profile of prospective teachers and school leaders, to selecting them and preparing them to fulfil their tasks”. (European Union, 2009)

A Eurodiaconia (2014) report lists psychological factors, such as feelings of isolation, exclusion, or prejudice, as challenges for migrant children/families. These psychological factors can limit the level of trust migrants have in educators. When addressing the key requirements for capacity building of educators and educational practitioners it is essential to introduce new ways of professional development and support with various types of support for successful inclusion, example of these are discussed below;

- **Taking an individualized approach focused on the needs of the migrant children**
Educational practitioners and other key actors in the field need to focus on an individualized way to implement migrant children-centered learning which can be interpreted as a tool of a “negotiated syllabus”. “In its extreme form, learner and teacher negotiate the content of learning, the methods used and materials employed in language learning.”
- **Supporting language learning throughout the education system**
The whole education system must support language learning and foster multilingual awareness, starting in early childhood education and care (ECEC). In the context of

growing diversity in European classrooms, initial teacher training and continuous professional development can ensure that teaching staff in ECEC have the skills to teach (migrant) children who don't speak the language of schooling and may be multilingual.

– **Developing inclusive and innovative pedagogies**

A growing body of research supports the identification of inclusive and efficient teaching practices. Innovative language teaching practices include translanguaging (the use of different languages for communication and learning). Multilingual pedagogies give room to the language and cultural background of learners from different languages and valorize their linguistic identity.

– **Implementing comprehensive approaches to create supportive environments**

Many schools in Europe are yet to open up to the linguistic diversity brought by their learners (migrant backgrounds and asylum seeking). This includes the recognition of both the language and culture of their learners, as these are deeply intertwined. Multilingualism can be embraced where the school becomes a place where languages are not only reflected in the curriculum and teaching practices, but are also “heard and seen”, supported and valorized. Schools can create physical and symbolic spaces for different languages.

Part 3: Competence and professionalism: In-service education

Increased school autonomy and a greater focus on schooling and school results have made it essential to reconsider the role of school leaders. School leadership has become a priority in education policy agendas internationally. It plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. Policy makers and practitioners need to ensure that the roles and responsibilities associated with improved learning outcomes are at the core of school leadership practice. Effective school leadership is essential to improve the efficiency and equity of schooling (especially for students with a migrant background).

The purposes of professional standards can vary, according to the prevailing focus on one or more of the following aspects:



Scheme representing the main limitations of the inclusion programs

Information: they can be used as signals conveying information on teacher action and behaviour to diverse social groups;

Guidance: as principles directing the action of institutional and professional stakeholders;

Modelling: as model examples representing ideals of professional quality and practice for teachers, along different career stages;

Management: as uniform measures for relationships/transactions in teaching, teacher education and professional development;

Monitoring: as rules to be checked for compliance, by institutional and professional bodies.

REFLECTIONS

Why should you prioritise effective inclusion in a general education classroom?

Migrant students *generally* seek "educational therapy" because;

- They feel emotionally blocked;
- They are experiencing dysfunctional emotions;
- They do not feel they are functioning optimally in the educational system due to behavioral issues;

The educational staff needs to pay attention to the diverse cultural backgrounds and to understand the following:

- The classroom has different types of learners;
- Using a coaching approach can spark changes;
- Sensitive learners need to be on board with changes;
- There are members in the educational institution you can get feedback from before making changes so that you get less resistance

Self-reflection questions

Has there ever been a time when you felt you needed to change your behavior at school? How did you do it?

Are you listening to the ideas of other key actors in the educational field when promoting social inclusion? Why?

TIPS

Educational staff increasingly engage in collaboration with their surrounding school environments. To tackle system-wide challenges, top-level authorities have a number of policy tools at their disposal, which include comprehensive strategies or action plans on the integration of migrant students into the education system.

To strengthen foreign language education as a means of opening up schools and migrant learners to other cultures is the way to promote the continued lifelong learning throughout the compulsory educational phase.

It is extremely important to adopt "whole system" and "whole school" approaches to transforming education - considering the implications of a multilingual society for schools' funding, curricula and accreditation frameworks, and for teacher professional development.

Open questions on topic

- What learning outcomes can schools reasonably be expected to achieve, given factors such as migrant background and family commitment to education?
- What school and educational outcomes can be reasonably expected given different levels of resources, school mission focus and cultural experience?
- Whose learning is valued – that of migrant children, teachers, the school community?

Self-assessment methods

Reflect on strategies currently used in the area of social inclusion in the school context:

Mindfully explore reflective questions as self-assessment methods:

- Do I understand the importance of what I am promoting for supporting the school social inclusion? Why?
- Can I add something to my efforts done for building a more inclusive school community? Why?
- Are my educational and cultural skills improving? Why?

CONCLUSION

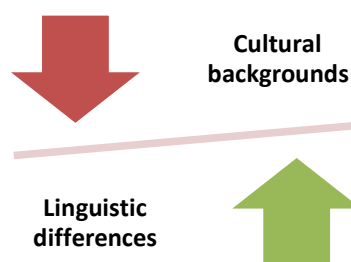
The challenge of integrating migrant children in the European education systems and wider societies will increase in the coming decades. Data from the Programme for International Student Assessment (PISA) and the Progress in International Reading Literacy Study (PIRLS), from the Organisation for Economic Co-operation and Development (OECD) show a variety of parameters relevant for migrant children.

Limited or no command of the host society language/culture is the most common barrier for migrant integration and educational success. The disadvantaged situation of migrant children and asylum seeking can be improved when challenges to migrant education as well as wider integration are addressed by the government, policy makers and key actors in the field of school education.

Teachers' expectations and attitudes towards student learning, or biases in teachers' behaviour, could serve to have a negative impact on overall student performance. Intercultural education centres on the inclusion of 'perspectives, examples and information from a variety of cultures and groups' in the curriculum and teaching. (Nusche 2009)

The absence of migrants' experiences from the school curricula or textbooks, or the distorted presentation of migrants therein, can have a negative effect on migrant students' self-esteem according to Heckmann (2008) and can negatively affect their chances of school success. Assessing curriculum and teaching routines across European countries, Szalai (2011) reported that the dominant school practice is still based upon the values, norms and experiences of the native population.

The main two challenges of integrating migrant children into education systems in Europe are summarised as:



REFERENCES

Integrating Students from Migrant Backgrounds Education and Training Eurydice Report into Schools in Europe, National Policies and Measures, Eurydice Report, [Online] Retrieved from:

https://eacea.ec.europa.eu/nationalpolicies/eurydice/sites/eurydice/files/integrating_students_from_migrant_backgrounds_into_schools_in_europe_national_policies_and_measures.pdf

School Education Gateway: <https://www.schooleducationgateway.eu/en/pub/index.htm>

eTwinning platform: <https://www.etwinning.net/en/pub/index.htm>

European Commission, Education and Migrant Policies, [Online] Retrieved from:

https://ec.europa.eu/education/policies/european-policy-cooperation/education-and-migrants_en

European Commission - Rethinking language education and linguistic diversity in schools, [Online] Retrieved from: <https://op.europa.eu/en/publication-detail/-/publication/de1c9041-25a7-11e8-ac73-01aa75ed71a1/language-en/format-PDF/source-69196245>

Research on the main limitations of inclusion programs:

<https://pdfs.semanticscholar.org/de95/55fbd3d460f4abb907cfe62f9a9d9b10bd0a.pdf>

Supporting teacher competence development for better learning outcomes, [Online]
Retrieved from:

https://ec.europa.eu/assets/eac/education/policy/school/doc/teachercomp_en.pdf

Research for Cult Committee – Migrant Education: Monitoring and Assessment. Policy
Department B: Structural and Cohesion Policies, [Online] Retrieved from:

file:///D:/%23Documents/Downloads/IPOL_STU2017585903_EN.pdf

Maley, A., Peachey, N. (2010), Creativity in the English Language Classroom, British Council:
P. 99

EC (2016), Language teaching and learning in multilingual classrooms, Luxembourg:
Publication Office of the European Union: p. 33

Garcia, O. /Wei, L. (2014), Translanguaging: Language, Bilingualism and Education.
Palgrave Macmillan

European Commission - Rethinking language education and linguistic diversity in schools,
[Online] Retrieved from: <https://op.europa.eu/en/publication-detail/-/publication/de1c9041-25a7-11e8-ac73-01aa75ed71a1/language-en/format-PDF/source-69196245>

Improving School Leadership VOLUME 1: POLICY AND PRACTICE, [Online] Retrieved from:
<http://www.oecd.org/education/school/44374889.pdf>

Supporting teacher competence development for better learning outcomes, [Online]
Retrieved from:

https://ec.europa.eu/assets/eac/education/policy/school/doc/teachercomp_en.pdf

Improving School Leadership VOLUME 1: POLICY AND PRACTICE, [Online] Retrieved from:
<http://www.oecd.org/education/school/44374889.pdf>

.final comment