

KA2 Cooperation for Innovation and Exchange of Good Practices

## QuAMMELOT

Qualification for Minor Migrants education and Learning Open access - Online Teacher  
Training

Reference number : 2017-1-IT02-KA201-036610

# Status report for OUTPUT 2

## Peer Learning



Regional Office for Education In Tuscany ( USRT)  
Florence, Italy July 2018

## Erasmus + QuaMMELOT programme

### Training activities for teachers employed in schools with a strong migration process and attended by Unaccompanied Foreign Minors (UFMs).

#### 1. The research project

The **QUAMMELOT** "Qualification for minor migrants education and learning open access" project aims to strengthen teachers skills through the creation of a qualified European level training course for second grade secondary school teachers finalized to the scholastic insertion of the minor migrants, in particular of the unaccompanied minors to face the disadvantage in the learning and school drop-out.

The planning of the programme and the Focus Groups' leading was managed by the Regional School Office of Tuscany team, that led to the choice of the research model (that was shared with European partner), the preparation of the questions, the realization of the focus and the drafting of the final report. All the materials and the instructions for conducting the interviews were shared with the project's partners as a standard to use as they needed.

**The coordinator** : Regional Office of Education In Tuscany ( Italy)

**Selection** of the teachers among secondary schools

**Main topics** in three Focus Group :

1. Inclusion and Integration of immigrant students
2. Mother tongue and intercultural classes.
3. Contents, Methodologies and discipline (Educational Approach)

#### 2. Guidelines for the Focus Group

The Focus Group is a technique of social research, which has practical utility and ethical implications. It serves to deepen a theme or particular aspects of a topic, through an interview addressed to a homogeneous group of people. The characteristic and potential of the focus group lies in the interaction that is created between the participants. An interaction that, if well done, is capable of generating ideas much more than the classical technique of the "face to face" interview or the questionnaire.

Focus Groups can be executed in three stages:

- Planning
- Conduct the interviews
- Analysis of the data

The planning is critical for Focus Group success because, in this phase, the researcher considers the intent of the study and the users of the information, besides developing a plan that will guide the remainder of the research process, including the elaboration of the subjects and the participants selections. The interview phase consists of the moderation of the meetings.

After the session, in the analysis phase they take the transcripts of the meetings, evaluate them and articulate them in a **Report**.

This document summarises the way in which the Focus Groups are carried out and the results of their

implementation conducted by the following partners: Italy, Denmark , Greece, Spain.

### **3.Meeting procedure**

At the Focus Groups, that was organized with scientific method, there were a moderator, who led the discussion using an interview with pre-established questions, an assistant, who reworked the information at the end of each meeting and an external observer (from province of Livorno). Each focus group involved the participation of about 10 teachers from Tuscany's schools of the same order and level who did not know each other. The conversation was stimulated by closed questions and discussion proposals. The meeting was conducted in an open and participatory manner. The non-directive process, focused on the interaction between the interviewees, wanted to stimulate creativity and at the same time loosen the defense mechanisms and the resistance of the members of the group.

The moderator had the tasks of introducing the topic to be discussed, directing the discussion procedures, keeping the group focused and helping it progress in the analysis of the problems. He also wrote the answers on the blackboard and found a shared "keyword". The internal observer, at the end of the meeting, had the task of summarizing the answers and providing the participants with an accurate report of what had been discussed. The external observer took part in the meeting without directly interacting with the task of recording what emerged from the debate and of observing the verbal/nonverbal reactions and the dynamics of the participants. All interviews were recorded by the external observer.

## 4. Report Italy – OUTPUT 2

- **Metod**

The interview guide was made based on the guide from USR Tuscany. All meetings were recorded and saved in digital files so that they could be transcribed by an external observer.

- **Setting**

All the meetings were held in Florence, at the upper secondary school "Benvenuto Cellini".

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- **Partecipants**

The Regional School Office of Tustani (USRT), partner of the project, has selected an uniform group of 32 teachers, all permanent and selected based on qualifications and work experience.

The teachers came from secondary schools of Tuscany and regional CPIA with a strong presence - up to 40% - of foreign students: 23 teachers from General Upper secondary school, 5 teachers from secondary school, 5 teachers from CPIA. The teachers who participated in the FG were selected on the basis of their experiences with foreign students and unaccompanied minors in schools with a high percentage of migrant children aged 14 to 17 years old

The interviews took place in May , June 2018 .

- **Location**

All the meetings were held in Florence, at the upper secondary school "Benvenuto Cellini".

- **Description of the observation and inclusion.**

**Description of the FG and observations** The first in is the dimension of knowledge and appreciation of the cultures of the student' countries which refers to need of integration and Knowledge of cultural , traditions and aspects of which the foreign students are bearers.

**Integration and inclusion.** The second is the intercultural dimension , which refers to the affective dimension and to reciprocal exchange. This exchange is based on a value and ethical system which concerns respect, equality and reception of foreign minors.

**Language of the host country .** A third approach refers to the disciplines and the revision of the curricula and creates a process of encounter/exchange/reworking between different cultures.

- **Conclusion**

The Italian school, as presented by the words of the teachers who took part in the focus, seems to have gone beyond the concept of "program" because it has chosen to approach the logic of the curriculum. The teacher has the task of designing the contents, the didactic organization, applying the methodologies and organizing the evaluation of the didactic programme, designing the link between different disciplinary areas and the relationship with the school outside and the territory. The school

curriculum, as indicated in the *Guidelines for the certification of competences in the first cycle of education* (2012), is an "expression of freedom of teaching and school autonomy" and its construction is a "process through which educational research and innovation are developed and organized" (p.13). While revising the curriculum, it is important to select the contents according to the programming, the reached goals and the choice of methods and tools. It is important to identify some key concepts within each theme, didactic unit or training path, and to enhance the multiplicity of points of view according to a multicultural approach.

Attention was given to the choice of teaching methods used. The use of non-verbal languages, music and new technologies facilitates the understanding and communication of all students and of those who are not Italian-speaking. The methodologies most used by teachers are inclusive ones: cooperative learning, peer to peer, tutoring.

Didactics is centered on the development of the student's capabilities (disciplinary contents by thematic nucleus and based on their educational value, authentic tests, case studies, incident; systematic and autobiographical cognitive observations).

The presence of foreign students and their "linguistic history" can no longer be a problem, but it should be an opportunity to carry out schooling in our classrooms in an intercultural key, offering the students educational programmes adapted to their pedagogical and linguistic needs. "Diversity is the stimulus and the principle for an education based on the confrontation, the sharing and the infinity of knowledge that derive from it, transforming the differences, of whatever nature they are from an obstacle to a resource for all". (C. Martinazzoli, 2012).

The multilingualism that, as Tullio De Mauro (T. De Mauro, 1977) says, defines the condition in which "two or more languages are spoken by the same individual or by a community" is a normal human condition (D. Crystal, 2005) and this is demonstrated by the fact that more than half of the world population is bilingual. Language is used for specific purposes but in different situations, and this leads to different skills emerging at different times and in different ways.

The notion of multilingualism cannot be limited exclusively to people who perfectly master all modes of linguistic exercise (listening, speaking, reading and writing), but rather concerns those who use several languages in everyday life, in different contexts, with different interlocutors, in family and work contexts, with the dominance of one or another language depending on the context of the period.

Even in the 60s bilingualism was a cause of problems in cognitive, psychological and affective development, of linguistic lag and of dark scholastic failure of the student.

## 5. Report Denmark

- **Metod**

The interview guide was made based on the guide from USR Tuscany.

- **Setting**

The interviews were conducted at schools, where the teachers worked. The conduction has been done by two experts from VIFIN one who took notes, one who posed the questions. Interviews are recorded. The interviewer strived to make the interview similar to a conversation and allowed for the discussion to go beyond the questions in the interview guide.

- **Participants**

The interviews took place in May, June, August 2018. Attended a teacher expert in integration of multilingual children, a school manager, a teacher with great expertise in L2 training.

- **Location**

Interviews were held in the schools of the teachers.

- **Description of the observation and inclusion.**

**Description of the FG and observations.** The inclusion of the newly arrived bilingual pupils in class posed a challenge for the teachers, as they had to include the students at the same time as teaching. For the teachers the most important things establish a good relation to the pupils, and ensure that the pupil has a good relation to the other pupils.

**Integration and inclusion** The teachers have implemented the "Buddy-strategy". The strategy is to pair the foreign student with a classmate, The Buddy, who has the responsibility to help the new pupil in class, he can translate part of the lessons to new pupil, or translate conversations with the other classmates.

**Language of the host country.** The teachers stated that they found it difficult to integrate the parents in Danish school system (in the use of national online platform, to communicate with them)

- **Conclusion**

There were some difficulties in finding teachers to participate in the project and in the Focus Groups. The teachers who were interviewed have many years' experience working with inclusion of immigrants and counseling other schools with this knowledge. In the process of including and integrating the newly arrived bilingual pupils, the teachers working on several levels. In general, the social inclusion seemed to have three legs: 1) to implement a buddy strategy that integrates the pupils among his/her classmates; 2) to create trust between the pupils and teachers; 3) to integrate the parents in Danish School System.

In relation to the educational approach, the interviewed teachers were focusing on having different expectations to the newly arrived bilingual students in order to make the tasks for newly arrived students manageable and give them a taste for a further development.

## 5. Report Greece

- **Metod**

The interview guide was made based on the guide from USR Tuscany.

- **Setting**

All meetings were held in an appropriately configured area of R.D.E of Attica in the afternoon (out of school schedule) so that everybody could participate readily.

All meetings were recorded and saved in digital files so that they could be transcribed by an external observer.

- **Partecipants**

All focus group meetings took place, under the supervision and general coordination of the Regional Director for primary and secondary education of Attica. (8 teachers) In these meeting participated teachers ad education management members of acknowledged experience who were willing to adopt integration policies in education and especially in education of minor migrants and refugees from 12 to 17 years old registered in schools and official education structures for refugees in secondary education.

- **Location**

Interviews were held in the schools of Attica (Greece) .

- **Description of the observation and inclusion.**

**Description of the FG and observations.** The inclusion of the newly arrived bilingual pupils in class posed a challenge for the teachers , as they had to include the students at the . There are two different models of classes operating in Greece regarding the education of refugee children. The Reception Facilities for Refugee Education which operate in afternoon and are addressed only to refugee children residing in Refugee Accommodation Centers. The second practice is the Reception Classes in regular school. In these classes the refugee and migrant children receive 15 hours course in Greek, so that their linguistic integration is supported. The newcomers (students) have brought a lot of changes in the every day practices of their teachers and the way the school is operating.

There ara no special provision in school for the UAC , other than the onoe referred to refugee chiledren in general.

**Integration and inclusion** In alla the refugee Accomodations centre are secondary teachers , the refugee Education Coordinators( REC) who are acting as mediator between the refugees and the school.

**Language of the host country** Most students have a very low Level of language, and so we start from the alphabet by adopting the deductive method of learning. In many cases, students in Reception Classes with a higher level of Greek language assume the role of "mediator-interpreter" between the teacher and their classmates.

Finally, the importance of mother language use by refugee and migrant pupils was stressed, not only in terms of language, but also, in terms of intercultural development of all pupils.

- **Conclusion**

There are no special provisions in school for UAC , other than ones referred to refugee children in general . However , in the case of UAC there are a number of points to be highlighted:

- The role of the guardians of the UAC is not clear;
- Most of the guardian ( social workers) does not understand how the school operates and what is requested in order to succeed.
- The schooling experience does not correspond to what it is expected in Greece and in Europe.

The Greek State School Curriculum provides Greek Language teaching in all classes of Primary and secondary Education for all pupils . regardless of their origin and nationality . Students of any grade , who speak no or very little Greek , are expected to attend the reception Classes (RC) for one or two years. Reception Classes ' program comprises of two cycles (RC1- RC2) that are included in the school' timetable . For the refugee students living in the organizes camps ( ages13-15) , and until they become included in the mainstream day school program , special school structures operate during afternoon hours and headquarters of the mainstream school s ( Gymnasium ) , within the same mainstream school units , the so – called Refugee Educational Support Structures ( DYEP). In these Structures there is a specialized Schedule on 20 hours of weekly teaching , of which six (6)hours relate to the teaching



## 6. Report Spain

- **Metod**

The interview guide was made based on the guide from USR Tuscany.

- **Setting**

The participants are invited to discuss and comment on the topic from personal experience. The discussion group is coordinated by a conductor. The teachers chosen have been immersed in the field of interculturality and attention to immigrant students. The schools chosen are characterised by a strong presence of immigrant students. In this way, the interventions of the participants have generated very useful content for the analysis.

- **Partecipants**

Three specific focus groups were held (in June 2018), made up of different professionals involved in the field of secondary education. In total, twenty teachers from different Andalusian

- **Location**

Interviews were held in the schools of Sevilla( Spain) .

- **Description of the observation and inclusion**

**Description of the FG and observations** The main problems are related to the regulations regarding immigrant students. The laws do not provide for attention to immigrant students. The education laws are designed for Spanish-speaking students: Teachers demand more human and material support from the administration. Immigrant families usually deal with difficulties in bureaucratic aspects when entering the education system: enrolments, school rules, etc

**Integration and inclusion** There are cultural differences that affect immigrant children, especially girls . The interviewees agreed that immigrant families are adapting to the customs of the host society. Immigrant families are concerned about their children's education, but prefer not to participate in the school.

### **Language of the host country**

The main problem is that the training of secondary school teachers is still the same as that of a teacher 30 years ago. Teachers do not have the tools to cope with chang. The secondary curriculum of the Spanish school is organized by disciplines; each discipline is taught by a teacher, with his or her own methodology and resources, because of the freedom of teaching. Teachers are responsible for designing the content of their subject matter, resources and evaluation. In addition, the teacher has to adapt the content to the immigrant student body.

- **Conclusion**

The analysis of the information extracted from the focus group one has clarified a series of ideas that were shared by the teachers interviewed. The interviewees consider that the school is adapting to the changes associated with the incorporation of immigrant students into the classroom. Welcome programmes, language teaching plans, extracurricular activities, etc. are offered. However, they consider that the regulations and the management of schools by the regional administration do not provide sufficient coverage to offer full attention to immigrant students. The teaching staff in the

ordinary classroom demand human and material resources to support and follow up to students with specific needs: they do not know the language, cannot write, are not integrated, etc. The interviewees called for work to be shared by public institutions, entities and associations. They considered that they needed more support, such as the presence of intercultural mediators and intercultural teachers.

The teaching staff interviewed were satisfied with the relations between the immigrant students and the native students. Students show an interest in languages and cultures other than their own, in order to learn more. Students share similarities and learn new words or customs. The exchange between locals and immigrants is based on mutual respect.

The interviewees consider that good practices are carried out for the inclusion of immigrant students both in the ordinary classroom and in the neighbourhood. However, good practices should be made visible and transferable

## **7. Process and first stage of integration of UFN in the school**

A good school and classroom reception plays a preventive role with respect to any discomfort in the subsequent stages of the school curriculum of the students UFM

A positive welcome and an effective integration of the child help to overcome the trauma of painful and traumatic experiences that the child has experienced.

It is important that a solid collaboration is established between the school institution and the guardian and the institution or accredited structure where it is received.

Role of the **Headmaster** and **Teacher Referent** are important to promote the full integration of the child Possible need to elaborate a Personalized Didactic Plan.

## **8. In order to promote the full inclusion of foreign students the school. We can activate;**

Strategies for inclusion in the class

Flexible and customizable paths

Methods for enhancing the value of learning obtained in the countries of origin

Extra-curricular activities in support of intercultural education and the study of Italian L2

Use of methodologies that make the student a protagonist and enhance his or her characteristics

Spaces and classes open , open groups

Training courses for school staff (initial and in-service training)

Training on inclusive practices (cooperative learning, peer education...)

Creation of memoranda of understanding between institutional partners and third sector bodies in support of inclusion



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