

GUIDELINES FOR O1 NATIONAL REPORT AND ANALYSIS OF GOOD PRACTICES

QuaMMELOT

Qualification for Minor Migrants Education and Learning Open access – On line Teacher-training

Kick Off Meeting

Italy, Florence – 26th and 27th March 2018

FROM THE PROJECT PROPOSAL: 01

The research includes the collection of specific data on the **presence and origins of foreign minors in secondary schools** identified by the partners. Data are sought on their school failure and attendance at school, on the difficulties faced by teachers with the various types of foreign minors, including unaccompanied foreign minors (UFM; MSNA in Italian; MENA in Spanish). Finally, the research identifies the needs and recommendations of committed teachers in the classes where foreign minors are present through questionnaires administered, collected and evaluated.

The research highlights at least **10 tested and authoritative good practices** in terms of innovation and transferability, which can guide the training path. It is paid attention to innovative practices in terms of networking between host organisations and institutions / schools in charge of unaccompanied foreign minor, to promote exchange of practices between partner countries and proposals to improve social and educational policies.

Responsible for the output is the University of Seville (US), which collects data on the good practices of partners, proposes **a questionnaire** for the survey of needs in schools, on the presence of foreign minors and MSNAs in secondary schools, which is translated and administered by partners in each territory.

The partners will produce **national reports** on the good practices and the needs identified in the field. US will compare these national reports, including identification of problems and needs emerging from those reports. US also will highlight good school practices in the Spanish institutions and it will coordinate the collection and analysis of data and good practices in Italy, Greece and Denmark in national reports (ES, IT, GR, DK). Eventually, US prepares the overall research report (EN).

The **STRUCTURE PROPOSED FOR THE NATIONAL REPORT** is as it follows:

a) Short **description of the national context** regarding:

-**migrations** and recent and **current debates** about migrations;

-**law and rules** applied to migrants, including unaccompanied foreign minors;

-**cultural, historical and linguistic issues.**

- **evolution** and **figures** about migratory processes and arrival of unaccompanied foreign minors.

b) Structure of the school system, curriculum and teacher profession, particularly in relation to:

- **lower secondary education, high secondary education and VET** (between 12 and 18 years);
- **organisation, curriculum and other educational questions** potentially relevant for UFM;
- **initial and in-service teacher training** for educational levels between 12 and 18 years (or similar national indicators), including issues about interculturality, migrations, and pupils and minors from immigrant origins.

c) State of the art about unaccompanied foreign minors in schools:

- **data on the presence and origins** of foreign minors in secondary schools;
- **attendance** at school, **school success and failure**, and drop-out;
- **difficulties faced by teachers** with the various types of foreign minors, including unaccompanied foreign minors;
- **needs and recommendations** from committed teachers.

d) 10 good practices (at least).

OUTLINE FOR IDENTIFICATION AND DESCRIPTION OF GOOD PRACTICES:

- **Identification:** title, institution (public, private, third sector...), scope or range (local, regional, national...), location, professional data, email, website, and so on.

- **Description:** goals and objectives, target groups and stakeholders, model or approach for intervention, methodologies, tools, development through time, results, evaluation, implications for our project and its goals/contents.

These indications should be applied with broad criteria, considering the plurality, diversity and specific traits of the good practices. This diversity implies it will be difficult to produce homogeneous contents about good practices, even at national level.

GUIDELINES FOR QUESTIONNAIRES TO BE APPLIED IN SECONDARY SCHOOLS WITH PRESENCE OF “UFM” OR WITH RECOGNISED IMMIGRANT PROFILE:

- **Number of UFM** by 10 more frequent countries of origin (including also the category: “Other countries”); and by gender for each country.
- **Number of classrooms with presence of UFM** and number of UFM in each classroom.
- **Professional staff or volunteers** who participated in the process of integration of UFM
- **Process and first stages of integration of UFM in the school** (specific protocols for welcoming and reception; informal processes; staff involved; challenges and difficulties; improvements done; specific committees for integration and follow-up of UFM and ways of working; verification of knowledge of languages, including the national one; language policies to provide with translation in languages known by UFM).

- **Positive dimensions regarding diversity** of pupils, including immigrant profiles (social, educational, cultural, values, social inclusion).
- Main **difficulties and problems**, including lack of knowledge of the national language, cultural or social conflicts, school failure and drop-out.
- Specific **training of teachers and staff** of the school related to UFM, migrations and interculturality.
- **External resources** (both staff and financial/material resources) provided to deal with UFM.

Based on these guidelines, in each of the four countries it should be elaborated a national questionnaire, adapted to the specific country context.

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