Organisation for Economic Co-operation and Development

EDU/EDPC(2021)17

For Official Use

English - Or. English

1 October 2021

DIRECTORATE FOR EDUCATION AND SKILLS
EDUCATION POLICY COMMITTEE

Declassified

Holistic refugee and newcomer education in Europe

Mapping, upscaling and institutionalising promising practices from the Netherlands, Germany and Greece

Promoting a holistic approach to the integration of refugee and newcomer students: Effective policies and practices
Virtual meeting, 7-8 October 2021

This paper maps promising practices of holistic refugee and newcomer education in Europe focusing on programmes in place in Germany, Greece and the Netherlands. It also provides an analysis of research gaps in refugee education in Europe and an overview of key elements needed to upscale and institutionalise promising practices.

This draft working paper is part of Phase II of the OECD Strength through Diversity Project: Education for Inclusive Societies and is meant for comments at the upcoming International Conference: "Promoting a holistic approach to the integration of refugee and newcomer students: Effective policies and practices" on 7 and 8 October 2021. Comments should be provided to the authors by 15 October 2021.

Claudia Koehler, claudia.koehler@farafina-institute.org
Nektaria Palaiologou, nekpalaiologou@eap.gr
Ottavia Brussino, ottavia.brussino@oecd.org

JT03482018

This document, as well as any data and map included herein, are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

Table of contents

Abstract 4

Key concepts 5

Introduction 8

1 Analysis of gaps in research on refugee education in Europe 10
1.1 Under-analysed groups in refugee education research 10
1.2 Under-analysed themes in refugee education research 11
1.3 Under-analysed education settings in refugee education policy and research 12
1.4 Under-analysed student groups with different asylum/refugee status 13
1.5 Under-analysed dimensions and timeframes in refugee education policy and research 13

2 Analysis of promising practices of holistic refugee education in Europe 15
2.1 Countries of focus 15
2.1.1 An overview of the refugee situation 15
2.1.2 An overview of the three education systems 16
2.2 Methodology 18
2.3 Holistic model 19
2.4 Practices addressing learning, social and emotional needs of refugee students 20
2.4.1 LOWAN, the Netherlands 20
2.4.2 Language Friendly School, the Netherlands 25
2.4.3 Praxiserprobung für geflüchtete Jugendliche (Practical Learning for Refugee Youth, PE), Germany 29
2.4.4 Patenschaftsprogramm (Buddy-Programme), Germany 34
2.4.5 SchlaU-Schule (Smart School), Germany 39
2.4.6 Schools for All - Integration of Refugee Students in Greek Schools, Greece 43

3 Upscaling and institutionalising promising practices 48
3.1 Elements for institutionalising education practices 48
3.1.1 Positioning the practice within the existing education system 49
3.1.2 Establishing a shared understanding of the benefits of holistic education and establishing respective values, norms, and practices 49
3.1.3 Establishing a shared understanding of the context of the practice 50
3.2 Macro-level conditions 50
3.3 Micro-level conditions 51
3.4 COVID-19 pandemic-related conditions 52

Conclusion 53

References 56

FIGURES

Figure 2.1. Holistic model for educational integration of refugee students 20
Figure 2.2. Holistic elements of LOWAN 23
Figure 2.3. Holistic elements of the Language Friendly School 27
Figure 2.4. Holistic elements of Praxiserprobung für geflüchtete Jugendliche (Practical Learning for Refugee Youth, PE) 32
Figure 2.5. Holistic elements of *Patenschaftsprogramm* (Buddy Programme) 36
Figure 2.6. Holistic elements of SchlaU-Schule (Smart School) 41
Figure 2.7. Holistic elements of cultural storytelling 45
Figure 2.8. Holistic elements of identity texts 46
Figure 2.9. Holistic elements of the Jigsaw method 47

Abstract

Education is one of the most important fields to promote the integration of refugee, and newcomer more in general, children and youths in host countries. However, holistic education has so far not been established into the mainstream education systems in European countries. Projects and pilot programmes have developed across Europe to test holistic approaches. Some of them have started very recently as a response to the arrival of high numbers of refugees and newcomers, while others have been established for a longer period and have started to expand. This paper first provides an overview of key research gaps in refugee education. It then provides a mapping of promising holistic education practices in Europe, with a focus on Germany, Greece and the Netherlands. Based on this, the paper explores key conditions to upscale and institutionalise promising practices of holistic refugee and newcomer education.

Key concepts

Asylum seeker

An "asylum seeker" is a person who has applied for asylum and is waiting for a decision as to whether or not they will receive refugee status. Determination of refugee status can only be of a declaratory nature. Indeed, any person is a refugee within the framework of a given instrument if they meet the criteria of the refugee definition in that instrument, whether they are formally recognised as a refugee or not (UNHCR, 1977[1]).

Dublin III Regulation

The Dublin III Regulation establishes the criteria and mechanisms for determining the Member State responsible for examining an application for international protection lodged in one of the Member States by a third-country national or a stateless person (European Parliament and Council of Europe, 2013[2]).

Immigrant

From the perspective of the country of arrival, an “immigrant” is a person who moves into a country other than that of their nationality or usual residence, so that the country of destination effectively becomes their new country of usual residence (IOM, 2021[3]).

Inclusive education

According to the Education and Training (ET) 2020 Policy Framework for Promoting Inclusive Education, “inclusive education aims to allow learners to achieve their full potential by providing good quality education to all in mainstream settings. Inclusive policies actively seek to support learners at risk of exclusion and underachievement by responding flexibly to the circumstances and needs of all learners, including through individualised approaches, targeted support and cooperation with families and local communities” (European Commission, 2020[4]).

Inclusive teaching

Inclusive teaching can be defined as “the ways through which teaching is developed and carried out to promote learning and well-being of all students in the classroom. In this process, key elements such as pedagogy, curriculum and assessment, and core competences, including critical reflection, global competence and a growth mindset, play fundamental roles” (Brussino, 2021[5]).

Institutionalising

Institutionalising or institutionalisation refers to the process through which new practices or innovations are included into the context of focus and become prevailing practices in an organisation, system or society (Nworie, 2015[6]; Siarova and van der Graaf, Forthcoming[7]).

Integration vs. inclusion of immigrants

In education, integration can be understood as the process through which diverse student groups (e.g. refugee and immigrant students, students with special education needs) are placed in mainstream education settings with specialised support on condition that they can fit within the pre-existing environments, structures and attitudes (UNESCO, 2017[8]). In the migration domain, migrant integration is mainly used as an empirical or descriptive notion referring to the "process of settlement, interaction with the host society, and social change that follows immigration" (Garcés-Mascareñas and Penninx, 2016[9]).

Inclusion in education can be acknowledged as "a matter of adopting a socio-ecological approach regarding the interactions between students' capabilities and environmental demands, stressing that educational systems must adapt to and reach all students – and not vice versa" (Amor et al., 2018[10]). It is understood as a dynamic process that is in constant evolution based on context-specific factors and culture aiming at valuing diversity and promoting active participation of all students (UNESCO, 2017[11]; UNESCO, 2020[12]).

The difference between integration and inclusion is that integration refers to the process of placing diverse groups of students in mainstream classrooms, while inclusion involves a much deeper level of participation in mainstream learning settings. Despite the differences between these two concepts, they are often used interchangeably in practice, both in policy and research discourses. Therefore, while acknowledging the differences between the two terms, the paper uses them interchangeably to carry out a review of existing work in the area and map promising practices.

Migrant

A migrant refers to any person who is moving or has moved across an international border or within a State away from his/her habitual place of residence, regardless of (i) the person's legal status; (ii) whether the movement is voluntary or involuntary; (iii) what the causes for the movement are; or (iv) what the length of the stay is (IOM, 2021[13]).

Multilingual education

Multilingual education refers to any school programme in which more than one language is used in the curriculum to teach academic subject matter or in which the language of schooling does not match the language of the home or community. The reasons for incorporating the languages, the specific languages chosen, the structure of the program, and the relation between the school languages and the community, vary widely and influence educational outcomes (Cerna, 2019[14]).

Reception centre

A reception centre is a "location with facilities for receiving, processing and attending to the immediate needs of refugees or asylum seekers as they arrive in a country of asylum" (UN High Commissioner for Refugees (UNHCR), 2006[15]). In most EU countries, "first reception centres" are differentiated to indicate

the location of first arrival and processing of asylum requests before applicants are transferred to a more permanent location.

Refugee

A refugee is a person who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality and is unable to or, owing to such fear, is unwilling to avail themselves of the protection of that country (UNHCR, 1951[16])

Unaccompanied child/minor

An unaccompanied child/minor is a minor separated from both parents and other relatives and are not being cared for by any other adult who, by law or custom, is responsible for doing so (International Committee of the Red Cross, 2004[17]).

Upscaling

Upscaling refers to the process of expanding the effects of a practice not only to a larger group of beneficiaries, but also to achieve longer-term changes in practice and belief (depth), continuation of intervention effects after initial implementation (sustainability), and strong ownership of the reform (Coburn, 2003[18]; Siarova and van der Graaf, Forthcoming[7]).

Welcome class/integration class

Welcome classes or Integration classes are specialised classes for newly arrived immigrant students. Students remain in these classes between a few months up to two years until their competences in the language of instruction and their adjustment to the new education system is considered as sufficient to participate in mainstream classes. The way these classes are arranged varies between countries and regions.

Introduction

Since the substantial rise in numbers of refugees and asylum applicants between 2014 and 2016, European countries have increasingly been concerned with developing strategies for effectively integrating new arrivals into society. In 2020, 141 000 people seeking asylum in Europe were below 18-years -old, about one third (31%) of first-time asylum applicants in the European Union (EU) (Eurostat, 2021[19]), and nearly 10% of them were unaccompanied children (European Commission, 2021[20]). Considering the high number of children, adolescents and young adults among refugees and asylum applicants, education is one of the most important fields of integration, because i) children and youth have a universal human right to education; ii) adequate education is a key for socio-economic success and for overcoming disadvantages in receiving societies; and iii) young refugees have particular social and emotional needs that quality education can help them address (Fazel, M.; Reed, R. V.; Panter-Brick; C., Stein, A, 2012[21]).

The rising numbers of refugee students in Europe have led to a high degree of classroom heterogeneity in terms of linguistic and cultural background as well as educational experience. At the same time, school populations are no longer as stable as before, because more students move from one educational system to another within and across countries (Herzog-Punzenberger, Le Pichon-Vorstman and Siarova, 2017[22]). Some areas of the EU have more heterogenous student populations than others. If valued and managed effectively, diversity can function as a rich educational resource. It can help cultivate linguistic competences, active citizenship, and creativity of all students (Siarova and Tudjman, 2018[23]).

Good quality education fosters social inclusion, economic growth and innovation in the context of student diversity (Koehler and Schneider, 2019[24]). Several studies have investigated the conditions under which refugee students can succeed in education in Europe and how equal chances in education can be created, e.g. what can be considered as “good education”. Evidence shows that for an educational practice to be of “good quality” for all students, including refugee students, it must target their diverse social and emotional needs (Cerna, 2019[25]). The relationship between student needs, individual, interpersonal and school-level factors, policies, and educational integration is set out by the holistic education model developed by Cerna (2019[25]) The model specifies that educational integration can take place if all student needs are met. Different factors at the individual, interpersonal and school levels determine the prevalence of specific student needs. In turn, policies and practices shape these factors. At the same time, the factors influence policies and practices for integration (Cerna, 2019[25]).

Holistic education has so far not been established into the mainstream education systems of European countries. At the same time, educators and academics have recognised the potential of fostering integration of refugee students into education and society. Projects and pilot programmes have developed across Europe to test holistic approaches. Some of them have started very recently as a response to the arrival of high numbers of refugees, while others have been established for a longer period and have started to expand.

This working paper investigates good practices of holistic education in European countries, with a particular focus on Germany, Greece, and the Netherlands. Section 1 provides an overall analysis of gaps in research on refugee education in Europe. This is followed in Section 2 by an in-depth analysis of identified good practices of holistic education in the three countries of focus. The analysed practices are by no means

the only good practices in Greece, Germany, and the Netherlands. The authors understand that there is a multiplicity of good practices in each of these countries. However, firstly, in the scope of this analysis, it was not possible to conduct a complete mapping of all good practices in the three countries; secondly, a selection had to be taken among those practices for which information was accessible. The selection of good practices was further informed by expert interviews and selection criteria (see Section 2.2). The analysis of each practice is based on the review of secondary sources (e.g. website presentation, reports, evaluations) and interviews with stakeholders involved in the practice. The analysis investigates the scope, measures and goals of the practice, the way the practice includes holistic elements, the context it operates in, success factors and its impact. To conclude, Section 3 analyses the potentials and conditions for upscaling and institutionalising good practices in holistic education for refugee students.

1 Analysis of gaps in research on refugee education in Europe

Research has investigated various aspects of refugee education in Europe. To understand the complexity of the topic and develop appropriate policy and practice responses, it is key for research findings to comprehensively cover all dimensions of the topic. This section analyses the groups, themes, education settings, dimensions and time frames that so far have not been analysed comprehensively by refugee education research in Europe. In doing so, the section identifies needs for future research.

1.1 Under-analysed groups in refugee education research

There is sufficient evidence that pre-primary education has a high relevance for the successful integration into primary education, especially in the case of children with an immigrant background. However, pre-primary education is generally not part of compulsory education. Therefore, refugee children of **pre-primary age** are mostly not part of integration programmes and are not comprehensively considered in education research (UNHCR; UNICEF; IOM, 2019[26]).

Generally, the later students arrive in a destination country, the further their academic and broader well-being outcomes will lag behind non-immigrant students in that country (OECD, n.d.[27]). Data from the 2018 OECD's Programme for International Student Assessment (PISA) confirms that late arrivals, i.e. immigrant students arrived after the age of 12, have lower academic, social and emotional outcomes than early arrivals and native students (Brussino, Cerna and Mezzanotte, Forthcoming[28]). The age group between **12 and 18-years-old** largely encompasses pre-adolescent and adolescent years, which are particularly important years to promote the academic and broader well-being of refugee students and students in general. Education research indicates that the variability of young people's academic levels – and hence in their needs – increases as they progress through school (Cascio and Staiger, 2012[29]). Therefore, during students' adolescence, more personalised approaches to education should be applied while "one-size-fits-all" approaches become increasingly problematic (Backes and Bonnie, 2019[30]). Hence, educational approaches for late arriving adolescent refugee students and newcomers must create connectivity to their educational background and at the same time consider the diverse needs of adolescent students in general. In 2020, almost one-third (31%) of first-time asylum applicants in the EU were minors below 18 years, 20% of them were between 14 and 17 years and 80% were below 14 years (Eurostat, 2021[19]). Due to the significance of education for this large group of new arrivals, it is necessary for research to comprehensively analyse the achievement conditions and outcomes of refugee students, and newcomer students more broadly, between 12 and 18-years-old.

In most European countries, compulsory education ends between 15 and 18-years-old. The end of compulsory education often means that refugee students are not admitted to mainstream schools. This is difficult because many of them have not completed their school education due to periods of lost education during flight and before leaving their countries of origin (Koehler et al., 2018[31]). Due to this fact, refugee students above the age of compulsory education are often excluded from school integration programmes and are hardly considered in research (UNHCR; UNICEF; IOM, 2019[26]).

Another research gap in refugee and newcomer education concerns refugee students with **special education needs**[1]. These students compose a group of individuals of a considerable size as they often belong to various disadvantaged groups simultaneously. They face multiple barriers in the access to education and services. These include the inexperience of education and service providers in working with students with special education needs and with refugees. At the same time, only a limited amount of research has focused on the needs of this group of children and youths in receiving countries (Besic and Hochgatterer, n.d.[32]).

1.2 Under-analysed themes in refugee education research

Research has established that **access to education** for young refugees in Europe is often delayed or not available at all (Tánczos and Koehler, 2018[33]). Article 14 (1) of the Directive 2013/33/EU of the European Parliament and of the Council of Europe provides that children of asylum seekers and minor asylum seekers should be granted access to the education system "under similar conditions as nationals of the host Member State", while Article 27 of the Council Directive 2011/95/EU provides that minors granted refugee or subsidiary protection status should be granted access to education "under the same conditions as nationals". Article 14 (2), Directive 2013/33/EU further requires that children entering a Member State should be included in education within three months and that "preparatory classes, including language classes, shall be provided to minors where it is necessary to facilitate their access to and participation in the education system". Not all European countries comply with these regulations or face challenges in implementing them in practice (Koehler et al., 2018[31]). However, research has not yet studied comprehensively the conditions under which delays or prevented access take place and the effect that this has on the educational development of young refugees (Cerna, 2019[25]). This is especially the case for early childhood and upper secondary education (Grigt, S., 2017[34]).

The **inclusion** of refugees in national education systems has been swiftly adopted as a standard global policy approach. Yet the practices of structural inclusion have been varied. Processes of "vernacularisation" or "appropriation and local adoption" inclusion policies "land in very different ways in different places" and have resulted in varied models for the practice of inclusion (Merry and Levitt, 2009[35]). Hence, inclusion as a broad concept is interpreted in different ways depending on the political and social contexts. This leads to a variety of inclusive practices that may not all be fully in line with the initial concept of inclusion. These models fall generally into four categories:

i. No access to mainstream schools (such as refugees living in first reception centres in some EU countries)
ii. Access to mainstream schools but separation from nationals geographically
iii. Access to mainstream schools but separation from nationals temporally (such as in specialised welcome classes in Germany, the Netherlands and other EU countries)
iv. Full access to public schools with refugee and native students enrolled in the same classroom (such as in the United Kingdom immediately after arrival and other EU countries after attending welcome classes).

Dryden-Peterson et al. (2019[36]) provide an in-depth analysis of these models. While models i) and ii) are not inclusive, model iii) is partly inclusive and model iv) fully inclusive.

While it has been established in research that refugees have **various particular needs** that matter for their educational development, in-depth analysis of these needs, including academic, social and emotional needs, and their implications for education settings, has been scarce so far. Additionally, there is a lack of

[1] In line with the OECD Strength through Diversity project, the paper uses the term special education needs to identify learning disabilities, physical impairments and mental disorders (Brussino, 2020[124]).

research on the needs of young refugees and their parents to adjust to a new education system and the need to communicate with others (Cerna, 2019[25]).

Several factors related to asylum seekers' reception conditions can have a negative effect on young people's overall development (Hess et al., 2018[37]) and their educational development in particular (Koehler and Schneider, 2019[24]). These factors include the **living conditions in reception centres**, especially when young people stay there for a prolonged period of time, **insecure residence status**, pending asylum procedures and respective **insecurity of the future** (Hess et al., 2018[37]; Koehler and Schneider, 2019[24]). However, no in-depth research has been conducted to analyse the effect that living under these particular conditions has on young refugees.

Equally, it has been established that **teachers' expectations** can have an impact on students' learning in supportive or disruptive ways. However, it has not been the focus of research to investigate the expectations of teachers towards refugee students and their influence on refugee students' learning.

Another research gap in refugee education policymaking concerns prior educational experiences of young refugees prior to flight. Therefore, it is necessary to understand the **educational experiences of young refugees prior to flight** – and during flight, if applicable - more comprehensively. On this basis, individualised approaches can be developed. Studies so far do not comprehensively analyse prior educational experiences (Cerna, 2019[25]).

Most countries have included refugees in their public education policies. However, little focus has been placed on the relation between public policies – reflected through education policies – and the **imagined and presumed future of refugees**. In other words, there is little research on the space and opportunity for refugees to realise their own presumed futures in the context of their receiving countries' education policies (Dryden-Peterson, 2020[38]) as opposed to following the agendas that public policies set for refugees.

1.3 Under-analysed education settings in refugee education policy and research

Research shows that young asylum-seekers often spend longer than three months in **first reception centres** where they mostly have no access to mainstream education (Tánczos and Koehler, 2018[33]; UNHCR; UNICEF; IOM, 2019[26])[2]. If schooling is provided in first reception centres, quality and intensity of teaching is generally lower than in mainstream schools and does not cover all subjects (UNHCR; UNICEF; IOM, 2019[26]). However, there is no analysis of the exact nature of teaching structures and standards in first reception centres and on the impact that living in these centres has on the educational development of young people.

Research shows that refugee students mostly do not have the adequate official documentation certifying their **prior schooling or learning** in their home countries. In addition, in most host countries, there is lack of diagnostic and assessment tests addressed to refugee students in their mother tongues, e.g., to assess their learning needs to enrol them in the grade/class that responds to their educational needs and level of understanding (Koehler et al., 2018[31]). Due to these factors, the ability of education systems to identify the appropriate type of school and grade level to refugee students is very limited and has not been sufficiently addressed by research.

[2] Article 14 (2), Directive 2013/33/EU requires that children entering a Member State should be included in education within three months and that "preparatory classes, including language classes, shall be provided to minors where it is necessary to facilitate their access to and participation in the education system".

1.4 Under-analysed student groups with different asylum/refugee status

In 2020, there were 13,600 asylum applications in the EU from unaccompanied minors; 10 % of all minors were unaccompanied In five EU countries (Portugal, Slovakia, Romania, Bulgaria and Slovenia), the share of unaccompanied minors among all minors was above 50% (Eurostat, 2021[19]).

The educational context for **unaccompanied minors** who are on the move, have been resettled, and/or those in receiving countries is different from other refugee students. Unaccompanied minors are more vulnerable and have particular academic, social and emotional needs and preconditions (Ketil and Anders, 2013[39]). These have not yet been researched comprehensively. An exception is the study by Grigt (2017[34]) on the education of unaccompanied minors in Italy.

High numbers of young refugees are **in transit**. This means they are moving between different European countries, often related to the Dublin III Regulation[3] (Picozza, 2017[40]) or are on their way to their country of destination (Mixed Migration Centre, 2021[41]). Some have also disappeared from the official system out of fear of deportation or for other reasons and are living in Europe without legal documents. According to estimations, over 18 000 refugee minors have disappeared in Europe between 2018 and 2020. These children are highly vulnerable for exploitation (Elia, Christian, 2021[42]). According to the United Nations High Commissioner for Refugees (UNHCR), the United Nations Children's Fund (UNICEF) and the International Organization for Migration (IOM) (2019[26]), this group of students is the most at risk of staying out of school. At the same time, there is no comprehensive research on their educational situation.

The crucial role of parents (or caretakers) for educational processes of students has been established by educational and pedagogical science. There is some but not much research on parental engagement of immigrant parents (such as the studies carried out by the project ALFIRK of the SIRIUS Network (SIRIUS, 2019[43]). However, llittle research exists on the **role of parents of refugee students**.

1.5 Under-analysed dimensions and timeframes in refugee education policy and research

There is a lack of **comprehensive policy-relevant research** on refugee children and youths from an educational perspective. Current research on young refugees' education is limited and often remains on a case-study level, which inhibits generalisations and is not sufficient to comprehensively inform policy development (Cerna, 2019[25]).

Most existing research on the education of refugee youths in Europe was conducted during and soon after the arrival of large numbers of refugees between 2015 and 2017. Studies that were published afterwards are either based on primary data collected between 2015 and 2017 or refer to findings that are based on data collection during that period. Due to that, current research represents to a large degree ad-hoc educational responses. At the same time, well established and mainstreamed solutions that have been developed after 2017 are less analysed in existing research. There is a considerable lack of **comprehensive research conducted after 2017, and more recently after the COVID-19 outbreak**. An exception is the study by Sobczak-Szelc, Szalanska and Pachocka (2021[44]) that is based on data collected in Austria, Germany, Greece, Italy, Poland, Sweden, the United Kingdom, Turkey, and Iraq. However, the study primarily focuses on higher education and labour market access for refugees and not on primary and secondary education. It also does not include the time frame of the COVID-19 pandemic.

[3] The Dublin III Regulation (Regulation (EU) No.604/2013) is EU legislation that entered into force in July 2013. It sets the procedure and criteria for determining the EU Member State responsible for examining an asylum claim requested in the EU. The Regulation aims at easing and coordinating asylum procedures made in the EU more efficiently (European Commission, 2021[120])

Furthermore, a **lack of harmonisation of data collection and respective indicators** has limited research on the participation and performance of refugees in education in Europe (Cuesta, 2017[45]; UNHCR; UNICEF; IOM, 2019[26]).

Research and policy often consider refugee students as a homogeneous group. However, it stands to reason that factors such as region/country of origin, nationality, culture, language, ethnicity, prior educational experiences, religion, socio-economic and educational background before flight affect refugee students' educational outcomes and needs (Kaprielian-Churchill, I., 1996[46]). Studies that **differentiate by these factors** so far do not exist (Cerna, 2019[25]).

In order to understand the impact of education programmes, teaching strategies and education policies on the academic development and well-being of refugee students, it is necessary to conduct **monitoring and evaluation** that differentiate outcomes for refugees from other student groups and assess refugee students' learning progress within the education settings of the host countries. This is so far generally missing (Bunar, 2018[47]; Cerna, 2019[25]).

2 Analysis of promising practices of holistic refugee education in Europe

In some countries, regions and locations, practices in refugee education that include key elements of holistic education have been developed. How do these practices function? What are their success factors? What can stakeholders and practitioners learn from them? This section describes and analyses promising refugee education programmes inGermany, Greece and the Netherlands. The three countries were chosen to represent different contexts of the education of refugees and the overall situation of refugees in Europe. After an outline of the immigration and refugee context as well as of the education system for refugee students in each of the three countries, the identified practices are analysed in detail.

2.1 Countries of focus

Germany and the Netherlands are central European countries that have been destinations of refugees and immigrants for decades. Their societies have been shaped by multicultural diversity since the mid-1960s. Greece is a southern European country at the forefront. It used to be rather a transit country for refugees and immigrants on the Balkan Route into Europe but with the closure of borders in 2016 it also became a country of arrival and long-term stay of refugees and immigrants.

2.1.1 An overview of the refugee situation

Germany

In Germany, 1.86 million people in search of protection were registered in 2020, marking an increase of only 1% (18 000 persons) compared to 2019. The low rise in numbers is mainly to be attributed to travel restrictions during the COVID-19 pandemic outbreak. In the previous years, the annual growth of the number of asylum seekers was approximately 3% (Statistisches Bundesamt, 2021[48]). Most refugees come from Syria, followed by Afghanistan, Iraq, undisclosed countries, Turkey, Somalia, Nigeria, Eritrea, Iran and Georgia (Mediendienst Integration, 2021[49]). In Germany, 19.4% of asylum seekers are in school age (i.e. aged between 6 and 18) and 34.8% are between 0 and 5-years-old (Statista, 2021[50]). Hence, large numbers of refugee children and youths are expected to be entering the German school system in the next few years. This demonstrates the urgency of establishing functioning holistic education practices to guarantee equal educational chances.

Greece

In Greece, 1.1 million refugees have entered the country since 2014 (UNHCR, 2021[51]). Since October 2019, approximately 9 000 children have been living in 28 refugee camps (called Refugee Hospitality Centres, RHCs) in the mainland of Greece. As of 2020, approximately 13 000 children and youth below

the age of 18 were living in Refugee Identification Centres (RICs) in the Aegean islands of Lesbos, Kos, Samos, Chios and Leros (Migrants in Greece, 2020[52]).

Urban setting accommodation schemes include the Emergency Support to Integration and Accommodation Scheme *(*ESTIA), which are hotels managed by UNHCR and funded by European Union Civil Society and Humanitarian Aid (ECHO). In addition, the Ministry of Migration Policy and IOM provide rented accommodations, which host about 16 000 children and youths in total (Reliefweb, 2020[53]). In other words, there is a total of 38 000 children and youths, out of which approximately 4 500 are unaccompanied minors, living in one of the above schemes. There is an additional estimated number of 1 000 unaccompanied minors either homeless or living under unknown circumstances (Bourdara, 2020[54]; Zafeiropoulos, 2020[55]).

Out of a total of 39 000 refugee children and youths in Greece, 26 000 are of school age. During the 2018-2019 school year, 12 500 refugee children and young people were enrolled in Greek public schools, but their enrolment rates varied – and still varies – greatly according to the relevant accommodation scheme. The school enrolment rate in urban settings amounts to 70%, whereas the attendance in RICs in the islands is considerably lower (UNHCR, 2021[56]; UNHCR, 2020[57]).

The Netherlands

In the Netherlands, 78,911 people were registered as refugees in 2020. This was a 16.4% decline compared to 2020 and the highest since the decline of numbers in 2018. Between 2012 and 2016, the numbers of new arrivals rose annually (Macrotends, 2021[58]). The major countries of origin are Syria, followed by Algeria, Turkey, Morocco, Nigeria, undisclosed countries, Yemen, Afghanistan, Iran and Eritrea (Dutch Council for Refugees, 2021[59]). Since 2005, the Netherlands has witnessed a steady increase in the immigration of youth aged 20 or below (OECD, n.d.[60]). Currently, 23.3% of refugees in the Netherlands are children and youths under 18-years-old (Dutch Council for Refugees, 2021[59]).

2.1.2 An overview of the three education systems

Educational institutions often reproduce existing inequalities between social groups. This might be done by favouring the dominant culture and values of the majority over those of minority groups, such as immigrant communities (Gornik et al., 2020[61]). Hence, inequalities for refugee students can often be a result of the organisation of educational institutions. At the same time, schools are potential vehicles to promote social equality, intercultural dialogue, integration/inclusion, and social cohesion (Sedmak, 2013[62]). Holistic education models can promote this function of schools.

The education systems of the Netherlands, Germany and Greece follow a tracking scheme. All three countries select students for secondary school tracks at an early age (10-years-old in Germany, 12-years-old both in the Netherlands and Greece). Evidence shows that early tracking fosters a reproduction of social class differences; it is unfavourable for immigrant and refugee students as they have less time to adjust to the education system and learn the language sufficiently to qualify for a higher secondary track (Koehler and Schneider, 2019[24]). Also, early tracking does not adequately take into account the potentials of students and cultural barriers (OECD, n.d.[60]). Data shows that immigrant and refugee students are too often assigned to lower vocational education tracks, regardless of their intellectual capacities (European Commission, 2020[63]).

Due to the long history of asylum and refugees in the Netherlands and Germany, practices for the education of refugee students, and newcomer students in general, started to be developed in both countries decades ago. Some new practices have been implemented as a response to the arrival of larger numbers of asylum seekers in 2015 and the following years.

Germany

In Germany, the authority of school education matters rests on the Federal States. Therefore, each Federal State has a (slightly) different school system with institutional arrangements varying between regions. The German education system is divided in three-pillars and operates with a dual vocational training system. The system defines three types of secondary degrees: higher, medium and lower secondary degrees. A higher secondary degree qualifies for university studies, a medium secondary degree for a more qualified vocational training and a lower secondary degree for a less qualified vocational training. Vocational training operates in the dual mode, meaning that it partly consists of practical training in a company/organisation and partly of vocational education.

When young refugees in secondary school age arrive in Germany, they usually attend a welcome class for a period between one and two years to learn the German language and connect with the German education system. These classes are mostly based in mainstream schools. After reaching a certain German language level, refugee students join a mainstream class. In some cases, this is a gradual process of joining some lessons until refugee students fully integrate into the class. In some regions, there is the opportunity to enrol in a mainstream class directly. In some Federal States, refugee students who live in reception centres are not allowed to attend mainstream schools. They are subject to compensatory lessons in the centre, which mainly do not follow the standards and curriculum of mainstream schools (Koehler et al., 2018[31]).

Greece

In Greece, the mainstream education system has only recently opened up for refugee and newcomer students. In the past three years, targeted measures started to develop in the frame of inclusive education. The large influx of immigrant and refugee populations that have entered the country has significantly changed Greece's socio-cultural settings. These new populations are also represented in the public education system, with 10% of the children and young people who attend the Greek public education system coming from foreign countries (Palaiologou, 2019[64]).

Responding to the high increase in refugees, asylum seekers and newly arrived immigrants from 2015 onwards, Greece altered the regulations and guidelines on school placement and assessment of prior educational experiences to protect and safeguard children and youth's universal right to education (Ministry of Education and Religious Affairs, 2016[65]). The Ministry of Education issued regulations with specific nation-wide and mandatory provisions to address the educational needs of young refugees and asylum seekers living in Reception and Identification Centres (RICs) and Reception and Hospitality Centres (RHCs) (Government Gazette, 2017[66]).

Before the beginning of each school year, national guidelines are provided for the education provision for refugee and newcomer students. Students with no prior education experience in the Greek state education system are usually placed in Host Structures for Refugee Education (DYEP) unless these structures do not exist in their immediate location. In that case, students can register in a mainstream morning school and, if enough newcomer students request it, the school can host a reception class for these students, under the approval of the Teacher Assembly of the school (Palaiologou, 2019[64]).

Under law 3879/2010, educational priority zones (ZEP) were established and include all the primary and secondary education Regional Directorates that can provide ZEP reception classes. These classes are meant to integrate students without the competence level in Greek required in the education system. Reception classes are developed along a two-cycle programme which also includes schooling in mainstream classes. In particular, ZEP reception classes I target students with a minimum or zero competence level in the Greek language; ZEP reception classes II target students with a Greek language competence level that can hinder their participation in mainstream classes (European Commission/EACEA/Eurydice, 2021[67]).

In the first years following these regulations, efforts to provide for refugee education in formal education settings focused on afternoon classes, i.e. classes functioning after the morning school programme addressed specifically to refugee and newcomer students. Later, the Ministry of Education allowed refugee and newcomer students to attend mainstream morning classes.

The Netherlands

The Dutch education system is based on decentralisation with high levels of autonomy for schools and freedom of school choice for students and their parents (OECD, n.d.[60]). The municipal level oversees the organisation of compulsory education, which includes mainstream as well as newcomer education (Dutch Ministry of Education, 2016[68]). In the country, education is compulsory from 5 to 16-years-old. Students attend primary education until the age of 12-years-old. Secondary education is divided into three major tracks. One track prepares for vocational training (VMBO) and one track prepares for university (VWO). A middle track prepares students to study at universities of applied sciences (HAVO) (Scheerens et al., 2012[69]).

Immigrant and refugee students are often overrepresented in the lower tracks of secondary education (OECD, n.d.[60]). Newcomer children and youths usually attend International Transmission Classes (*Internationale Schakelklassen*, ISK) for about two years before their transition to the mainstream school system (OECD, n.d.[60]). Refugee students living in reception centres attend ISK classes in the reception centre when they are of primary school age and outside of the centre when they are of secondary school age (LOWAN-PO, 2021[70]; LOWAN-VO, 2021[71]).

2.2 Methodology

The recent migration flows in the Netherlands, Germany and Greece and respective education policy responses are also reflected in the practices analysed in this section. While most practices from Germany and the Netherlands were established several years ago with some having been upscaled and expanded, the examples from Greece include programmes implemented in school years 2019/2020 and 2020/2021.

In particular, the analysed practices were chosen based on the following elements:

i. Addressing most dimensions of the holistic education model developed by Cerna (2019[25]) (see Section 2.3)
ii. Targeting refugee students between 12 and 18-years-old
iii. Being implemented in the Netherlands, Germany or Greece
iv. Being well documented, if possible, through evaluation reports to demonstrate the extent to which the intended goals are reflected in the implemented measures and their impact. However, this has only been possible for the practices from Germany and the Netherlands due to the described recent start of the examples from Greece.

The choice of good practices based on the above criteria was further informed by an expert consultation. It was not possible to conduct a full mapping of all existing practices. Hence, the selection does not exclude the existence of other promising practices in the three countries. The authors are aware that numerous good practices exist, mostly on a local case study level, that have not been well documented, evaluated and researched. The practices presented here are not to be considered as best practices of holistic education. Rather, each of them contains valuable elements of holistic refugee education.

The analysis was conducted through desk research (e.g., through descriptions of the practices, annual reports, evaluation reports and secondary analysis) as well as through interviews with stakeholders involved in the coordination and implementation of the practices.

Each practice is first presented individually and described with respect to its structure and approach, the way it addresses the three dimensions of student needs included in the holistic refugee education model by Cerna (2019[25]), as well as the context it operates in. This analysis of individual practices is followed by an investigation of how the practices could be upscaled and/or institutionalised.

2.3 Holistic model

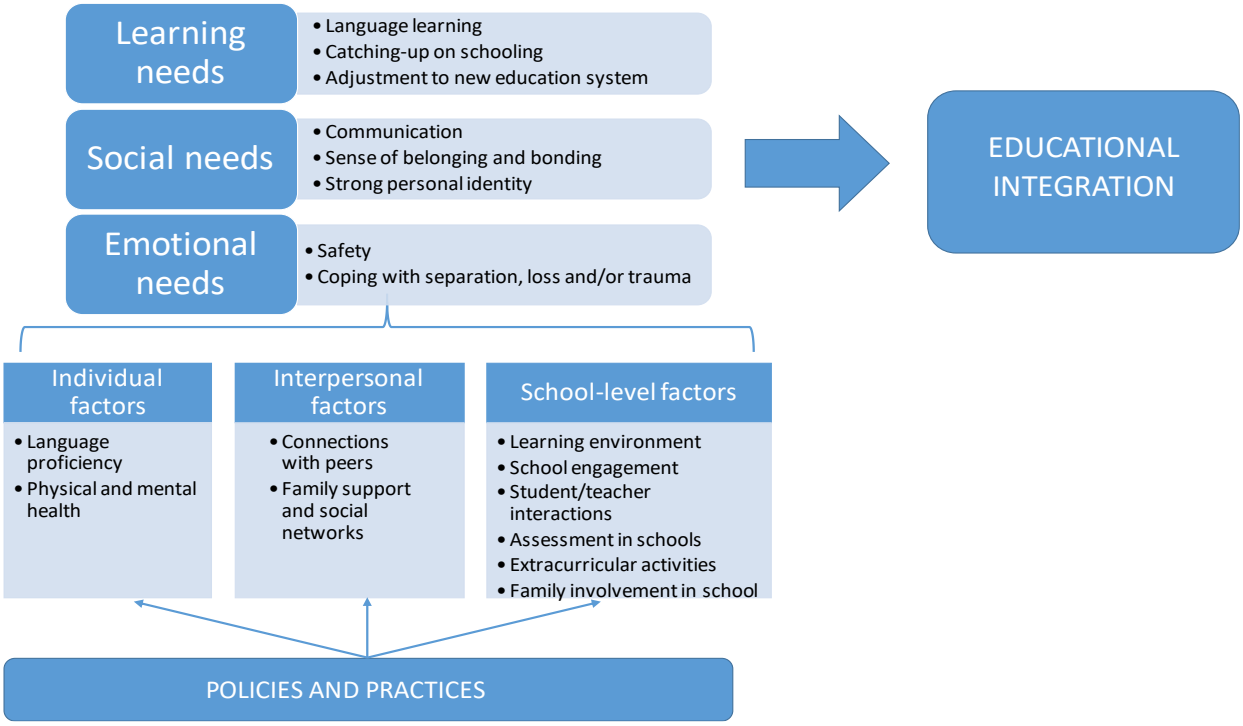
The holistic education model developed by Cerna (2019[25]) provides the basis for the analysis of the practices. The model identifies the relationship between student needs, factors, policies, and educational integration (see Figure 2.1). It assumes that educational integration of refugee students can take place when education practices address their: i) *learning needs* (e.g. learning of the language of instruction, catching up on schooling, and adjusting to the new education system); ii) *social needs* (e.g. communication with others, including non-refugees, feeling a sense of belonging and bonding, and developing a strong personal identity); and iii) *emotional needs* (e.g. feeling safe, copying with separation, loss, grief, and trauma). Each of these three pillars carries a different weight, depending on the personal and educational background of the student and resulting individual needs (Cerna, 2019[25]).

The prevalence of these needs is shaped by:

i. *Individual factors*, such as (host country) language proficiency, mother tongue proficiency, physical and mental health
ii. *Interpersonal factors*, such as friendships and connections with peers, family support and social networks
iii. *School-level factors*, such as learning environment, school engagement, teacher/student interactions, assessment at school level, extra-curricular activities, parental involvement in the school community.

These individual, interpersonal and school-level factors should be analysed and inform practices. The factors are shaped by policies and practices. At the same time, the factors influence policies and practices for integration (Cerna, 2019[25]). This means that policies determine the context in which the practices operate. Hence, depending on their design, policies can support or hinder holistic refugee education practices. Additionally, addressing the complex needs of students requires collaborations of educational institutions with multiple stakeholders, such as policy makers, social work, health organisations, community organisations, migrant and refugee organisations, private companies, and other support services (Cerna, 2019[25]). Research further confirms that educational approaches addressing students' social and emotional needs are not only conducive to individual students' growth but are also powerful tools to promote interethnic tolerance and respect for diversity (European Commission, 2020[4]).

Figure 2.1. Holistic model for educational integration of refugee students



Source: Cerna, L. (2019[25]), "Refugee education: Integration models and practices in OECD countries", OECD Education Working Papers, No. 203, OECD Publishing, Paris, https://doi.org/10.1787/a3251a00-en.

2.4Practices addressing learning, social and emotional needs of refugee students

This section introduces and analyses the selected promising practices from the Netherlands, Germany, and Greece. Each practice is presented with a description of its scope, goals, measures, target group and internal organisation. This overview is followed by an analysis of how student needs are met by the practice and the context in which the practice operates. The impact and success factors of the practice are also analysed based on evaluation findings, as far as these are available.

2.4.1 LOWAN, the Netherlands

Description

In the Netherlands, LOWAN (*Ondersteuning Onderwijs Nieuwkomers* – "Support for Newcomer Education") operates in primary and secondary formal education settings. Founded in 1986, LOWAN consists of a programme for primary education (for students aged between 6 and 11), LOWAN-PO, and a programme for secondary education, LOWAN-VO (for students between 12 and 18years-old). The office of LOWAN-PO is located in Utrecht, while LOWAN-VO is run without a physical office (LOWAN-PO, 2021[70]; LOWAN-VO, 2021[71])[4]. The target population of LOWAN is newcomer students. This includes refugee, immigrant, expat and asylum-seeking students. Each year, about 20 000 primary and 12 000

[4] The information about LOWAN is exclusively based on the interviews carried out. It was not possible to include secondary sources in the analysis.

secondary students participate in newcomer classes. Around one third of them are refugee students (LOWAN-PO, 2021[70]; LOWAN-VO, 2021[71]).

The programme is run by teachers for teachers and is subsidised by the Dutch Ministry of Education. To support the work of LOWAN-PO, two part-time employees work nationwide and are supported by ten regional coordinators who receive allowances. Similarly, LOWAN-VO employs one full-time and three part-time employees (LOWAN-PO, 2021[70]; LOWAN-VO, 2021[71]).

The aim of LOWAN is to be a "knowledge organisation" that preserves knowledge, stimulates development in the schools that teach refugees and provides training and tools for teachers (LOWAN-PO, 2021[70]). As such, LOWAN provides support, advice, and direction for teachers, municipalities and school boards as well as local and public authorities to organise education for newcomers (LOWAN-PO, 2021[70]; LOWAN-VO, 2021[71]). The programme informs relevant stakeholders about laws, regulations, and subsidies regarding the education provision for newcomers. It also provides an overview of the schools where newcomers can enrol as well as material for educators working with newcomer students (OECD, n.d.[60]). In particular, in 120 LOWAN-VO and 350 LOWAN-PO locations in the Netherlands, LOWAN assists teachers and schools in running ISK classes for newcomers (see Section 2.1.2). The classes are organised in different ways:

i. Newcomer primary school classes by LOWAN-PO attached to a first reception centre. These are full-time classes that students usually attend for approximately one year or until they move. In these classes, students receive a tailored programme with personal goals for mathematics, Dutch language, spelling, comprehensive reading, and social and emotional skills (LOWAN-PO, 2021[70]). Mirroring the decrease of newly arrived asylum seekers in the country, the number of these classes has been gradually decreasing (OECD, n.d.[60]).
ii. Newcomer primary classes by LOWAN-VO and LOWAN-PO located outside of first reception centres, but in separate schools. These classes are mostly regionally and open for all newcomer students. Students attend these classes for approximately one year or until their Dutch has reached a sufficient level to enrol in mainstream settings. In these classes, students receive a tailored programme with personal goals for mathematics, Dutch language, spelling, comprehensive reading, and social and emotional skills (LOWAN-PO, 2021[70]).
iii. Primary and secondary classes by LOWAN-VO and LOWAN-PO for newcomers within mainstream school settings. They are organised the same way as ii). There are 120 schools in the Netherlands that run secondary newcomer classes (LOWAN-PO, 2021[70]; LOWAN-VO, 2021[71]).
iv. Newcomers attend a mainstream class, together with the rest of the students. At this stage, the responsibility for the students is mainly on the teachers of mainstream classes. Upon request of the teachers, LOWAN remains available to provide targeted support and counselling.

Usually, upon arrival in the Netherlands, primary school students spend 30-40 weeks and secondary school students two years in specialised classes for newcomers. After that time, students transition to a mainstream class with students of their age (LOWAN-PO, 2021[70]; LOWAN-VO, 2021[71]). Previously, LOWAN used to focus their programme to support students on the first year upon arrival. Based on the understanding that educational integration is a longer process that requires support and guidance, the focus was extended to the first five years upon arrival (LOWAN-PO, 2021[70]).

At the national level, LOWAN contributes to policy decisions. Together with the Primary Education Council (*PO-raad*) and the Secondary Education Council (*VO-raad*), LOWAN acts as a collaborative partner in education policymaking (OECD, n.d.[60]). As such, LOWAN represents schools in policy debates with the Ministry of Education and other stakeholders involved in newcomer education (LOWAN-PO, 2021[70]). At the regional level, LOWAN facilitates the exchange of knowledge and development of networks among various relevant stakeholders. This is done by organising study days, meetings, and support to schools in organising ISK classes (Ibid.).

In terms of teacher support, LOWAN trains teachers on the particular needs of newcomer students and offers them support in the organisation of classes and teaching strategies. When providing teacher support, LOWAN analyses the individual needs of schools. In this process, specialised training organisations are involved to prepare teachers to respond to social and emotional needs of students and offer professional assistance if teachers lack these competences. Topics that are perceived as particularly relevant include strategies to support students dealing with their flight experiences; perceptions of their life in the Netherlands; and strategies of dealing with leaving social networks, including family members and friends behind (LOWAN-VO, 2021[71]). To support teachers, LOWAN provides education and teaching material. Furthermore, through its website, LOWAN shares news on education for newcomers, experiences, and educational material (OECD, n.d.[60]; LOWAN-PO, 2021[70]).

Holistic elements of the practice

The practice addresses the following student needs (see Figure 2.2):

- **Learning needs (language learning, catching up on schooling, and adjustment to new education system):** Individual guidelines are developed for each student based on their mother tongue and prior education. These guidelines set goals for all the subject areas (e.g. reading, comprehensive reading, maths, socio-emotional well-being, spelling). Every 10-13 weeks, student development is evaluated. Depending on the progress achieved, students continue to stay in specialised classes or move to mainstream settings.
- **Social needs (communication, sense of belonging and bonding, strong personal identity):** It is very important that students feel safe in the classroom (LOWAN-PO, 2021[70]; LOWAN-VO, 2021[71]). A lot of emphasis is put on the social needs of students, in particular by training teachers on how to respond to these needs. Furthermore, in 2018, the Team Up programme was developed to promote student social needs. This programme consists of non-verbal lessons and games that make students feel more self-secure and open to invest in belonging and bonding.
- **Emotional needs (safety, coping with separation, loss and/or trauma):** Teachers respond to students' emotional needs by organising talks on their experiences as refugees/newcomers. The Team Up programme further contributes to meeting students' emotional needs by organising sessions that address issues of family separation and traumatic experiences while fleeing the country of origin.

Figure 2.2. Holistic elements of LOWAN

LOWAN focuses primarily on addressing students' learning needs. Some elements of the programme, such as the Team Up initiative, address social and emotional needs, but less comprehensively. The qualification of teachers and their experiences with refugee and newcomer students may imply that teachers and the programme respond to social and emotional needs in ways that are not formally included in LOWAN's scope.

Context of the practice

The programme operates in the Dutch education system where students in primary schools have to decide the secondary school track to enter when they are twelve. This early decision is difficult for newcomers to take, in particular if their knowledge of Dutch is not solid enough and if they are not fully aware of the Dutch education system as well as of the implications that different tracks can have on educational and employment outcomes.

All newcomers have the right and duty to attend school until they are 18-years-old. This right is not conditioned to a residence status, which means that it applies also to undocumented immigrants. However, young people who are older than 18 only have the right to attend school when they have a stable residence status (LOWAN-VO, 2021[71]). This regulation comes with the difficulty that many young refugees have lost several years of education before and during their flight. Therefore, for late arrivals, the remaining time until they turn 18 years is often too short to complete school and obtain a certificate that provides them with good future opportunities (Tánczos and Koehler, 2018[33]).

Impact and success factors of the practice

In Europe, the teaching workforce largely feels somewhat unprepared to teach students with diverse linguistic and cultural backgrounds. It is therefore necessary to train teachers in responding to the needs of newly arrived and diverse students (European Commission, 2020[4]). This includes providing training in intercultural education and linguistically responsive teaching competences. Training programmes should also foster teachers' communication skills, empathy, self-reflection and flexibility (Brussino, 2021[5]). Additionally, they should aim to improve teachers' management and pedagogical skills (Siarova and Tudjman, 2018[23]). In line with this, LOWAN implements training programmes for teachers to acquire these skills.

According to the assessment provided by the stakeholders interviewed, social and emotional needs are appropriately addressed in the specialised classes provided to newcomers. By targeting teacher training and classroom time to these well-being areas, LOWAN engages in promoting these needs. When newcomers transition to mainstream schools, however, insufficient attention is paid to social and emotional needs. This might be due to the fact that only a small number of newcomers attend mainstream classes. Therefore, teachers might perceive it as difficult to implement specific measures targeting refugee students' experiences (LOWAN-VO, 2021[71]).

Together with the Amsterdam Institute for Language Research and Teaching (ITTA), LOWAN-VO has developed a method and material to assess prior knowledge and learning abilities of newcomers in secondary education. The assessment process takes four to six weeks with the goal of identifying students' capabilities and aspirations. Based on this, teachers develop personalised education plans for students to follow and transition to mainstream education. The transition to mainstream classes is determined as the result of a continuous assessment of whether the individual educational goals have been met (OECD, n.d.[60]). This process is considered as a success factor especially because it enables teachers in mainstream schools to know what students transitioning from newcomer classes have learned (LOWAN-VO, 2021[71]). This, in turn, facilitates linkages between prior learning and the learning content provided in mainstream Dutch schools.

The government actively supports the education for newcomers. School can request up to EUR 10 000 a year for primary school students who have been in the country for less than one year. For secondary school students, schools can request EUR 6 000 per year for two years if the student does not have a Dutch nationality. Newcomers are placed in classes of approximately a 16 to 1 student-teacher ratio with additional time for socio-pedagogical work. The financial support by the government and the low student-teacher ratio enable schools to provide high-quality education classroom (LOWAN-PO, 2021[70]; LOWAN-VO, 2021[71]).

Based on the interviews carried out, barriers include the complex internal organisation of LOWAN as well as the collaboration among the diverse stakeholders involved. Given a lack of convergence of views, it is often difficult to bring all stakeholders together, find common solutions and agree on materials to use. Furthermore, the diversity of most classes requires differentiated teaching materials. However, those are often not available classroom (LOWAN-PO, 2021[70]).

The time spent in newcomer classes is perceived as another challenge. After two years in newcomer classes, students do not generally reach a level of education that is equal to students in mainstream classes. Therefore, continued additional support is necessary after transitioning to mainstream classes, but not all schools are in the position to provide this support (LOWAN-VO, 2021[71]).

Evaluation reports or other reports or analyses

Evaluations are carried out by each school at a school level in the form of annual reports. The school inspection is provided with the annual reports, which are not publicly available.

2.4.2 Language Friendly School, the Netherlands

Description

The Language Friendly School operates within formal primary and secondary education settings. This programme is an initiative of the Rutu Foundation for Intercultural Multilingual Education, a non-profit organisation based in Amsterdam, the Netherlands. The programme started in 2019 and since then it has been implemented in ten schools in the Netherlands, one school in Spain, one school in Canada, and one school on the Island of Saba, the Netherlands. The practice targets all students in schools that have joined the "Language Friendly School" network and have committed to the network's principles of work. Since its foundation, about 4 270 students have been targeted by the programme (Language Friendly School, 2019[72]).

The "Language Friendly School" concept aims to address the increasing multilingualism present in schools and societies due to migration flows. Within a Language Friendly School, all languages spoken by students, parents, and other school stakeholders are welcomed and valued. The practice applies a bottom-up whole school approach that is adjusted to the context of the school by developing a language plan that involves all school members (i.e., students, teachers, and the rest of the school staff). This plan is adapted to the school's own needs and aims at creating an inclusive and language friendly learning environment for all students (Language Friendly School, 2021[73]; Language Friendly School, 2019[72]).

The Language Friendly School does not provide a blueprint of what schools should do. Rather, it assesses what schools need and what they can realistically accomplish. By connecting with other Language Friendly Schools, a Language Friendly School can share good practices and teachers can be inspired to take initiative (Language Friendly School, 2019[72]). Being part of the network of Language Friendly Schools provides access to an online portal with practical and academic resources, videos and webinars on multilingual teaching strategies. Additionally, the network's online portal also provides a space for schools to exchange experiences and ideas. Teachers and staff can meet each other on a regular basis during Language Friendly School Conferences, which are informal learning opportunities to exchange ideas (Language Friendly School, 2019[72]). Multilingual activities are developed by the Rutu Foundation in its role as coordinator as well as by schools in the network. In turn, each activity is described in a structured and detailed way and shared on the network's online portal so that other schools can adopt it (Language Friendly School, 2021[73]).

At a minimum, schools that wish to be Language Friendly should commit to the following points:

- To not prohibit, discourage or punish the use of other languages at school
- To not prohibit or discourage parents to use own languages at school
- To not advise parents to use a different language at home with their children
- To nominate a Language Friendly School Coordinator
- To develop a Language Friendly School plan together
- To not allow exclusion or bullying around languages, dialects or accents.

Further non-obligatory activities are detailed in the guidelines for schools "Roadmap of being a Language Friendly school" for the school level and the classroom level (Language Friendly School, 2021[74]). They should include the following elements:

- Assessment of the situation
- Formulation of a language plan
- Implementation of the goals
- Monitoring and evaluation of the outcomes (Language Friendly School, 2019[72]).

Within the "Ambassador Programme", each newcomer student is assigned to a "buddy" at school who accompanies the student and eases their adjustment to the new environment (Alviarez, 2020[75]). Research confirms that a "buddy" or peer mentor can facilitate the adjustment to the new school and education system for refugee students (Crul, 2017[76]).

Organisation of the practice

The practice has been developed and coordinated by the Rutu Foundation. The network of schools is open to public, private and primary and secondary schools. If a school chooses to become a Language Friendly School, the Rutu Foundation guides this process. If the interested school is from a different country than those already represented in the network, the coordinators try to find an organisation in that country that will support the school through the process (Language Friendly School, 2021[73]). Schools that join the network pay a small administration fee. Besides this initial fee, the programme, including its coordination, operates without further funds (Ibid.).

The Language Friendly School is endorsed by leading experts who work in the fields of mother tongue and multilingual education and the right to education of the child. These experts confirm the positive effect of the programme for the educational and overall development of students, especially in contexts of student diversity (Language Friendly School, 2019[72]).

Holistic elements of the practice

The practice addresses student needs in the following ways (see Figure 2.3):

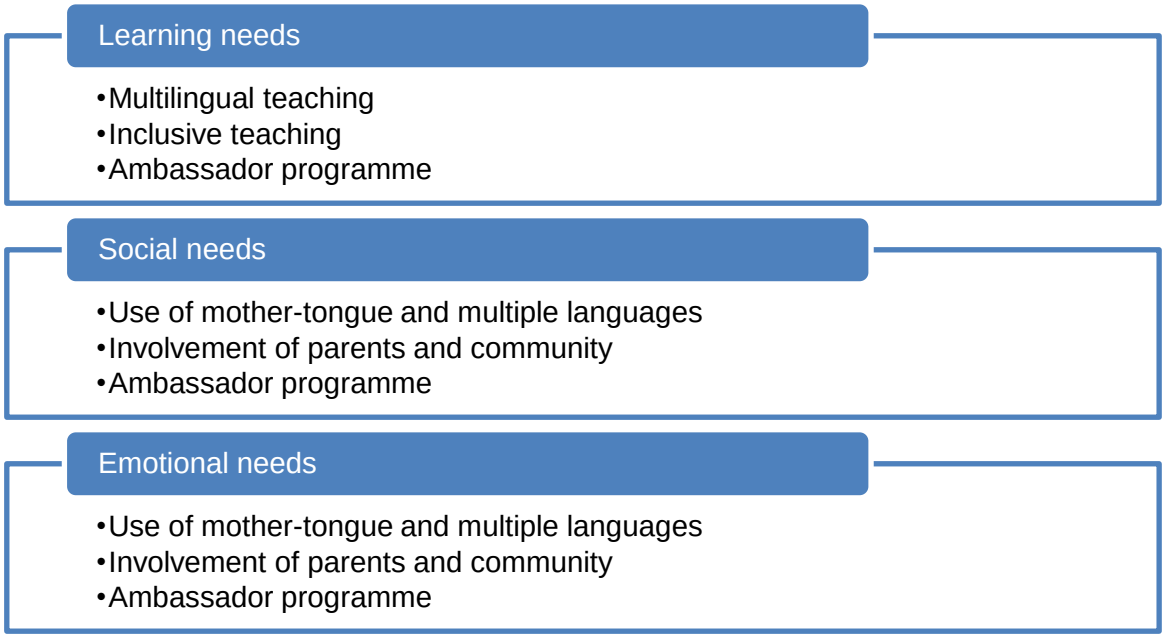
Learning needs (language learning, catching up on schooling, adjustment to new education system): Multi-language and inclusive teaching[5] for all students and not for newcomers separately is supportive for learning. The Ambassador programme supports their integration into the new school environment and enables peer learning and support among students.

Social needs (communication, sense of belonging and bonding, strong personal identity): The use of mother tongue and multiple languages as well as the involvement of parents and community facilitate communication. Additionally, these elements foster students' sense of belonging and bonding, personal identity and bridges the gap between home and the school. The Ambassador programme facilitates communication and sense of belonging.

Emotional needs (safety, coping with separation, loss and/or trauma): The use of multiple languages as well as the involvement of ambassadors, parents and the community make students feel safe at school. Additionally, the involvement of these different actors can help students cope with separation.

[5] Inclusive teaching can be defined as "the ways through which teaching is developed and carried out to promote learning and well-being of *all* students in the classroom. In this process, key elements such as pedagogy, curriculum and assessment, and core competences, including critical reflection, global competence and a growth mindset, play fundamental roles" (Brussino, 2021[5]).

Figure 2.3. Holistic elements of the Language Friendly School



The practice focuses on addressing students' learning and social needs. However, it implicitly addresses emotional needs as well. Since emotional needs are not a core focus of the programme, it is likely that the degree to which these needs are targeted largely depends on the implementation of the programme by individual schools and teachers.

Context of the practice

In Europe, newcomer students' countries of origin are more diverse today than they were twenty years ago. Refugee and newcomer students are increasingly confronted with several cultures, experience several transitions between different school systems and school languages, and are likely to develop unequal competences in diverse languages. These experiences are likely to have an impact on students' identities as well. Instead of identifying with one language, students may identify with multiple languages and cultures. This may be particularly pertinent for refugee students, many of whom have stayed in different countries before arriving in their country of destination (Herzog-Punzenberger, Le Pichon-Vorstman and Siarova, 2017[22]).

Multilingual learning is associated with cognitive, social, personal, academic and professional benefits. Moreover, academic findings suggest that valuing the language and cultural background of each student promotes academic success by boosting self-confidence and self-esteem (Herzog-Punzenberger, Le Pichon-Vorstman and Siarova, 2017[22]). Furthermore, mother tongue education has a profound impact on a students' sense of identity and well-being (European Commission, 2020[4]). Multilingual students are also likely to have advanced critical thinking and problem-solving skills from having gained multiple perspectives (Herzog-Punzenberger, Le Pichon-Vorstman and Siarova, 2017[22]). For instance, the Multilingualism Curriculum by Krumm and Reich (2013[77]) focuses on the development of linguistic awareness and the ability to reflect on one's own linguistic situation and to analyse other people's experiences. It also addresses the significance of language for diverse people and groups and the linguistic knowledge necessary for the comparison of languages.

Evidence further shows that allowing students' home languages in schools and treating students' linguistic and cultural diversity as a resource rather than a deficit is a valuable approach to promote communicative

competence and foster academic performance (Benson, 2013[78]). Furthermore, multilingual students' increased metacognitive and metalinguistic awareness facilitates their learning of other languages (Le Pichon-Vorstman et al., 2009[79]). Implementing a similar multilingual approach requires adopting a multilingual approach in educational policy and practice (Benson, 2013[78]).

In line with this, the Language Friendly School programme implements a multilingual education approach. This approach enhances students' chances for a successful school career and integration in society without losing the connection with their families, cultural backgrounds and prior knowledge (Language Friendly School, 2019[72]). A key element of the Language Friendly School concept is the support of teachers in acquiring multilingual teaching competences. Research confirms that in the context of student diversity, teachers should be supported in improving linguistically responsive teaching competences (Siarova and Tudjman, 2018[23]).

Impact and success factors of the practice

The concept assumes that all schools should aim to become linguistically and culturally inclusive, meaning that they should recognise and embrace their students' multilingualism, and take action to give space to the languages spoken by students within the school community (Language Friendly School, 2019[72]).

Since its beginning, the Language Friendly School programme has had multiple requests from schools in Europe, Africa and Asia to join the network. In countries where Language Friendly Schools are not yet present, the process to become a Language Learning School needs to be supported by an identified cooperating organisation. However, it is not always possible to identify similar organisations.Therefore, not all requests by schools to join the network can be approved.

Schools that are part of the network generally provide positive feedback about their experiences of becoming a Language Friendly School. They identify the benefits of the approach for students' needs and observe positive school developments as a result of being a Language Friendly School (Language Friendly School, 2021[73]). Schools that are part of the network particularly consider the benefit that the multilingual approach has on identity building as a success factor. This is based on their observation of an increase in participation among their students with mother tongues different from the language of instruction. The network also enables international collaboration among the schools located in different countries (Language Friendly School, 2021[73]). A core condition for the success of the programme is that all educators who are involved in the practice share the understanding of the benefits of multilingual education (Language Friendly School, 2021[73]). A further success factor is the collaboration with and involvement of parents and communities. Research confirms that families and community play an important role in supporting their children's educational progress (European Commission, 2020[4]). They are important sources of learning experiences and a part of the learning continuity (Herzog-Punzenberger, Le Pichon-Vorstman and Siarova, 2017[22]). The involvement of parents and communities also helps students to integrate in school (Cerna, 2019[25]).

Evaluation reports or other reports or analyses

A first evaluation is currently being done and findings will be available in October 2021.

2.4.3 Praxiserprobung für geflüchtete Jugendliche (Practical Learning for Refugee Youth, PE), Germany

Description

The *Praxiserprobung für geflüchtete Jugendliche* (Practical Learning for Refugee Youth, PE) programme is implemented in seven secondary schools in Berlin, Germany. Preparations for the implementation of the project have started in other twelve schools in Berlin (Institut für Produktives Lernen in Europa, 2019[80]). The programme was developed by the Institute for Productive Learning in Europe *(Institut für Produktives Lernen in Europa,* IPLE) at the Alicfe Solomon University (*Alice Solomon Hochschule*) in Berlin, Germany, and first started in June 2018 (Institut für Produktives Lernen in Europa, 2021[81]).

The practice targets young refugees aged between 15 and 20 for whom neither the continuation of a welcome class (see Section 2.1.2) or the enrolment in a mainstream secondary school setting appear as promising opportunities. This assessment is based on students' prior education, German language competences, advanced age of arrival in Germany (between 14 and 20-years-old at the beginning of their attendance of the welcome class) and/or other factors (Institut für Produktives Lernen in Europa, 2019[80]). Students who take part in this programme are also too old to be enrolled in Grades 7 or 8 of mainstream secondary education. Furthermore, for some of the students who enrol in the programme, upper school centres for vocational preparation (*Oberstufenzentren* – BQL/IBA) requiring A2 level German competences are not suitable (Praxisorientiertes Lernen für Geflüchtete (PE), 2021[82]).

In the 2018-2019 and 2019-2020 academic years, 165 and 93 refugee students respectively participated in PE. In 2018-2019, most of these students were males from Syria, Iraq, Afghanistan, and Eritrea in 2018-2019. In 2019-2020, the proportion of students from African countries increased, many of whom were unaccompanied minors. Most of these students had been in Germany for three to four years. Prior to their arrival in Germany, most students had attended school in their countries of origin for up to ten years and about 40% had attended school up to four years (Institut für Produktives Lernen in Europa, 2020[83]; Institut für Produktives Lernen in Europa, 2019[80]).

The main goal of the practice is to offer a targeted way of preparing students for their transition into vocational training and work. To do that, the practice offers opportunities of learning and practical introductions in school and companies through methods of "Productive Learning" (Praxisorientiertes Lernen für Geflüchtete (PE), 2021[82]). In particular, Productive Learning is a method that combines learning in school with practical work in companies. The learning and teaching in school is strongly based on the experiences gathered through the practical work. This method facilitates learning for students who have difficulties in following classroom-based teaching methods. Furthermore, based on the identified gaps and needs, the programme aims to create an educational measure that:

- Enables young people to continue their general education even though they are facing linguistic, social and other challenges.
- Fosters German language learning, especially in preparation for the labour market. This is achieved by complementing the systematic language learning approach with language learning that is targeted according to the professional environment and specific contexts (Institut für Produktives Lernen in Europa, 2021[81]).
- Enables students to collect practical professional experience, starting in a protected workshop context and continuing with experiences in companies as trainees or employees.
- Fosters the importance of companies as spaces for learning and integration in society (Institut für Produktives Lernen in Europa, 2019[80]). The companies included in the programme are those willing to accompany young refugees on their pathway to vocational training and/or work (Institut für Produktives Lernen in Europa, 2021[81]).

- Motivates young people to independently shape their educational and professional life. This should be achieved by the direct connection between learning and practical activities as part of the Productive Learning approach.
- Develops an individual plan for each student that is implemented after one year in the programme. This plan may include the enrolment in mainstream schools, vocational preparatory settings, vocational training or work (Institut für Produktives Lernen in Europa, 2021[81]).

These goals are implemented through the following steps (Institut für Produktives Lernen in Europa, 2019[80]):

- *Orientation stage*: Six to eight weeks are dedicated to adjust to the structures, build groups, provide individual counselling and identify practical learning places.
- *Language and practical learning*: Three days a week are dedicated to learning in practical learning spaces such as companies and institutions and two days a week to learning in the classroom. To foster systematic language learning, the activities and communication happening in practical learning places are used for learning and practicing German language competences. Experiences and challenges occurring in practical learning places are taken up at school and used for systematic language learning.
- *Individual learning plans*: Learning goals are identified and students' future educational and professional pathways are planned jointly with educators and students.
- *Social and cultural integration*: This is promoted through sessions where students reflect in groups on practical and personal experiences, e.g., concerning values, norms, democracy, and laws foster social and cultural integration.
- *Support of the teachers and educators*, which is provided through training and guidance (Institut für Produktives Lernen in Europa, 2019[80]).

Schools and teachers are supported in the implementation of the progrmame through a qualification and assistance framework. This framework includes the following:

- A social pedagogue is assigned to each learning group to assists students' educational development.
- Involved staff regularly take part in training and qualification on areas related to students' educational and personal development as well as on topics concerning the specific situation of refugee students. To facilitate teamwork, teachers and social pedagogues attend the training jointly (Institut für Produktives Lernen in Europa, 2019[80]).
- In line with the aims of the programme, each school is counselled and coached to develop its methods and address its challenges.
- Networking and public relations are carried out to foster cooperation. Partnerships with companies are supported by providing them with informatiive materials on their role in the programme (Institut für Produktives Lernen in Europa, 2021[81]).
- Schools that participate in the programme have access to a digital learning platform. The platform provides teachers with teaching, learning and strategic material and enables exchange and communication between students, teachers, and parents (Institut für Produktives Lernen in Europa, 2019[80]).

During the two-year pilot stage begun in June 2018, different instruments and approaches, such as individual learning plans and language teaching and placements in companies, were developed, piloted, and systematically implemented in the curricula to develop a well-structured approach at the end of the pilot stage (Institut für Produktives Lernen in Europa, 2019[80]).

Due to the COVID-19 pandemic outbreak in 2020, practical learning had to be suspended for several weeks. The programme found it challenging to keep in touch with students during this time due to language and technical barriers. However, through active engagement of all stakeholders involved in the programme, PE provided additional rooms for consultations, organised telephone calls between teachers and students and included visits by teachers outside students' homes and "teaching walks" by teachers to follow up on learning content. The previously established online learning platform facilitated the transition to online teaching during disrupted learning due to the COVID-19 pandemic outbreak (Institut für Produktives Lernen in Europa, 2020[83]).

Organisation of the practice

PE is organised in collaboration with several stakeholders:

- The *Institut für Produktives Lernen in Europa* (IPLE), which is the organisation that designed and developed the programme. It also provides qualifications and counselling to teachers and education assistants (*Bildungsbegleiter*) involved in the programme. Additionally, the organisation conducts the project evaluation.
- The NGO *Arbeit und Bildung* ("Work and education"), which oversees the programme administration, including financial administration. It also coordinates the project and supplies the social-pedagogical experts providing the practical and educational assistance (Institut für Produktives Lernen in Europa, 2021[81]).
- Seven schools in Berlin, which have implemented the practice (Praxisorientiertes Lernen für Geflüchtete (PE), 2021[84]).
- The Social Return Foundation, which is a private foundation that conducts practical activities in the programme's workshops, such as flying workshops. The foundation prepares students for practical activities in companies within small learning groups (Institut für Produktives Lernen in Europa, 2021[81]). However, the foundation provides practical activities only for a limited number of students as the activities proposed can only be carried out in small groups (Praxisorientiertes Lernen für Geflüchtete (PE), 2021[84]).
- An external language education team, which trained educators and made teaching material available in the first year of the pilot project. In the second year, it was not possible to continue the collaboration with this team due to budget limitations (Institut für Produktives Lernen in Europa, 2019[80]; Praxisorientiertes Lernen für Geflüchtete (PE), 2021[84]).
- The Berlin Senate for Education, Youth and Family (SenBJF), which provides supervision of the programme (Institut für Produktives Lernen in Europa, 2019[80]).

Holistic elements of the practice

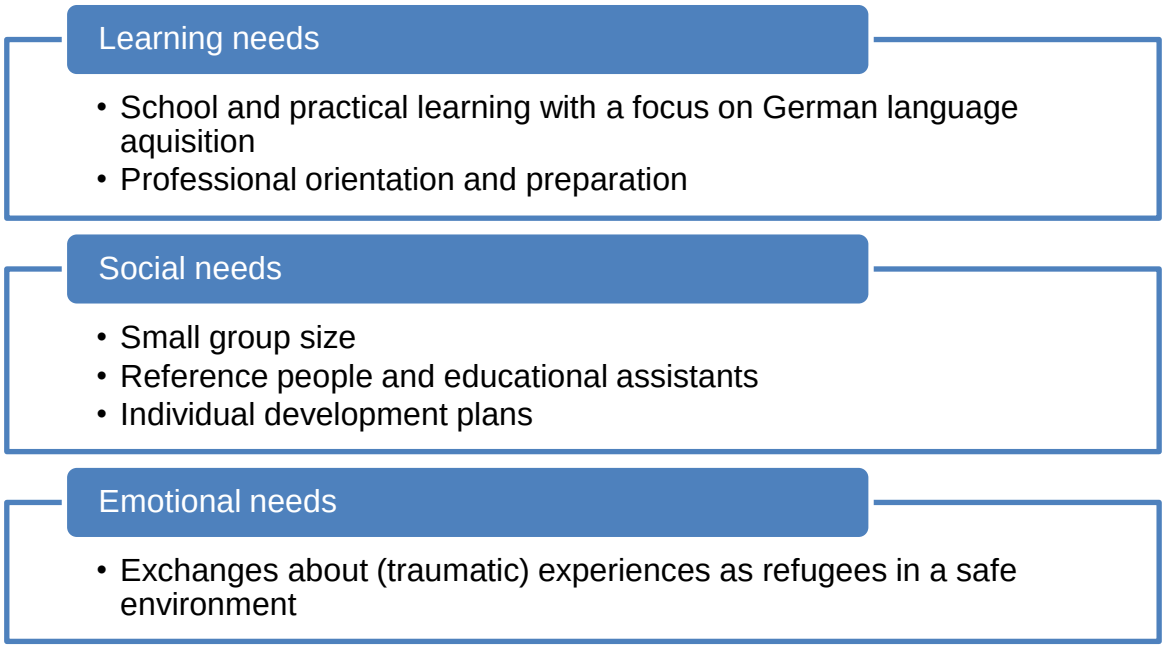
The practice addresses student needs in the following way (see Figure 2.4):

Learning needs (language learning, catching up on schooling, adjustment to a new education system): Learning needs are addressed through in-school and practical learning with a focus on German language learning as well as professional orientation and preparation. Additionally, individual development plans for each student promote learning as they enable teachers?? to adopt an individualised learning approach.

Social needs (communication, sense of belonging and bonding, strong personal identity): The practice focuses on students' personal development and social bonding through small groups (made of twelve students), guided by a reference person and an educational assistant per group. The educational assistant supports students with issues such as vocational training opportunities and residence status. On top of small groups, individual development plans create opportunities to address students' social needs.

Emotional needs (safety, coping with separation, loss and/or trauma): In small gorups, students exchange with one another their experiences as refugees, which often involve trauma and/or loss. The organisers wish to have more time to implement similar exercises.

Figure 2.4. Holistic elements of Praxiserprobung für geflüchtete Jugendliche (Practical Learning for Refugee Youth, PE)



Students' emotional needs are only addressed marginally; they are not within the main focus of the practice. The coordinators of the programme identify this as a shortcoming and wish to have more time and space to respond to students' emotional needs (Praxisorientiertes Lernen für Geflüchtete (PE), 2021[82]). Therefore, additional capacities in terms of budget and staff have been scheduled for the 2021-2022 school year to strengthen the educational assistance that, among others, meets emotional needs (Praxisorientiertes Lernen für Geflüchtete (PE), 2021[84]).

Context of the practice

Within the three-pillar education system in Germany (see Section 2.1.2) the lower secondary track prepares students for vocational training. However, some students need more practical approaches to successfully attain a lower secondary school diploma and enter vocational training. In the 1996-1997 school year, Productive Learning was first implemented to give students better opportunities and a more suitable learning environment. Based on the Productive Learning approach, the "Practical Learning for Refugee Youth" provides some adjustments to it, such as the focus on German language learning, to make the programme more suitable for refugee students (Institut für Produktives Lernen in Europa, 2021[81]).

Impact and success factors of the practice

The core aim of the practice is to foster refugee students' learning and overall integration through practical experiences in the labour market, e.g., in companies (three days of the week) as opposed to learning that happens only in the classroom. This gives students the opportunity to experience and test their skills in

real-life situations. The success of PE depends much on how students manage these real-life situations (Praxisorientiertes Lernen für Geflüchtete (PE), 2021[84]).

Other core conditions of the success of the practice include the degree of acceptance and approval of the PE approach by educators as well as their motivation. Most of the educators involved in the programme had been working with immigrant and refugee students before their involvement with PE. Some educators also have an immigrant background. Most educators are motivated to work in this programme because they perceive that PE addresses needs that they directly identified while working with refugee students (Institut für Produktives Lernen in Europa, 2020[83]; Institut für Produktives Lernen in Europa, 2019[80]). In school settings, separate rooms for PE provide safe spaces that are important for participants. The good cooperation with the schools that implement PE, e.g. by allowing PE to use schools' computer rooms, is further facilitating the success of the practice (Institut für Produktives Lernen in Europa, 2019[80]).

The practice helps students to find orientation in their lives and define personal goals. It also supports students in making progress in their communication abilities in German. However, many students still find challenges in written educational German. It appears that students benefit more from individual teaching approaches than group learning due to the high heterogeneity of the group. In terms of integration, contacts to people without a refugee background built up through PE are very important for students. Furthermore, students' hopes to successfully establish their lives in Germany increase through their participation in PE (Institut für Produktives Lernen in Europa, 2019[80]). Through the programme, students strengthen their competences and understanding of practical work; they also gain self-confidence and self-awareness. Additionally, the learning and working groups in PE allow students to increase their communication and social competences (Institut für Produktives Lernen in Europa, 2020[83]).

Further conditions for success include practical learning opportunities in companies aligned with students' interests. The programme should also support and ensure students' transition into further education or the labour market. . Additionally, the personal and linguistic development and integration of students must be ensured. Another condition for success is good cooperation and networking of all involved stakeholders on the basis of transparency, exchange, mutual appreciation and evaluation. Success factors of PE also include the piloting of the practice, development and adjustment of the concept on the basis of the evaluation, continuous capacity building of educators, and the cooperation with IPLE (Institut für Produktives Lernen in Europa, 2019[80]).

It is notable that students' expectations and future plans concerning vocational training and further education assessed at the beginning of the practice are considerably different from those assessed at the end of the practice: At the beginning of the 2017-2018 academic year, 48% of students planned to start a vocational training at the end of the year, but only 12% eventually did so. Also, 29% planned to continue school, but 44% did so at the end of the year. About 6% of students enrolled in the programme started working after the term; which is about the same proportion as those that had this expectation at the beginning of the year (Institut für Produktives Lernen in Europa, 2019[80]).

The higher proportion of students who will continue school can partly be attributed to the fact that a considerable number of students did not sufficiently improve their German language competences during the first year. Therefore, it is among the goals of PE to further develop their approach to language training and adapt it to better meet individual students' needs (Institut für Produktives Lernen in Europa, 2020[83]; Praxisorientiertes Lernen für Geflüchtete (PE), 2021[84]).

Even though PE targets primarily refugee students and recently extended the targeted beneficiaries to also include some newly arrived immigrant students, the practice can be considered inclusive. Due to its implementation in mainstream schools, the shared space enables contacts and interactions between refugees and the rest of the students. The practical learning in companies also promotes multiple contacts between refugee students and trainers, customers, and employees of the companies, which is valued as beneficial by students (Institut für Produktives Lernen in Europa, 2020[83]).

The real-life situation that students experience in workplaces, such as companies, stores, doctor's offices and day cares, has a high value for the inclusiveness of PE (Praxisorientiertes Lernen für Geflüchtete (PE), 2021[84]). It is among the future goals of PE to foster the collaboration among educators and the workplaces (Institut für Produktives Lernen in Europa, 2020[83]). This will also help to strengthen the inclusiveness of PE.

Based on the assessment carried out through the interview to institutionalise the practice, the following factors are necessary (Praxisorientiertes Lernen für Geflüchtete (PE), 2021[84]):

- Interested schools must be equipped with the necessary resources (e.g., at least one teacher with an interest in PE's approach, school preparedness to participate in capacity building and cooperation, availability of a room).
- A partner organisation with the knowledge and skills for educational assistance in the field of integration.
- Capacity building, counselling, monitoring and evaluation. It is recommended to start the evaluation at the beginning of the project. This role can be assumed by the Institute of Practical Learning in person or digitally.
- Availability of budget to carry out additional activities (school and teachers are part of the regular public funds for education; the cooperating NGO and the Institute for Practical Learning require additional funds that are currently provided by the Federal State Berlin).

Evaluation reports or other reports or analyses

A formative evaluation has been carried out to assess the practice and characteristics of participants, such as their prior learning and educational experiences. The assessment also evaluated the impact of the practice as perceived by the participants and students' educational development. From this evaluation, two reports have been published – one for the 2018-2019 academic year and another for 2019-2020. The reports are not publicly available, but access was provided for the purpose of this report. The overall evaluation findings will be available in autumn 2021.

2.4.4 Patenschaftsprogramm (Buddy-Programme), Germany

Description

The *Patenschaftsprogramm* ("Buddy Programme") operates in non-formal education settings and started in 2016. Until 2018, it had been implemented in 269 locations in 16 Federal States throughout Germany (Schulz and Sauerborn, 2019[85]). The programme is run by the NGO *Stiftung Bildung* ("Foundation Education") and is financed through the Federal Programme *Menschen stärken Menschen* ("People strengthen people") of the Federal Ministry of Family and Youth (BMFSFJ) that aims to create partnerships between people with and without a refugee background. The programme is implemented by partners in the respective locations (Stiftung Bildung, 2021[86]).

The practice targets young people between 4 and 19-years-old. The largest share of participants in 2016 and 2017 were aged between 13 and 18 (respectively 40.5% in 2016 and 37.7% in 2017) (Sauerborn, 2017[87]; Schulz, 2018[88]). Between 2016 and 2018, the programme specifically targeted young people with a refugee background who were matched with buddies without a refugee background. At the end of 2018, the programme was renamed *Chancenpatenschaften* ("Buddies for Chances") and since then has been targeting young people who are disadvantaged due to their socio-economic status, learning needs or immigration background. This includes but is not limited to refugee students. The coordinators of the practice and the Ministry of Family and Youth that funds the programme jointly took the decision to expand

the target group. This was decided because the number of newly arriving refugees had decreased since 2016 and the programme is considered beneficial also for other disadvantaged students (Patenschaftsprogramm, 2021[89]).

Buddy team partnerships involve children, young people, families, kindergartens, schools (welcome classes and mainstream classes) and sponsoring associations. Between 2016 and 2018, the majority of partnering organisations were schools (69%), followed by other organisations (21%) and kindergartens (10%) (Schulz and Sauerborn, 2019[85]). Buddy teams are matched up in collaboration with these organisations. Most of the teams are tandems, followed by school classes, groups, and families. Between 2016 and 2018, 7,077 buddy teams were matched up (Schulz and Sauerborn, 2019[85]). In 2016 there were buddy teams in 43 locations and in 2017 in 69 locations. To expand the number of beneficiaries of the programme, the Stiftung Bildung makes continuous efforts to strengthen and expand their networks of cooperating organisations and stakeholders across Germany (Schulz, 2018[88]).

Buddy teams do a variety of activities together. Many teams agree to learn the German language together (13%), do free-time trips (11%) or study for school as a team (11%). Teams also share every-day activities, do sports or play. Some teams go the theatre or movie theatre, play music, or celebrate festivities together (Schulz, 2018[88]). A contact person of the Stiftung Bildung is available for each buddy team and for groups of a certain size. The Stiftung Bildung offers supervision, seminars, and information events to support the teams (Stiftung Bildung, 2021[86]).

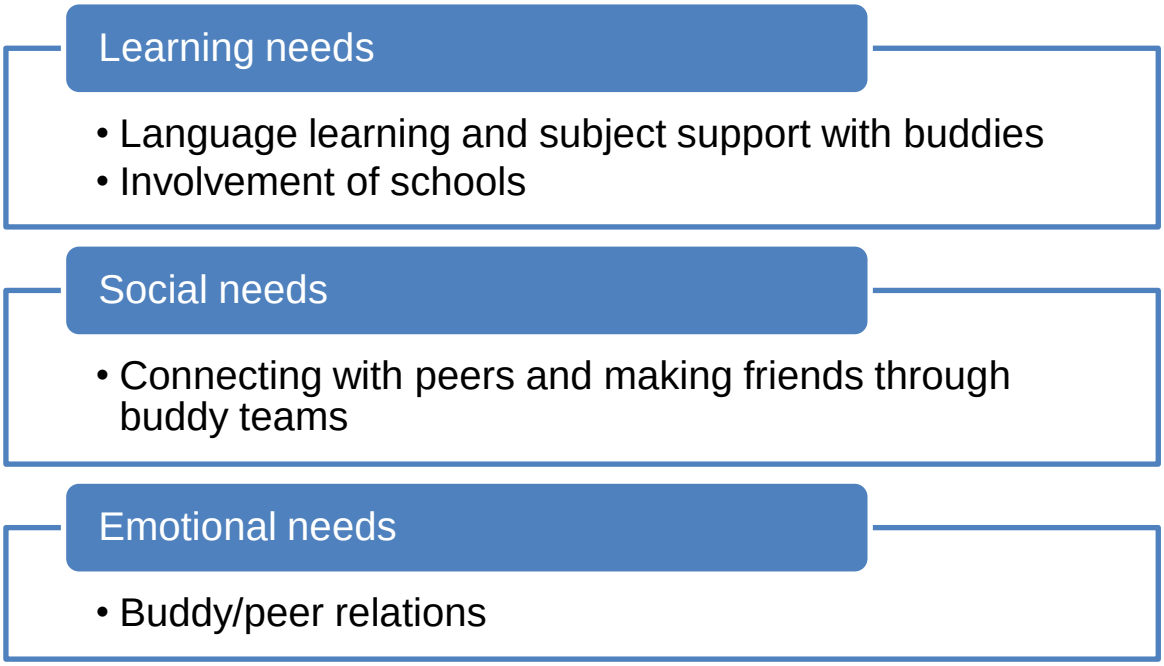
The main aim of the programme for refugee children and youth consists of facilitating their arrival and adjustment to the new situation and culture in Germany through personal interactions and buddy teams. Furthermore, the programme fosters intercultural learning, exchange, and peer learning (Stiftung Bildung, 2021[86]).

Holistic elements of the practice

The practice addresses holistic needs in the following ways (see Figure 2.5):

- **Learning needs (language learning, catching up on schooling, adjustment to new education system):** Most buddy teams include some form of language learning and subject support in their activities. The involvement of schools and peers fosters the adjustment to the new education system.
- **Social needs (communication, sense of belonging and bonding, strong personal identity):** Communication and sense of belonging and bonding is strongly fostered through buddy teams as an opportunity to connect with peers, create new bonds and communicate in German. This may also contribute to strengthening students' personal identity.
- **Emotional needs (safety, coping with separation, loss and/or trauma):** Emotional needs are not directly targeted by the practice. However, strong peer relations may also contribute to increasing the feeling of safety and coping with separation and loss.

Figure 2.5. Holistic elements of *Patenschaftsprogramm* (Buddy Programme)



The practice focuses on addressing students' social needs and partly learning needs. Emotional needs may be addressed if members in the "buddy teams" develop a close and trustful relationship or if they engage in activities and communication that address emotional issues.

Context of the practice

Research findings confirm that cooperation between non-formal education actors and schools can enrich formal education practices and strengthen the capacity of schools to address student needs. Evidence further suggests that the extent to which newcomer students benefit from non-formal education programmes depends on the efforts of public authorities to make these programmes more accessible and available for immigrant students (Lipnickienė, Siarova and van der Graaf, 2019[90]). According to a mapping study carried out by the SIRIUS Network, many non-formal education programmes in Europe are organised in partnerships between schools, NGOs and community-led organisations. However, collaborations are more effective and structured when supported by policymakers. The involvement of education authorities helps to facilitate the uptake of non-formal programmes by raising awareness, providing policy frameworks and ensuring adequate professional learning. Their engagement can also contribute to improving capacities of schools and non-formal education actors (Lipnickienė, Siarova and van der Graaf, 2019[90]).

The impact of education policies is also evident in the Buddy Programme. The implementation of the programme and its thematic focus largely depend on the position of the partnering organisation within the education system and its thematic focus. In turn, these twodepend primarily on the education policies of the respective Federal State and location. As such, these factors can have an impact on the integration potential of the programme. Some mainstream schools are only attended by refugee students until they attain a certain level of German language skills. In some Federal States, refugee students attend separate classes for up to two years; in others, refugee students are immediately included in mainstream classes and remain there for a longer period (Schulz, 2018[88]).

The contact and opportunities for interaction and building a tight relationship between buddy team members largely depend on systemic arrangements. In some cases, buddy teams attend the same school, enabling frequent interactions between team members. In other cases, buddy teams only meet during off-school hours and attend out-of-school activities, such as buddy workshops and different cultural and creative events organised by the implementing partners or external collaborators (Schulz, 2018[88]). Research confirms that organising buddy teams or assigning a peer mentor to a refugee student can facilitate their adjustment to the new school and education system (Crul, 2017[76]).

The schools that participate in the programme generally find it challenging to integrate refugee students in the educational processes of the school. Schools also highlight the necessity of differentiated educational measures to support individual refugee students. Schools often perceive themselves as unprepared to address the challenges of integration and feel pressured to meet performance expectations (Schulz and Sauerborn, 2019[85]). This perception is in line with findings confirming that most teachers in Europe do not feel sufficiently prepared to teach students with diverse linguistic and cultural backgrounds (Koehler et al., 2018[31]).

Impact and success factors of the practice

Research findings confirm that mentoring schemes, which are implemented through a similar concept as the Buddy Programme, can help immigrant and refugee students develop competences and build their confidence. Mentors or buddies can act as role models for refugee students (European Commission, 2020[4]). According to the evaluation studies of the Buddy Programme, a stable financial basis, voluntary engagement, willingness to integrate and openness and flexibility of the “buddy teams” are core conditions for the success of the practice (Schulz, 2018[88]).

The main achievements of the practice include that most participating children and young people considered the programme beneficial. German school grades range from 1 (very good) to 6 (failed). In 2017, most students rated the programme “very good” - school Grade 1 (78% of students) or “good” - school Grade 2 (16%) (Schulz, 2018[88]). Furthermore, 96% (in 2016) and 93% (in 2017) of buddies with a refugee background perceived that the programme helped them to adjust to the new situation in Germany (Sauerborn, 2017[87]; Schulz, 2018[88]). Friendship, language learning and spending free time together were perceived as the most beneficial elements of the programme by buddies. Intercultural exchange and understanding, development of acceptance, tolerance and empathy were also mentioned as positive effects of the buddy teaming for buddies with and without a refugee background. Hence, also buddies without a refugee background benefit from the programme with an increase in intercultural competences and knowledge. They become multipliers of openness and acceptance. As such, they represent a culture of integration (Schulz, 2018[88]).

The impact of the *Patenschaftsprogramm* between 2016 and 2018 is analysed by its evaluatio (Sauerborn, 2017[87]; Schulz, 2018[88]; Schulz and Sauerborn, 2019[85]). These reports assess different areas, including:

- Integration
    - *Language*: The buddy teams create an atmosphere of mutual help. Furthermore, mutual learning is promoted by practical projects. The project also fosters learning and German language achievements. Evaluations show that 72% of buddies with a refugee background increased their German language competences and 42% their overall learning achievements.
    - *Adjustment and orientation in Germany*: The programme facilitates joint activities and projects as well as refugee students’ adjustment and orientation in Germany. For example, 78% of buddies with a refugee background were able to settle down better in their new environment.

  - *Social contacts*: The projects facilitate the development of feelings of belonging. Joint activities promote the development of personal relationships. Furthermore, buddy teams facilitate the development of other contacts. This is evident by evaluation findings that indicate that in 63% of cases real friendships developed. Also, 76% of buddies with a refugee background were able to establish further contacts into the German society through the programme.

- Tolerance
  - *Valuing cultural diversity*: Buddy teams contribute to decreasing prejudice and developing mutual understanding. Evaluation findings show that, through the programme, 43% of buddies with a refugee background and 62% of buddies without a refugee background found it easier to accept different opinions and ways of living.
- Personal development
  - *Horizon of experience*: Buddy teams strengthen cultural reflection and the value given to one's own and other people's cultures. Buddy teams initiate learning effects and reinforce the personality of buddies.
  - *Self-confidence*: Buddy teams foster self-confidence and support the personal development of buddies. They also create a relationship of mutual help.
- Added value for buddies
  - The added value for buddies is particularly high when suitable buddies are matched, regular meetings and consultations take place, challenges concerning flight experiences are dealt with, and scepticism and rejection are overcome.
  - Most buddies (94%) would participate in the programme again.
- Educational context
  - *School and kindergarten context*: Buddies become multipliers of the culture of integration that is conveyed by the project. This is evident by the fact that in 79% of cases the integration of students with a refugee background in the school increased and in 60% of cases the social climate or atmosphere in the school improved. Furthermore, in 53% of cases the interest of external people to become engaged in the programme increased.
  - *Supervisors and guardians*: People involved in the programme as guardians or supervisors are highly intrinsically motivated. They observe that the educational development of participating students improves thanks to the programme.

During the implementation of the practice several challenges were highlighted. For example, it became increasingly difficult to find buddies without a refugee background. Current buddies without a refugee background report that the programme challenges them time-wise and emotionally. This is due to traumatic experiences of refugee buddies and difficult situations that they go through as refugees in Germany that buddies without a refugee background feel incapable to deal with (Sauerborn, 2017[87]; Schulz, 2018[88]). It is further perceived as challenging to find appropriate matches for buddy teams. In this context, age differences between buddies have an unfavourable impact as their interests may be different. Stereotypes and prejudice against refugees, and partly against buddies of refugees, constitute further challenges (Sauerborn, 2017[87]). These experiences are confirmed by data showing that societal attitudes towards immigrants and refugees are fairly negative across the EU and are mainly based on misconceptions (European Commission, 2020[4]). A study conducted by the Bertelsmann Foundation in 2019 among a sample of the German population finds that 71% of respondents consider that immigration causes burdens for the social state system. Furthermore, 69% of respondents believe that immigration leads to conflicts

between immigrants and natives and 64% to problems in schools. Additionally, 52% of respondents believe there are too many immigrants in Germany (Kober and Kösemen, 2019[91]).

The project requires a high engagement of supervisors and guardians. To enhance the impact of the project, supervisors suggest involving additional staff in the programme to provide more opportunities of knowledge sharing between implementing partners, involve more non-school actors and parents and better motivate children and young people to participate in the programme. Furthermore, there is the need to continuously adjust and upscale the concept of the programme based on evaluation findings and changing conditions to guarantee the expected impact (Schulz and Sauerborn, 2019[85]).

Evaluation reports or other reports or analyses

External evaluations have been carried out annually since the beginning of the programme in 2016.

2.4.5 SchlaU-Schule (Smart School), Germany

Description

The *SchlaU-Schule* ("Smart School") operates in formal secondary education settings in Germany. The *SchlaU - Schulanaloger Unterricht für junge Flüchtlinge* ("School-analog schooling for young refugees") is located in Munich, Germany. The practice was developed in 2000 by the NGO *Junge Flüchtlinge e.V.* ("Young Refugees"). The same NGO has been implementing the programme since then.

SchlaU targets refugee students between 16 and 21-years-old, including unaccompanied minors. Each school year, about 300 students are taught in 20 classes (SchlaU, 2021[92]). Additionally, in 2019, around 120 former students participated in the *SchlaU* follow-up programme "Transition School-Profession", which facilitates students' transition from school into vocational training or the labour market (SchlaU, 2020[93]).

The NGO *Junge Flüchtlinge e. V.* has the goal to support young refugees to exercise their right to education and to participate in society. Refugees between 16 and 21 years (in exceptional cases up to 25 years) are taught the curriculum of the Bavarian lower secondary school (*Mittelschule*) up to their graduation from *SchlaU*. Additional to teaching academic content, the development of each student is fostered through an individual approach to enable a successful transition to a mainstream secondary school or vocational training. After graduating from *SchlaU* school and entering vocational training or an upper secondary school, students continue to be followed by the programme *SchlaU Übergang Schule-Beruf* ("Transition school-profession") to promote successful integration (SchlaU, 2021[92]).

The practice considers schools as spaces of joint learning that foster the development of students' personality and opens up future opportunities. Other than in mainstream schools, grade levels are flexible and classes in *SchlaU* are small, with about 16 students. The limited number of students per class aims to provide adequate individual socio-pedagogical support to students given their personal and educational experiences.

Depending on their prior education and individual progress, students attend *SchlaU* school for a period between one and four years. They are assigned to a grade based on an assessment developed by *SchlaU*, which tests German language and mathematics competences. The following grades are differentiated, and students are assigned based on the test results: alphabetisation, basic, medium, and graduation grade. Within these main grades, classes are differentiated by different needs for support. Mathematics is taught independently from the grades since math competences vary widely among students and are not dependent on German language competences (SchlaU, 2021[92]).

The flexible system enables students to switch grades within the same school year if their current grade is too difficult or too easy for them. This approach keeps up students' motivation (SchlaU, 2021[92]). Research confirms that such a flexible curriculum depending on the needs and capacities of refugee students is

beneficial for their educational and personal development (Crul, 2017[76]). The system also provides that it is not possible to fail a grade because there are no uniform goals to reach for each grade. Goals are identified by the team of teachers for each student. Additionally, to promote students' involvement, students are actively engaged in the creative design of the school.

Besides subject knowledge, *SchlaU-Schule* aims to foster general knowledge and key competences, such as solidarity and equal treatment independent of gender, origin, age and socio-economic status. *SchlaU-Schule* also promotes punctuality and reliability to facilitate students' participation in society. Lessons other than German language classes are designed taking into account students' different languages, cultures and different socio-economic backgrounds. the *SchlaU-Schule* approach also considers students' diverse experiences and life courses as well as prior education systems that students have experienced and are familiar with (SchlaU, 2021[92]).

Additional to subject lessons, multiple projects enable students to discover and develop their talents. They also help to stabilise and foster students' self-efficacy in a protected environment. Furthermore, an important approach of the practice is the focus on trustful relations between students and teachers. This is facilitated by frequent individually scheduled and spontaneous talks between students and teachers. Additional to that, the teaching modalities promoted in the school take into account the psychological hardship of students after the journey and during the asylum procedure. In this context, teachers are challenged to respond to emerging situations and to intervene in crisis situations to keep up students' motivation. Furthermore, the curriculum is designed to enable individual teachers to spend as much time with the same class as possible to become familiar with the students and develop trustful relationships (SchlaU, 2021[92]).

Organisation of the practice

The practice is implemented by *SchlaU-Schule* ("SchlaU-School") and *SchlaU Übergang-Schule-Beruf* ("SchlaU Transition-School-Profession"). In addition to this practice, the organisation offers programmes to raise awareness among key stakeholders and institutions and train them on topics that concern young refugees (Trägerkreis Junge Flüchtlinge, 2021[94]). *SchlaU* school is financed by public funds and foundation funds. The practice is further supported by about 100 volunteers.

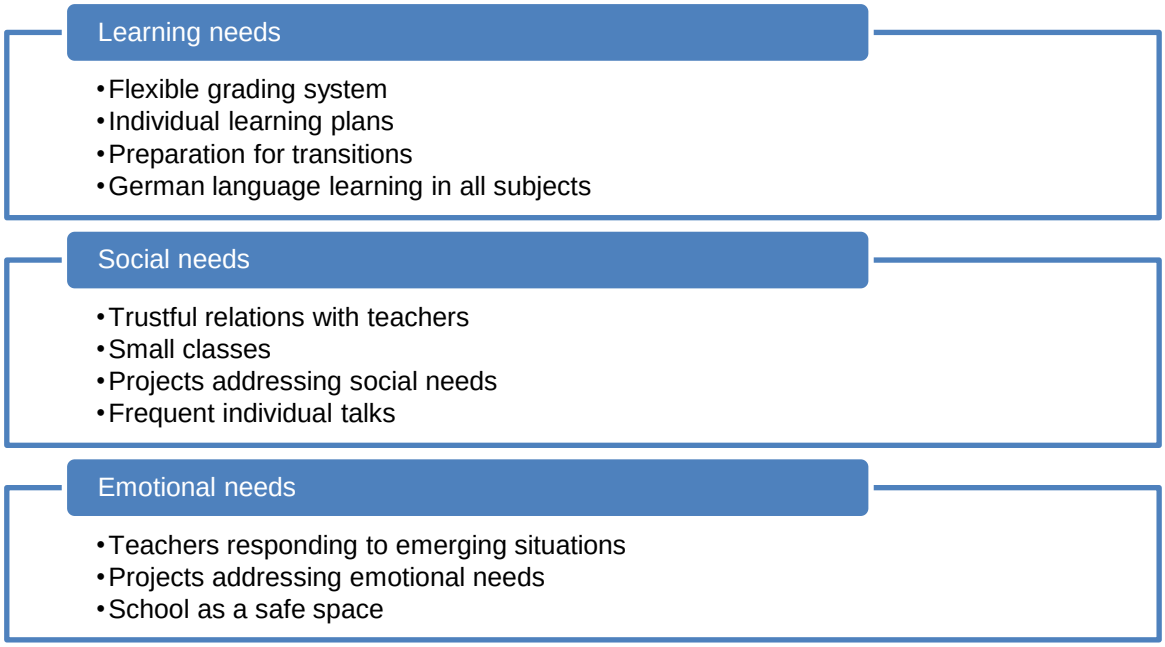
In 2016, the *SchlaU-Werkstatt für Migrationspädagogik gGmbH* ("*SchlaU*-Workshop for Migration Pedagogics") was founded as part of the *SchlaU* programme. It conducts research, internal school consulting and designs (Trägerkreis Junge Flüchtlinge, 2021[94]). It also implements multiplier and training programmes and develops teaching material for refugees through its three pillars: *Gemeinsam:SchlaU* ("Together:SchlaU"), *SchlaU:Lernen* ("SchlaU:Learning") and *SchlaU:Vernetzt* ("SchlaU:Networking"). In particular, *Gemeinsam:Schlau* supports vocational and lower secondary schools in developing teaching strategies that consider student diversity. *SchlaU:Lernen* develops teaching material for German language learning, alphabetisation and mathematics that target the needs of refugee students. Through *SchlaU:Vernetzt*, the *SchlaU-Werkstatt* formed a collaboration with the NGO *Bildung für alle e.V.* ("Education for all") in Freiburg, the Department for Education and Integration of the City of Cottbus and the NGO *Kindersprachbrücke e.V.* ("Children language bridge") in Jena. This collaboration founded the Kompetenznetzwerk Chancengerechtigkeit ("Competence network for equal chances"). The goal of this network is to facilitate social participation for disadvantaged people. This objective is pursued by developing educational methods and making them available to education stakeholders across Germany. Through its activities, the network aims to facilitate structural changes in the education system (SchlaU Werkstatt für Migrationspädagogik, 2021[95])

Holistic elements of the practice

The practice addresses student needs in the following ways (see Figure 2.6):

- **Learning needs (language learning, catching up on schooling, adjustment to new education system):** Learning needs are addressed by a flexible grading system and individualised learning plans. Furthermore, the preparation of students for their transition into mainstream schools or vocational training and German language learning supports learning.
- **Social needs (communication, sense of belonging and bonding, strong personal identity):** Trustful relations with teachers, frequent individual talks and small classes are core elements of the practice that address refugee students' social needs. Furthermore, *SchlaU* organises projects that specifically address social needs.
- **Emotional needs (safety, coping with separation, loss and/or trauma):** To address emotional needs, teachers respond to emerging situations, particularly related to trauma and the living context of refugees in Germany. Additionally, the *SchlaU* organises projects that address emotional needs. The approach also implements measures to ensure that students feel safe at the school.

Figure 2.6. Holistic elements of SchlaU-Schule (Smart School)



SchlaU addresses all dimensions of student needs envisaged by the holistic model.

Context of the practice

The concept of *SchlaU* connects with the current debate on refugee integration, especially in the education system. This debate raises the argument that the mainstream education system and existing support measures do not sufficiently address the needs of refugee and newcomer students. This is considered as a reason why their educational attainments often lag behind native students. SchlaU addresses shortcomings in mainstream practices and aims to support refugee students' successful transition into mainstream education and vocational training.

At the time of the founding of *SchlaU*, Germany had not fully recognised the United Nations (UN) Declaration of the Rights of the Child. Therefore, unaccompanied minors had to apply for asylum and had no right to attend school before being granted asylum. Against this background, *SchlaU* started their engagement by organising eight language classes for 20 unaccompanied minors. Due to growing demand by refugee students, *SchlaU* continued to implement increasing numbers of language classes. As a result,

SchlaU received a reward by the City of Munich in 2003 and was approved as a vocational preparation school for refugees by the Bavarian Ministry for Education in 2004. This promoted the gradual establishment of more partnerships with schools and other stakeholders as well as the establishment of *SchlaU* as a school-like educational measure. In 2010, Germany fully recognised the UN Declaration of the Rights of the Child, followed by the duty of schooling for young refugees of vocational schooling age. This required the Federal State of Bavaria to make 19 000 school places available in Bavaria and led to the introduction of *Berufsvorbereitungsklassen* (i.e. vocational preparation classes) through the example of *SchlaU* (SchlaU, 2020[93]). Hence, local and regional policymakers have been involved in the development of *SchlaU* since its beginning and have become the most active supporters of the practice over time (SchlaU, 2020[93]).

Impact and success factors of the practice

Every year, about 80 students graduate from *SchlaU* school and transition into vocational training or upper secondary education. In total, over 5 000 students have successfully attended *SchlaU-Schule* and *SchlaU Übergang Schule-Beruf*. From 2017 until 2020, between 92% and 96% of students enrolled in *SchlaU* successfully graduated from it (SchlaU, 2020[93]).

Success factors include (SchlaU, 2020[93]):

- *Core approach*: The promotion of equal chances is the core approach that guides the practice. On this basis, a holistic concept of education was developed through which individual learning and life visions are fostered, and experiences are shared across Germany.
- *Connectivity*: Trustful relationships between teachers and students are conditions for the sustainability and development of motivation and flexibility. Educational and administrative procedures for asylum seekers often imply frequent changes of educational institutions. SchlaU supports students from their alphabetisation until their entry in the labour market while also providing psychosocial support.
- *Individual offers*: Individual learning approaches take into account the heterogeneous prior learning of students and other challenging factors that come along with their status as refugees, such as difficult housing conditions and traumatising experiences. This requires short- and long-term individual support, group responses and psychological support. To carry out its activities, SchlaU is supported by volunteers..
- *Organisation*: Small classes are supportive for learning. The school follows an approach of knowledge transfer and social work in a trustful and respectful way. This applies to the relations between teachers and students as well as among the team of educators.
- *Transfer*: The *SchlaU-Werkstatt für Migrationspädagogik* (*SchlaU* workshop for migration pedagogy) uses its experiences and knowledge to transfer them to educational institutions, municipalities and volunteers through workshops and teaching material. This aims to foster creative solutions for equal opportunities in education (SchlaU, 2020[93]).
- *Partnerships*: *SchlaU* further counts on collaborative efforts of stakeholders from the fields of economy, civil society, and policymaking (SchlaU, 2020[93]).

Evaluation reports or other reports or analyses

Each year, an annual report with an internal impact analysis is published.

2.4.6 Schools for All - Integration of Refugee Students in Greek Schools, Greece

In Greece, the "Schools for All - Integration of Refugee Students in Greek Schools" project aims to promote safe and inclusive school environments where refugee students are welcomed and receive high-quality education. It has been implemented during the 2019-2020 and 2020-2021 school years throughout Greece and targets secondary schools with reception classes for refugee students. The project trains secondary school teachers and school leaders to provide them with the competences and tools to create inclusive schools and classrooms for refugee students (European Wergeland Centre, 2021[96]).

The project has been implemented in Greece under the Local Development and Poverty Reduction programme by the European Wergeland Centre (EWC), in partnership with the Greek Ministry of Education and Religious Affairs and with the support of the Institute of Educational Policy (IEP). The Local Development and Poverty Reduction programme, which received funding as part of the European Economic Area (EEA) grants, aims to promote social cohesion and and reduce socio-economic disparities (European Wergeland Centre, 2021[96]).

Despite being slowed by the restrictions put in place to contain the COVID-19 pandemic outbreak across the country, the project has already brought together 226 teachers and school directors in 25 school workshops. Furthermore, 21 schools across Greece are already part of the "Schools for All" network. The objective of the project is to involve 150 schools (European Wergeland Centre, 2021[97]).

Goals

The "Schools For All – Integration of Refugee Students in Greek Schools" project aims to support secondary schools to promote safe, inclusive and high-quality classroom and school environments for refugee students. It provides training to teachers and school leaders to equip them with competences and skills to deal with issues related to racism, discrimination and intolereance. In particular, school teams made of teachers, school leaders and parent representatives receive expert training and mentoring throughout the year. Furthermore, the whole school community is engaged through workshops and other activities.

Organisation of the project's practices

Through a whole school approach, including active collaboration with parents, the school and local community, the project has been designed based on the Reference Framework of Competences of Democratic Culture developed by the Council of Europe[6]. The collaboration with schools begins with the participation of school representatives (school leaders, teachers and/or parents) to an academy organised by experts and the project's regional trainers[7]. During the academy, school representatives design their action plans based on their school's specific needs and expectations. The action plans are then implemented by individual schools during the same school year.

The "Schools for All – Integration for Refugee Students in Greek Schools" is based on three pillars that aim to promote a holistic approach to inclusive education for refugee students. These pillars are:

i. Teaching and learning
ii. School management/school culture

[6] The Reference Framework of Competences for Democratic Culture (RFCDC) developed by the Council of Europe provides a conceptual model of competences to prepare students for an intercultural and democratic world. For each competence, the RFCDC also outlines learning targets and outcomes. The RFCDC also provides guidance on how the model of competences can be implemented in education settings. Published in 2018, it is currently implemented in some member countries of the Council of Europe (Council of Europe, n.d.[121]).

[7] Regional trainers are expert teachers in refugee education with relevant teaching qualifications.

iii. Collaboration with the local community.

The following sub-sections present examples of promising approaches promoted by different schools within the project in the 2019-2020 and 2020-2021 school years to foster inclusive education for refugee students.

1st Gymnasium of Avlona in Oropos, Greece: Cultural storytelling

During the 2019-2020 school year, the 1st Gymnasium of Avlona in the Municipality of Oropos in Athens put in place efforts to strengthen the collaboration between refugee students, their families and the school community to respond to the disruptions brought about by the COVID-19 pandemic outbreak. The 1st Gymnasium of Avlona is located in a semi-urban area and attended by native, immigrant and refugee students (the latter being 9% of the total school population). The refugee students attending the school reside in the reception centre of Malakasa, near Athens. In the 2019-2020 school year, the school promoted cultural storytelling activities to promote the integration of refugee students' native languages as well as parental engagement. In particular, the school engaged parents and students by asking parents to record tales and stories in their native languages. These were then translated into Greek and presented by refugee students to the rest of the class, through videos and slideshows. A total of 25 multicultural-multimodal stories were recorded.

Cultural storytelling can play a role to promote the integration of refugee students in the classroom by valuing their individual identities and putting in place culturally sustaining pedagogies8. Storytelling can be a powerful strategy to promote inclusive education for diverse students. It can be an effective tool to promote the active participation of groups, including refugees, who have experienced marginalisation, as they are empowered to tell stories (Alexandra, 2008[98]; Lenette, Cox and Brough, 2015[99]). Storytelling, and in particular digital storytelling, can provide an opportunity to engage in critical reflection and promote self-expression, dialogue and cooperation on issues that are often marginalised (Alexandra, 2008[98]). By presenting different perspectives, it can contribute to produce counter-narratives at the individual and group levels (Lenette, Cox and Brough, 2015[99]). Furthermore, among refugee and immigrant groups, family storytelling represents a key culturally and linguistically sustained practice (Strekalova-Hughes and Wang, 2019[100]). As engaging parents can greatly contribute to promote the integration of refugee students (Cerna, 2019[25]), cultural storytelling can be a promising approach to promote the inclusion of refugee students in the classroom.

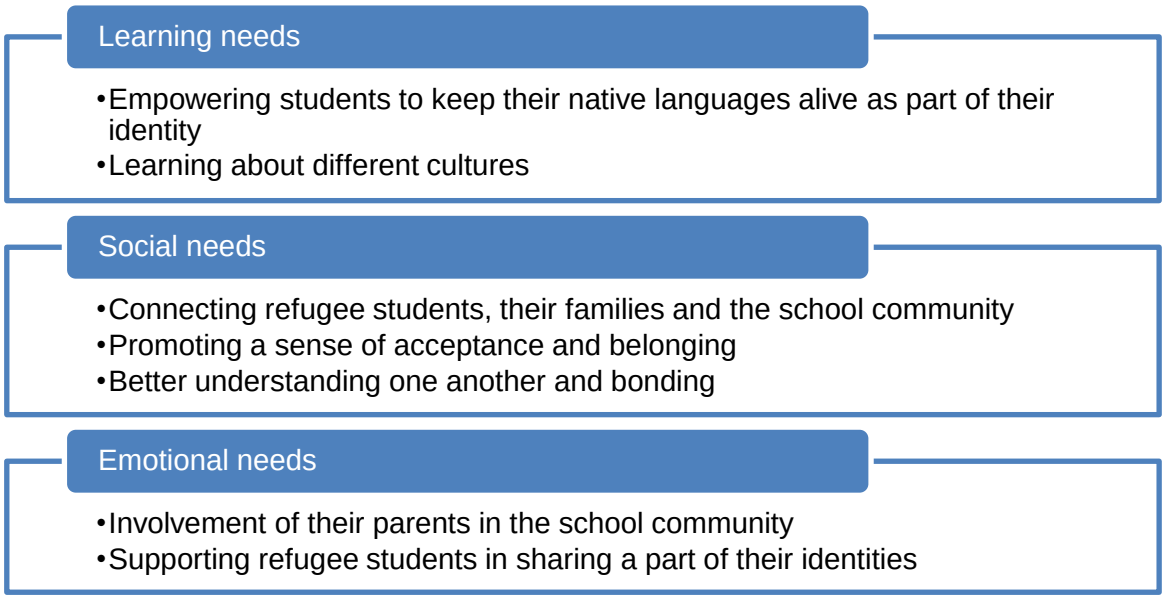
Through the cultural storytelling activity promoted by the school, the 1st Gymnasium of Avlona encouraged multilingualism and the promotion of native languages as part of its students' cultures and identities, by providing students with an opportunity to nurture them. In particular, the multimodal-multilingual cultural storytelling approach targeted the following student needs (see Figure 2.7):

- **Learning needs (language learning, catching up on schooling, adjustment to a new education system):** Through the activity, the school addressed student learning needs by promoting active participation, using sub-groups for translation, writing, language editing and multimodal means of support. Teachers from different disciplines collaborated, such as teachers teaching Greek, foreign languages and information and communication technologies.
- **Social needs (communication, sense of belonging and bonding, strong personal identity):** Through cultural storytelling, the school promoted students' social needs by fostering communication, participation, sense of belonging and bonding.

[8] Building from asset-based pedagogies, including culturally relevant and culturally responsive pedagogies, culturally sustaining pedagogies understand schools as spaces where students' experiences, cultures and perspectives are sustained rather than marginalised or suppressed (Paris and Alim, 2017[122]).

- **Emotional needs (safety, coping with separation, loss and/or trauma):** While promoting students' social needs, the activity partly addressed some emotional needs that refugee students may have.

Figure 2.7. Holistic elements of cultural storytelling



1st Gymnasium of Neapolis, Greece: Identity texts

The 1st Gymnasium of Neapolis is situated in the Strebenioti Camp in Athens, Greece. During the 2019-2020 school year, ZEP I and II reception classes (see Section 2.1.2) operated in the school. During the school year of reference, out of 38 refugee and immigrant students enrolled, approximately 20 regularly attended classes9. Within the action plan set out as part of the "Schools for All – Integration of Refugee Students in Greek Schools" project, the school included indentity texts as approach to promote inclusive education for refugee students.

The term "identity texts" was first used in Canada by Multiliteracies Project to define creative student work organised by teachers in the classroom in the form of written, visual, oral, musical or multimodal outputs (Cummins and Early, 2011[101]). Identity texts can promote the creation of i) reflective spaces, where students can reflect on sensitive issues; and ii) narrative spaces where, through storytelling, cross-cultural education can be delivered (Zaidi et al., 2016[102]).

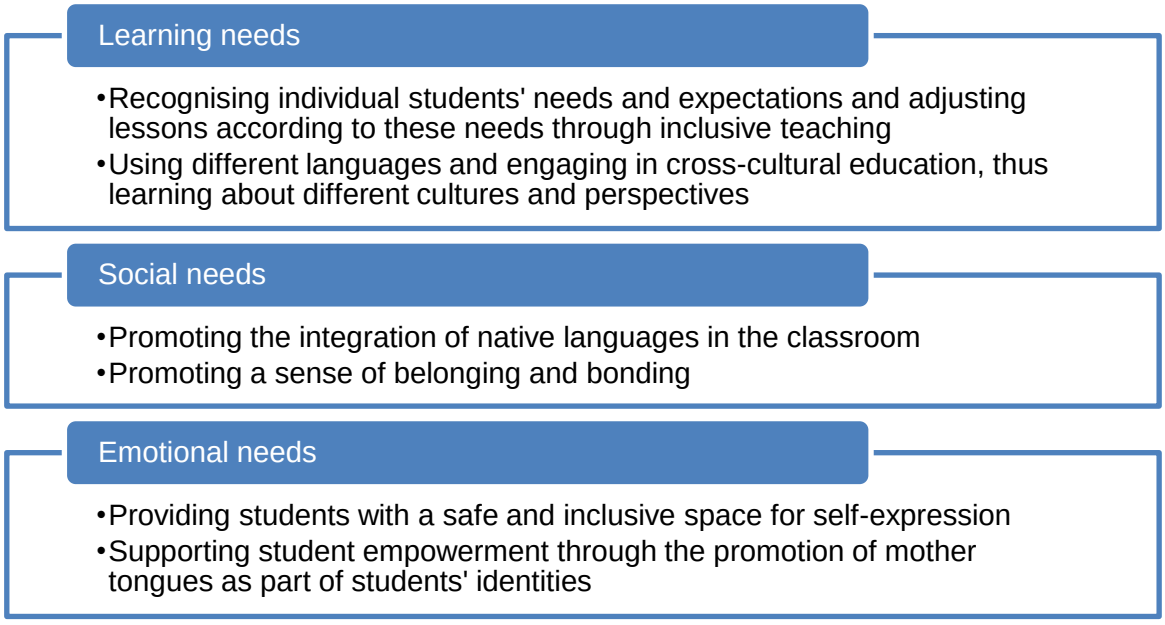
Through the identity texts approach, teachers from the 1stt Gymnasium of Neapolis were able to empower students and express their perspectives and different cultural and linguistic backgrounds. The language barrier, which can be an obstacle to the promotion of refugee students' social and emotional needs (McBrien, Forthcoming[103]), was faced by encouraging students to express themselves in their native languages or find other ways of self-expression, such as visual arts. Identity texts led to various benefits

[9] The reasons for irregular school attendance were different. The living conditions of most of refugee and necomer students' families in the accommodation structures are usually difficult. The COVID-19 pandemic further challenged school participation for refugee students. Additionally, the relocation of students' families to another city or country to find better living conditions did not always allow their continuous attendance and participation at school.

acknowledged by the stakeholders interviewed. In particular, the approach addressed the following student needs (see Figure 2.8):

- **Learning needs (language learning, catching up on schooling, adjustment to new education system):** By adapting classroom strategies through an inclusive teaching approach, teachers adjusted the activities taking in account the different perspectives and needs of individual students. The use of multiple languages in the classroom also promoted language learning. Cross-cultural education was delivered by allowing students to learn about different cultures and perspectives.
- **Social needs (communication, sense of belonging and bonding, strong personal identity):** Through teamwork, collaboration and bonding among students was promoted. Refugee students in reception classes received opportunities for socialisation, felt welcome and able to co-create. Students were able to promote a sense of belonging and reinforce their personal identities.
- **Emotional needs** (safety, coping with separation, loss and/or trauma): The identity texts approach allowed for the creation of a safe and inclusive space for self-expression. Refugee students were also empowered through the promotion of their mother tongues as a component of their identities**.**

Figure 2.8. Holistic elements of identity texts



Evening Gymnasium of Kilkis, Greece: Jigsaw method

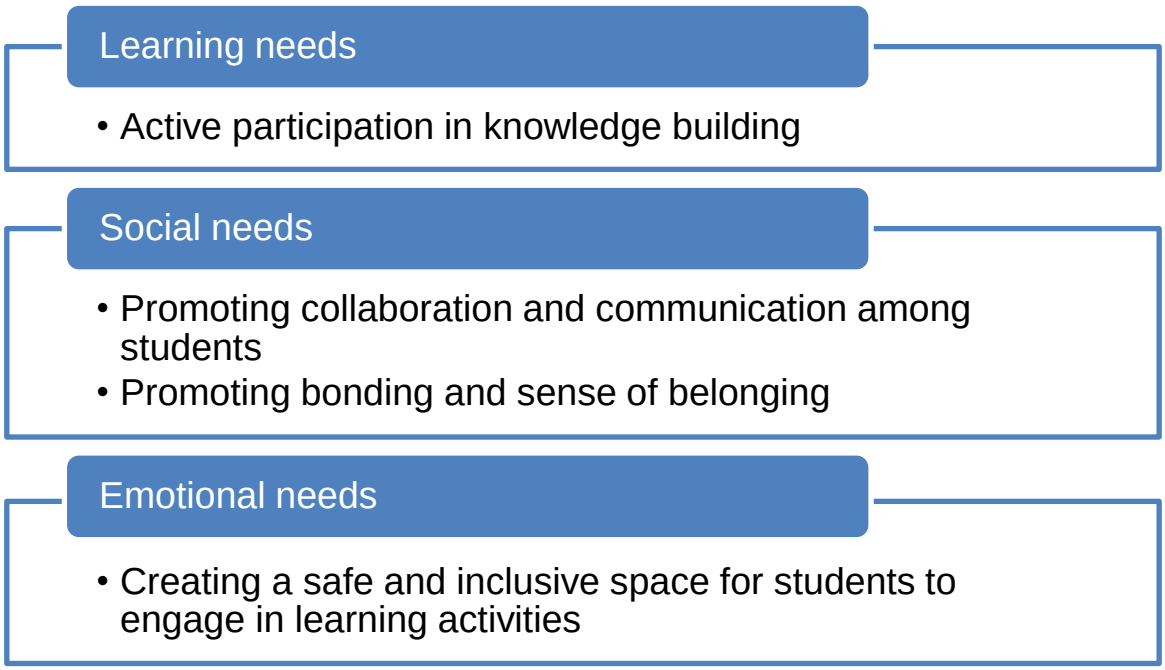
The evening school of Kilkis is a formal education institution open for enrollment to all students aged 14 or older. Some enrollment requirements include holding a work permit and a certificate of insurance. The school covers the need for education for the more than eight thousand inhabitants of the Kilkis Regional Area who have not completed compulsory education. Since 2018, the school has also been addressing the Greek language learning and social integration needs of adult refugees in the city. The school developed collaborative holistic approaches applying the Jigsaw method to cultivate a sense of belonging among refugee students during English classes.

The Jigsaw method is a research-based cooperative learning technique developed by Elliot Aronson and his students at the University of Texas and the University of California in the early 1970s. This cooperative learning approach aims to empower students to build their knowledge through group-based interactions and teamwork. Students in the classrooms are divided in groups and assignments are scaffholded into different pieces that the group needs to assemble to put together the Jigsaw puzzle (Jigsaw Classroom, 2021[104]). Evidence from the use of the Jigsaw method for language learning shows that it can be beneficial to support student learning. For example, a study on the effects of the use of Jigsaw method in English classes in colleges in China shows that the collaborative learning approach can foster student interest in and motivation for learning English as well as improve their reading abilities (Meng, 2010[105]).

Adopting various methods and techniques of collaboration, teachers in the evening school of Kilkis engaged in making students dependent on each other to succeed. In this way, students approached knowledge from different aspects and, at the same time, bonded as active members of a group. Refugee and native students found ways to collaborate with one anotherand the notion of "us" was promoted as the main element of the success of the activity. In particular, the approach taken by the school addressed the following student needs (Figure 2.9):

- **Learning needs (language learning, catching up on schooling, adjustment to new education system):** The Jigsaw method allowed students to actively engage as participants in the knowledge building process. It enabled students to work collaboratively in the learning process.
- **Social needs (communication, sense of belonging and bonding, strong personal identity):** Communication and collaboration among students was promoted through teamwork. Working together also enabled bonding among refugee and native students as well as refugee students' sense of belonging.
- **Emotional needs (safety, coping with separation, loss and/or trauma):** Teachers supported the creation of safe and inclusive spaces for refugee students to engage in teamwork.

Figure 2.9. Holistic elements of the Jigsaw method



3 Upscaling and institutionalising promising practices

The analysis of selected case studies from the three aforementioned countries, i.e. the Netherlands, Germany and Greece, showed common needs in refugee education and shed light on successful practices. These practices could be seen as an effort to design and implement inclusive practices for refugee and newcomer students.

Designing and implementing inclusive education models and practices is a challenging task. Given the complexity of refugee and newcomer education as well as the instability and frequent movement of refugee and newcomer populations, there is no one-fit-all approach of refugee education. Instead, practices should be adjusted to the context and needs of refugee students. It is reasonable to learn from experiences of the aforementioned three countries that represent different contexts of refugee education.

Education practices often move through several stages. A pilot stage is usually used to test the implementation of the practice and evaluate its process and impact. If the process and impact are seen as beneficial, education stakeholders can proceed to upscaling the practice, often after adjustments on the basis of the evaluation outcomes. This step aims at reaching more students by implementing the practice in more settings and at broader levels, such as regional or national levels. Subsequently, upscaled and well functioning practices can be institutionalised by establishing similar practices either at regional and national levels through relevant policies or in countries with similar needs. The promising practices analysed in this paper are at different stages of this process. Some are at a pilot level, some have been upscaled and others have been institutionalised. Holistic education approaches have mainly been implemented at local or regional levels.

3.1 Elements for institutionalising education practices

According to Scott (2013[106]), three main pillars are required for institutionalising any educational measure:

i. The *regulative pillar*, which includes rule-setting, monitoring and sanctioning activities
ii. The *normative pillar*, which encompasses the expectations of an institution and comprises values, norms, customary practices that help to form of a distinct mode of operation and
iii. The *cultural-cognitive pillar*, which is the shared understanding of reality and the jointly held sense-making schema that enable meaning-making and interpretation.

Adopting this theory for institutionalising holistic models of education could mean the necessity of: i) positioning the practice within the existing education system; ii) establishing a shared understanding of the benefits of holistic education and respective values, norms and practices; and iii) establishing a shared understanding of the context of the practice in terms of the situation of young refugees in Europe, and how the practice can foster their inclusion.

3.1.1 Positioning the practice within the existing education system

The practices analysed in Section 2.4 have reached different levels of positioning in the education system. Political support is a core condition for a practice to move from a project- or pilot-level to institutionalising them. For example, the approval as a vocational preparation school for refugees by the Bavarian Ministry for Education paved the way for *SchlaU* to expand in Munich, Germany (see Section 2.4.5) and the support of the Berlin Senate for Education, Youth and Family in Germany enabled *Praktisches Lernen* (see Section 2.4.3) to establish in several schools in Berlin, Germany. For a practice to be institutionalised at the national level, governmental support is crucial (Scott, 2013[106]), (SchlaU, 2020[93]). LOWAN has been supported by the Dutch Ministry of Education (see Section 2.4.1) and the *Patenschaftsprogramm* (Buddy Programme) by the German Federal Ministry of Family and Youth since the beginning of the practice (see Section 2.4.4). This enabled their country-wide establishment in the Netherlands and in Germany.

3.1.2 Establishing a shared understanding of the benefits of holistic education and establishing respective values, norms, and practices

The analysis of the promising practices in Section 2 indicated that formal education practices focus on learning needs in priority. The practices analysed also address social and emotional needs. However, these needs are often targeted more implicitly through approaches that are perceived to be effective, often based on practice. Hence, social and emotional needs are often not addressed with the intention of implementing a holistic approach but can be targeted by implemeting effective approaches to promote refugee students' learning. This shows that practitioners learn from experience that holistic approaches work but they may not frame them as such.

Some of the identified holistic approaches are informed by the understanding that refugee students have diverse needs (Rutter, 2006[107]) that result from their diverse cultural, linguistic, ethnic and religious backgrounds as well as their educational experiences in their countries of origin (Koehler et al., 2018[31]; Matthews, 2008[108]), and that these needs cannot be met by mainstream approaches. This understanding motivates educational models that target refugee students, such as SchlaU (see Section 2.4.5) and LOWAN (see Section 2.4.1), which organise specific classes for refugee students. This enables institutions to organise teaching in a targeted way to meet their specific needs. However, some of these practices fall short of inclusiveness when they provide no opportunities of interaction with native students and society. Research has established that prolonged periods of time (two years and longer) spent in separate classes hinder refugees' integration in the host society (Crul, M., 2016[109]).

Other practices, while organising separate classes, provide opportunities for interaction, e.g., when the classes are based in a mainstream school, such as level 3 of LOWAN (see Section 2.4.1), or when they enable learning in real-life situations, such as *Praktisches Lernern* (see Section 2.4.3). This promotes inclusiveness of the practice while allowing students to benefit from a protected environment. Inclusive education can help protect refugee students from being isolated and stigmatised (Cerna, 2019[25]). As a rule, when deciding between separate and mainstream classes, immersion is more effective than separation (Koehler and Schneider, 2019[24]). When refugee students are taught in separate classes, even if within mainstream schools, the risk of stigmatisation remains (Crul et al., 2019[110]).

Other models, such as *Patenschaftsprogramm* (see Section 2.4.4), intentionally bring refugee students together with mainstream students or have extended their focus to diverse student populations over time based on the understanding that the practice is not only suitable for refugee students. The Language Friendly School (see Section 2.4.2) adopted this understanding from the beginning and bases its approach on multi-lingual education for all students. In this line, all the examples presented from Greece targeted the inclusion of all students in mainstream schools, i.e. native students together with refugee students or other immigrant students. In the last two years in Greece, the system has aimed to include all refugee students within the formal public school system. At the same time, the role of NGOs which provide non-

formal education services is specialised in the direction to find synergies between formal and non-formal education settings (Palaiologou, 2019[64]).

3.1.3 Establishing a shared understanding of the context of the practice

A shared understanding of the situation of refugee students is required to respond to their particular needs appropriately (Scott, 2013[106]). This includes gaining an understanding of the main reasons why refugees leave their countries, the traumatising experience most of them endure before and during their flight, and the challenges they face in Europe. Besides challenges of integrating into a new environment, administrative and procedural barriers related to asylum procedures, including the housing situation such as in refugee reception centres, are major obstacles that cause insecurity and contribute to prior trauma. Even performing well in education or having an apprenticeship position often does not guarantee a stable residence status (Koehler and Schneider, 2019[24]). Immigration and asylum legislation should not overrule perspectives of education and work (Koehler and Schneider, 2019[24]).

Based on the analysis of the good practices presented in Section 2, the following conditions for the successful upscaling and institutionalisation of holistic practices can be identified at the macro- and micro-levels. There are also conditions related to challenges brought about by the COVID-19 pandemic outbreak which should be acknowledged.

3.2 Macro-level conditions

- *Openness and flexibility of the education system*: Compared to mainstream educational practices, holistic practices, especially when targeting refugee students, are innovative and new to most education systems. The openness of education stakeholders and policymakers to adopt a holistic practice and the flexibility to include it into the existing system are core conditions for institutionalising good practices.
- Collaboration between the implementing educational organisation, Ministries of Education or other relevant governmental bodies, and external stakeholders: Nearly all presented practices are based on collaborative efforts between governmental, educational, and external stakeholders (e.g., civil society organisations, foundations, NGOs, companies).
- *Stable financial basis:* The financial basis for the practices must be secured on a long-term basis to enable long-term planning. Cuts in finances imply compromising parts of the practice (e.g., language assistance in Practical Learning, see Section 2.4.3).
- *Sufficient educational staff involved:* To meet students' diverse needs, the staff must include a sufficient number of teachers as well as teaching assistants, social pedagogues, psychotherapists and other specialised support staff. Volunteers can also assume relevant roles in the practice.
- *Rooms available:* To establish a holistic practice, e.g., as part of a mainstream school, it is necessary to have separate rooms to support refugee students who just arrive in the host country to allow them to adjust in the learning domain in the first year of their enrolment.
- *Combatting segregation:* School segregation must be combatted (van der Graaf et al., 2021[111]). Refugee students must be taught in mainstream classes as early as possible. When segregated classes cannot be avoided for a limited time, space for interaction with mainstream students and the wider society must be provided.
- *Teacher qualification for diverse students:* The involved teachers must have specific qualifications and be willing to participate in capacity building to be adequately prepared to respond to the diverse needs of refugee students. Teacher training should also include areas such as using multilingual approaches, promoting active citizenship and shared values, fostering cultural awareness and transmitting a sense of belonging.

- *Increasing the representation of people with an immigrant background in the teaching profession:* Teachers with an immigrant or refugee background can serve as role models for refugee students. They can also build cultural bridges, strengthen the sense of identity and belonging and facilitate the involvement of refugee parents.
- *Long-term legal security for refugee students:* Schools must be safe spaces for refugee students, and refugee students who engage in education programmes and plan for their future in the host country should have the legal security to be able to remain in the country. This is necessary to enable students to focus on their learning and make longer term educational and professional plans. At the same time, this aligns with the demographic and labour market needs in most receiving countries, which require young immigrants to join the workforce due to a natural decrease of the population (Koehler and Schneider, 2019[24]).

3.3 Micro-level conditions

- *Teamwork at school*: All school staff involved in the practice must work together as a team and share the same vision and goals for the practice. If the practice is based within a mainstream school setting, cooperation should take place also with the teaching staff of mainstream classes.
- *Motivation of involved teaching staff to undertake good innovative practices:* The involved staff must be motivated to be engaged in an innovative practice and respectively reflect on and change patterns of teaching.
- *Shared understanding of diversity and of holistic education:* The involved staff must understand the value of diversity and share the same understanding of holistic education and its benefits.
- *Involving members of the community (as multilingual facilitators, cultural mediators):* The involvement of community members (e.g., parents, immigrant, and refugee organisations) as multilingual facilitators and cultural mediators can strengthen the inclusive socialisation of students. Community members can also serve as role models for students and foster their motivation to learn.
- *Assessment of prior learning in the mother tongues:* Students' prior learning should be assessed in students' mother tongues to measure their real competences and not only their competences in the language of instruction. This is based on the understanding that refugee students have very diverse prior learning experiences.
- Individualised and feasible expectations and goals for each student, individualised learning plans and differentiated learning and teaching: Based on the assessment, individual goals and expectations should be determined for each student and individualised learning plans should be followed through differentiated learning and teaching to respond to the diverse preconditions and needs of students.
- *Using a variety of learning approaches:* Diverse learning approaches should provide support and inclusive settings for all students to fulfil their potential. This includes pedagogies applied by teachers, as well as support from peers. Appropriate non-formal measures are peer-to-peer mentoring schemes (or buddy programmes) for refugee students, both as beneficiaries and mentors, to empower and encourage them to use their experience to support their peers (van der Graaf et al., 2021[111]).
- *Psycho-social support for strengthening resilience:* Refugee students often suffer from poor mental health conditions and trauma caused by experiences in their countries of origin and during flight. They also face difficult conditions in reception centres. Refugee students also struggle with administrative and procedural challenges related to their status as refugees. This requires professional responses and continued psycho-social support to strengthen their resilience and social inclusion.

- *Follow-up plans for continuation of learning:* To enable connectivity, it is necessary to implement follow-up plans that provide for the continued support and assistance even after refugee students leave the practice.

3.4 COVID-19 pandemic-related conditions

School closures and intermittent school re-openings brought about by the COVID-19 pandemic outbreak interrupted traditional patterns of teaching and learning. Schools and teachers had to invent new and innovative ways of transferring knowledge and guiding students' learning and growth, primarily by making use of modern technology. School closures mostly exacerbated refugee students' vulnerabilities and gave rise to new vulnerabilities. The nature of these vulnerabilities, such as trauma, lack of sufficient parental support, technological skills and host country language skills, confirmed the significance of holistic education models that target the diverse needs of refugee and newcomer students. The methods schools developed to bridge the physical gaps during the pandemic targeted some of these needs, such as by connecting with parents/guardians and having individual calls with students (OECD, 2020[112]).

When schools acknowledge the permanence of change and the relevance of technological skills and tools developed during school closures and intermittent school re-openings, some of them will never completely return to the teaching and learning styles in place before the COVID-19 pandemic. According to van der Graaf et al. (2021[111]), "the need to improve resilience to change" is one of the major lessons for the education system and society at large to learn from the pandemic. This is in line with the European Commission's new Skills Agenda. The latter indicates that improving resilience for individuals reduces their dependency on the market conditions and increases their potential to successfully navigate through transitions in professional life. The Agenda also stresses out that skills become obsolete quickly, which is why lifelong learning must become a reality for all (European Commission, 2020[63]).

This shows that the development of social and emotional competences and resilience against unforeseen changes will have to be at the focus of education systems and their formulation of educational goals. This transition, stimulated by the COVID-19 crisis, can only be successful if it is inclusive and leaves no one behind (van der Graaf et al., 2021[111]). Holistic education models can serve as guiding frameworks for these transitions. Hence, this process carries the potential to accelerate the upscaling and institutionalising of good practices in refugee and newcomer education.

Conclusion

The analysis of the selected promising practices included in this paper reveals that stakeholders in the three countries of focus – the Netherlands, Germany and Greece – make multiple efforts to implement holistic and inclusive refugee education through programmes in formal and non-formal education settings. Several of these practices started through the initiative of individuals who built teams of stakeholders to jointly implement pilot projects. Some of the analysed good practices are still in a pilot stage; others have reached different levels of upscaling and institutionalising. Based on the analysis conducted, it appears that there is not a particularly exemplarypractice of holistic education. However, each of the analysed practices meets some of the requirements of the holistic model well.

The analysis further shows that upscaling and institutionalising a good practice is often a long-term process that requires joint efforts and support of multiple stakeholders as well as policymakers. For stakeholders, educators, and policymakers to be involved in and/or support holistic practices, a shared understanding and acceptance of the practice and its benefits is essential. This also includes the importance of capacity building for educators to be prepared for teaching diverse students and meeting their needs.

The contribution of non-school actors, such as NGOs, foundations, training institutions, companies and civil-society organisations, is often instrumental for the success of the practice. These actors can bring in their expertise, e.g., in responding to social-emotional needs and trauma, teaching practical skills, applying multilingual approaches and assisting with asylum-related matters, as well as their networks, e.g. facilitating connections with the labour market.

To institutionalise holistic education practices there is often need for policy changes. This is one of the reasons why some practices have been operating at a local level but have not yet been institutionalised. At the same time, contextual conditions such as political trends and emerging needs can accelerate or impede policy changes. An example of emerging needs is the arrival of larger numbers of young refugees in Europe since 2015 that has led to the need to develop, upscale and institutionalise good practices in refugee education to effectively integrate young refugees in host societies. More recently, the COVID-19 pandemic required ad hoc solutions for distance learning, some of which may inform more permanent approaches in the future.

The analysis also shows that some practices are holistic but not inclusive. For education to be inclusive, separation must be combated, and refugee students, families and communities must be actively involved in the mainstream school community through a participatory approach. Separate classes should be avoided and, when unavoidable, the time refugees spend in separate classes should be minimised and contacts with native students should be promoted.

To design holistic education practices that are in line with refugee students' needs, it is necessary to monitor and evaluate the practices and adjust them based on the evaluation findings. Promising evaluation findings can provide the basis for upscaling and institutionalising practices. In this process, practices

should move away from a short-term project-based level to a more permanent level of implementation to enable long-term planning.

In addition, it is important to support and strengthen the synergies between formal and non-formal education settings that implement and promote learning and social practices of inclusiveness and belonging. In this line, it is promising that one of the goals of the European Commission's "Vision for the European Education Area by 2025" is "developing common values and inclusive education" (European Commission, 2021[113]). National education systems should follow this vision by introducing and supporting inclusive and holistic education practices. Education systems should be open to existing good practices and should join collaborative efforts in upscaling and institutionalising them.

To inform the future development of education policies and practices, it is necessary to create a comprehensive repository of research findings and fill current research gaps. In particular, the following research gaps should be filled:

- Education pathways and needs of 12 to 18-year-old refugee students after the end of compulsory education should be identified.
- Research is necessary to specify what "inclusion" of refugees entails and how national agendas on the inclusion of refugees relate to the "imagined agendas" of refugees, e.g., their own life planning and goals. As a rule, national inclusion agendas should consider the "imagined agendas" of refugees as well as national interests.
- The three dimensions of needs of refugee students – learning, social and emotional needs – included in the holistic refugee integration model developed by Cerna (2019[25]) should be studied more in depth to develop targeted responses. This includes gaining a better understanding of educational, social and emotional experiences of refugees prior to their arrival in the host country as well as their experiences in the country of destination as refugees (e.g., insecurity of residency, asylum procedures, accommodation in reception centres, separation from family members). This is crucial for the design of holistic education practices.
- To enable connectivity of education of refugees in Europe more knowledge should be generated on the education refugees received in their countries of origin and during flight.
- Comprehensive research that analyses data collected after 2017 is necessary to understand the development of education policies and practices after specific measures implemented between 2015 and 2017, and more recently, developments caused by the COVID-19 pandemic.
- To understand the functionality and impact of innovative and holistic education practices, it is necessary to monitor the implementation of the practices and conduct comprehensive evaluation studies.
- The responses of different educational models, including the here analysed practices, to the disruptions brought about by the COVID-19 pandemic outbreak should be analysed in a comparative perspective to understand the potentials of practices and models in adapting to changes and promoting inclusive education amidst change. Through this analysis, stakeholders can identify good practices.

To upscale and institutionalise promising practices for holistic and inclusive refugee education, the following points arekey priorities:

- Policymakers should suport promising practices and their long-term implementation, upscaling and institutionalisation..
- Synergies should be developed between the formal and non-formal sector of refugee education.
- Qualified capacity building for diversity and inclusion should be provided to educators frequently and adequately.

- Multi-stakeholder partnerships, including international partnerships, should be developed and strengthened.
- The collaboration between refugee families, communities, schools and non-school actors should be fostered.
- Refugee students' living conditions, such as housing and asylum procedures, should be adjusted in a way to support their social-emotional development and allow them to concentrate on learning and on making plans for their future.

In conclusion, the authors would like to stress that the promising practices presented in this paper are not limited for the implementation in European countries only. With context-specific adjustments, they can inform the development of good practices in holistic refugee education in other areas of the world. Migration and refugee flows are a constant global phenomenon, which means that in almost all continents there are countries that are reception hubs for newcomers. Sharing knowledge and experiences amongst countries which currently face significant migration and refugee flows could support international organisations such as the OECD in their efforts to guide evidence-based policymaking and peer learning.

References

Alexandra, D. (2008), "Digital storytelling as transformative practice: Critical analysis and creative expression in the representation of migration in Ireland", *Journal of Media Practice*, Vol. 9, pp. 101-112, https://doi.org/10.1386/jmpr.9.2.101_1. [98]

Alviarez, R. (2020), *Language Friendly Pedagogy and Children's Wellbeing*, https://hundred.org/en/articles/language-friendly-pedagogy-and-children-s-well-being#84343cc0 (accessed on 22 June 2021). [75]

Amor, A. et al. (2018), "International perspectives and trends in research on inclusive education: a systematic review", *International Journal of Inclusive Education*, Vol. 23/12, pp. 1277-1295, http://dx.doi.org/10.1080/13603116.2018.1445304. [10]

Asylum Information Database (aida), E. (ed.) (2021), *Statistics Netherlands*, https://asylumineurope.org/reports/country/netherlands/statistics/ (accessed on 22 July 2021). [59]

Backes, E. and R. Bonnie (eds.) (2019), *The Promise of Adolescence: Realizing Opportunity for All Youth.*, National Academies of Sciences, Engineering, and Medicine; Health and Medicine Division; Division of Behavioral and Social Sciences and Education; Board on Children, Youth, and Families; Committee on the Neurobiological and Socio-behavioral Science of Ado, https://www.ncbi.nlm.nih.gov/books/NBK545475/ (accessed on 2 August 2021). [30]

Benson, C. and K. Kosonen (eds.) (2013), *Towards Adopting a Multilingual Habitus in Educational Development*, Sense Publisher, Rotterdam, https://doi.org/10.1007/978-94-6209-218-1_16. [78]

Besic, E. and L. Hochgatterer (n.d.), *Refugee Families With Children With Disabilities: Exploring Their Social Network and Support Needs. A Good Practice Example.*, http://dx.doi.org/10.3389/feduc.2020.00061. [32]

Bildung, S. (ed.) (2021), *Evaluationsbericht*, https://www.stiftungbildung.org/evaluationsbericht/ (accessed on 22 June 2021). [86]

Brussino, O. (2021), *Building Capacity for Inclusive Teaching*, OECD Publishing. [5]

Brussino, O. (2020), "Mapping policy approaches and practices for the inclusion of students with special education needs", *OECD Education Working Papers*, No. 227, OECD Publishing, Paris, https://dx.doi.org/10.1787/600fbad5-en. [124]

Brussino, O., L. Cerna and M. Mezzanotte (Forthcoming), *The resilience of students with an immigrant background: An update based on PISA 2018*, OECD Publishing. [28]

Bunar, N. (ed.) (2018), *Education: Hope for Newcomers in Europe*, Education International Research. [47]

Bunar, N. (ed.) (2017), *Spain: Hope through Diversity*, Education International Research. [45]

Bunar, N. (ed.) (2017), *The Journey of Hope: Education for Refugee and Unaccompanied Children in Italy*, Education International Researach. [34]

Bundesamt, S. (ed.) (2021), *Migration und Integration*, https://www.destatis.de/DE/Themen/Gesellschaft-Umwelt/Bevoelkerung/Migration-Integration/_inhalt.html (accessed on 22 Juli 2021). [48]

Cascio, E. and D. Staiger (2012), *Knowledge, Tests, and Fadeout in Educational Interventions. Cambridge, MA: National Bureau of Economic Research. (Working Paper no 18038)*. [29]

Centre, M. (ed.) (2021), *Mixed Migration 4MI Data*, https://mixedmigration.org/4mi/4mi-interactive/data-on-mixed-migration/ (accessed on 2 August 2021). [41]

Cerna, L. (2019), "Refugee education: Integration models and practices in OECD countries", *OECD Education Working Papers*, No. 203, OECD Publishing, Paris, https://dx.doi.org/10.1787/a3251a00-en. [25]

Cerna, L. (2019), "Refugee education: Integration models and practices in OECD countries", *OECD Education Working Papers*, No. 203, OECD Publishing, Paris, https://dx.doi.org/10.1787/a3251a00-en. [14]

Coburn, C. (2003), "Rethinking Scale: Moving Beyond Numbers to Deep and Lasting Change", *Educational Researcher*, https://doi.org/10.3102/0013189X032006003. [18]

Commission, E. (ed.) (2021), *Education and Training*, https://ec.europa.eu/education/education-in-the-eu/european-education-area_en (accessed on 22 July 2021). [113]

Commission, E. (ed.) (2021), *Statistics on migration to Europe*, https://ec.europa.eu/info/strategy/priorities-2019-2024/promoting-our-european-way-life/statistics-migration-europe_en#RefugeesinEurope (accessed on 22 July 2021). [20]

Commission, E. (ed.) (2016), *Action plan on the integration of third country nationals*, https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/ policies/european-agenda-migration/proposal-implementation-package/ docs/20160607/communication_action_plan_integration_third-country_ nationals_en.pdf. (accessed on 1 September 2020). [117]

Commission, E. (ed.) (2011), *European agenda for the integration of third-country nationals*, https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX%3A52011DC0455. (accessed on 1 September 2020). [116]

Council of Europe (n.d.), *Reference Framework of Competences for Democratic Culture*, https://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn/reference-framework-of-competences-for-democratic-culture (accessed on 17 September 2021). [121]

Crul, M. (2016), *No lost generation: education for refugee children. A comparison between Sweden, Germany, the Netherlands and Turkey.*, Frije Universiteit Amsterdam, https://research.vu.nl/en/publications/no-lost-generation-education-for-refugee-children-a-comparison-be (accessed on 4 September 2021). [109]

Crul, M. et al. (2019), *How the different policies and school systems affect the inclusion of Syrian refugee children in Sweden, Germany, Greece, Lebanon and Turkey*, https://doi.org/10.1186/s40878-018-0110-6 (accessed on 20 August 2021). [110]

Cummins, J. and M. Early (2011), *Identity Texts: The Collaborative Creation of Power in Multilingual Schools*, Trentham Books, https://eric.ed.gov/?id=ED511425 (accessed on 4 September 2021). [101]

Dryden-Peterson, S. (2020), *Civic education and the education of refugees*, http://dx.doi.org/doi/abs/10.1080/14675986.2020.1794203. [38]

Dryden-Peterson, S. et al. (2019), *The Purpose of Refugee Education: Policy and Practice of Including Refugees in National Education Systems.*, pp. 346-366. [36]

Dutch Ministry of Education, C. (2016), *Informatiedocument onderwijs aan asielzoekerskinderen [Education document for asylum seeker children]*, https://www.rijksoverheid.nl/documenten/rapporten/2020/08/19/informatiedocument-onderwijs-aan-asielzoekerskinderen. [68]

e.V., T. (ed.) (2021), *Schulanaloger Unterricht für junge Flüchtlinge*, https://www.schlau-schule.de/ (accessed on 20 July 2021). [92]

Education, S. (ed.) (2018), *Developing teachers' capacity to deal with diversity*, SIRIUS Policy Network on Migrant Education, https://www.sirius-migrationeducation.org/wp-content/uploads/2018/12/Policy-brief-Developing-teachers%E2%80%99-capacity-to-deal-with-diversity.pdf (accessed on 4 August 2021). [23]

Education, S. (ed.) (2017), *Refugee children in education in Europe. How to prevent a lost generation?*, SIRIUS Policy Network on Migrant Education, https://www.sirius-migrationeducation.org/wp-content/uploads/2018/10/Refugee-children-in-education-in-Europe.-How-to-prevent-a-lost-generation.pdf (accessed on 2 August 2021). [76]

EFSYN (ed.) (2020), *X-ray of the refugee matter in islands and in mainland*, https://www.efsyn.gr/themata/thema-tis-efsyn/215577_i-aktinografia-toy-prosfygikoy-se-nisia-kai-endohora (accessed on 24 July 2021). [55]

Elia, Christian (2021), *Lost in Europe*, http://www.snapshotsfromtheborders.eu/lost-in-europe/ (accessed on 2 August 2021). [42]

European Commission (2021), *Country responsible for asylum application (Dublin Regulation)*, https://ec.europa.eu/home-affairs/policies/migration-and-asylum/common-european-asylum-system/country-responsible-asylum-application_en (accessed on 16 September 2021). [120]

European Commission (2020), *European Skills Agenda*, https://ec.europa.eu/social/main.jsp?catId=1223&langId=en (accessed on 24 July 2021). [63]

European Commission (2020), *Thematic Fiche: Inclusion of young refugees and migrants through education*, European Commission. [4]

European Commission/EACEA/Eurydice (2021), *Support Measures for Learners in Early Childhood and School Education*, https://eacea.ec.europa.eu/national-policies/eurydice/content/support-measures-learners-early-childhood-and-school-education-27_en (accessed on 16 September 2021). [67]

European Parliament and Council of Europe (2013), *Regulation (EU) No 604/2013*. [2]

European Wergeland Centre (2021), *Interview with European Wergeland Centre Representative*. [97]

European Wergeland Centre (2021), *Schools for All – Integration of Refugee Children in Greek Schools*, https://theewc.org/projects/integration-of-refugee-children-in-greek-schools/ (accessed on 17 September 2021). [96]

Eurostat (ed.) (2021), *Children in migration - asylum applicants*, https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Children_in_migration_-_asylum_applicants#Main_features_at_EU_level_in_2020 (accessed on 2 August 2021). [19]

Fazel, M.; Reed, R. V.; Panter-Brick; C., Stein, A (2012), *Mental health of displaced and refugee children resettled in highincome countries: Risk and protective factors*, pp. 266–282, http://dx.doi.org/10.1016/S0140-6736(11)60051-2. (accessed on 4 September 2021). [21]

Garcés-Mascareñas, B. and R. Penninx (2016), *Policies in Europe: Contexts, Levels and Actors.*, Springer Nature. [9]

GmbH, S. (ed.) (2021), *SchlaU Werkstatt für Migrationspädagogik*, https://www.schlau-werkstatt.de/ (accessed on 4 August 2021). [95]

Gornik, B. et al. (2020), *Distance Learning in the Time of the Covid-19 Pandemic and the Reproduction of Social Inequality in the Case of Migrant Children*, pp. 149–168, https://www.druzboslovne-razprave.org/pdf/stevilke/DR94-95-Gornik-Dezan-Sedmak-Medaric-WEB.pdf (accessed on 4 September 2021). [61]

Government Gazette (2017), *ΦΕΚ2985/Β΄/30-8- 2017*. [66]

Herzog-Punzenberger, B., E. Le Pichon-Vorstman and H. Siarova (2017), *Multilingual Education in the Light of Diversity: Lessons learned, NESET II report*, Publications Office of the European Union, http://dx.doi.org/10.2766/71255. [22]

Human Rights Council (2021), *Inclusive Education for Migrants and Refugees - A side event to the 47th session of the Human Rights Council, 24 June 2021*. [118]

I am Expat (2021), *The structure of the Dutch school system*, https://www.iamexpat.nl/education/primary-secondary-education/dutch-school-system (accessed on 2 August 2021). [115]

Institut für Produktives Lernen in Europa (2021), *Projekt „Praxiserprobung für geflüchtete Jugendliche“, Berlin*, https://www.iple.de/pe-gefluechtete.html (accessed on 22 June 2021). [81]

Institut für Produktives Lernen in Europa (2020), *Praxiserprobung für geflüchtete und neu eingewanderte Jugendliche (PE). Evaluationsbericht zur Entwicklung des Projekts im Schuljar 2019/20*, Institut für Produktives Lernen in Europa. [83]

Institut für Produktives Lernen in Europa (2019), *Praxiserprobung für geflüchtete Jugendliche (PE). Evaluationsbericht zur Entwicklung des Projekts im Schuljahr 2018/19.*. [80]

Integration, M. (ed.) (2021), *Zahlen und Fakten: Flucht und Asyl*, https://mediendienst-integration.de/migration/flucht-asyl/zahl-der-fluechtlinge.html (accessed on 22 July 2021). [49]

Integration, M. (ed.) (2018), *Welche Auswirkungen haben „Anker-Zentren“? – Eine Kurzstudie für den Mediendienst Integration.*. [37]

International Committee of the Red Cross (2004), *Inter-agency Guiding Principles on Unaccompanied and Separated Children*, https://www.unhcr.org/protection/children/4098b3172/inter-agency-guiding-principles-unaccompanied-separated-children.html (accessed on 4 August 2021). [17]

IOM (ed.) (2021), *Key Migration Terms*, https://www.iom.int/key-migration-terms (accessed on 3 September 2021). [3]

Jigsaw Classroom (2021), *The Jigsaw Classroom*, https://www.jigsaw.org/ (accessed on 3 September 2021). [104]

Kaprielian-Churchill, I. (1996), *Refugees and education in Canadian schools*, pp. 349-365, http://www.jstor.org/stable/3444907 (accessed on 4 September 2021). [46]

Kathimerini (ed.) (2020), *Προσφυγικό: Αγγίζει τις 5.500 ο αριθμός των ασυνόδευτων ανηλίκων*, https://www.kathimerini.gr/1065724/article/epikairothta/politikh/prosfygiko-aggizei-tis-5500-o-ari8mos-twn-asynodeytwn-anhlikwn (accessed on 24 July 2021). [54]

Ketil, E. and H. Anders (2013), *Unaccompanied refugee children - Vulnerability and agency.*, Acta paediatrica, http://dx.doi.org/102. 10.1111/apa.12258. [39]

Kober, U. and O. Kösemen (2019), *Willkommenskultur zwischen Skepsis und Pragmatik: Deutschland nach der "Fluchtkrise" [Welcome culture between skepticism and pragmatism: Germany after the "refugee crisis"]*, https://www.bertelsmann-stiftung.de/fileadmin/files/Projekte/Migration_fair_gestalten/IB_Studie_Willkommenskultur_2019.pdf (accessed on 16 September 2021). [91]

Koehler, C. et al. (2018), *Multi-Country Partnershiop to Enhance the Education of Refugee and Asylum-Seeking Youth in Europe (PERAE) - Comparative Report*, SIRIUS - Policy Network on Migrant Education. [31]

Koehler, C. and J. Schneider (2019), *Young refugees in education: the particular challenges of school systems in Europe*, https://doi.org/10.1186/s40878-019-0129-3 (accessed on 4 September 2021). [24]

Krumm, H. and H. Reich (2013), *Multilingualism Curriculum: Perceiving and Managing Linguistic Diversity in Education*, Waxmann. [77]

Language Friendly School (2021), *Becoming a Language Friendly School: Road map to welcoming all languages*, https://languagefriendlyschool.org/wp-content/uploads/2021/02/Becoming-a-language-Friendly-School.pdf. [74]

Language Friendly School (2021), *Interview with Language Friendly School Representative*, 22. [73]

Language Friendly School (2019), *Language Friendly School*, https://languagefriendlyschool.org/ (accessed on 22 June 2021). [72]

Le Pichon-Vorstman, E. et al. (2009), *Language Learning Experience in school context and metacognitive awareness of multilingual children*, pp. 258-280, http://dx.doi.org/10.1080/14790710902878692. [79]

Lenette, C., L. Cox and M. Brough (2015), "Digital storytelling as a social work tool: Learning from ethnographic research with women from refugee backgrounds", *British Journal of Social Work*, Vol. 45/3, pp. 988-1005, https://doi.org/10.1093/bjsw/bct184. [99]

Lipnickienė, K., H. Siarova and L. van der Graaf (2019), *SIRIUS Watch 2018: Role of non-formal education in migrant children inclusion: links with schools*, SIRIUS - Policy Network on Migrant Education, https://www.sirius-migrationeducation.org/wp-content/uploads/2018/11/SIRIUS-Watch_Full-report-1.pdf (accessed on 4 August 2021). [90]

LOWAN-PO (2021), *Interview with LOWAN-PO*. [70]

LOWAN-VO (2021), *Interview with LOWAN-VO Representative*. [71]

Macrotrends (ed.) (2021), *Netherlands Refugee Statistics 1960-2021*, https://www.macrotrends.net/countries/NLD/netherlands/refugee-statistics (accessed on 22 July 2021). [58]

Matthews, M. (2008), *Schooling and settlement: refugee education in Australia*, pp. 31-45, http://dx.doi.org/doi/full/10.1080/09620210802195947 (accessed on 4 September 2021). [108]

McBrien, J. (Forthcoming), *Social and emotional learning (SEL) of newcomer and refugee students: Beliefs, practices and implications for policies across OECD countries*, OECD Publishing. [103]

Meng, J. (2010), "Jigsaw Cooperative Learning in English Reading", *Journal of Language Teaching and Research*, Vol. 1/4, pp. 501-504, https://doi.org//10.4304/jltr.1.4.501-504. [105]

Merry, S. and P. Levitt (2009), *Vernacularization in Action: Using Global Women's Human Rights Locally*, Merry, S., https://nyuscholars.nyu.edu/en/publications/vernacularization-in-action-using-global-womens-human-rights-loca (accessed on 4 September 2021). [35]

Migrants in Greece (2020), *Migrants in Greece*, https://www.migrants.gr/ (accessed on 20 April 2020). [52]

Migration, I. (ed.) (2021), *Who is a migrant!*, https://www.iom.int/who-is-a-migrant (accessed on 4 August 2021). [13]

Ministry of Education and Religious Affairs (2016), *Φ.6 / 1063/82763 / Δ1 / 23-05-2016*. [65]

Nworie, J. (2015), "Institutionalization of Teaching and Learning Gains in Higher Education", *Educational Technology*, Vol. 55/5, https://www.jstor.org/stable/44430404. [6]

OECD (2020), *The impact of COVID-19 on student equity and inclusion: supporting vulnerable students during school closures and school re-openings*, OECD Publishing, https://www.oecd.org/coronavirus/policy-responses/the-impact-of-covid-19-on-student-equity-and-inclusion-supporting-vulnerable-students-during-school-closures-and-school-re-openings-d593b5c8/ (accessed on 28 September 2021). [112]

OECD (n.d.), *OECD Education Working Papers*, OECD Publishing, Paris, https://dx.doi.org/10.1787/19939019. [60]

OECD (n.d.), *PISA*, OECD Publishing, Paris, https://dx.doi.org/10.1787/19963777. [27]

OECD (n.d.), *PISA*, OECD Publishing, Paris, https://dx.doi.org/10.1787/19963777. [123]

Palaiologou, N. (2019), *SIRIUS NATIONAL ROUND TABLE, National report Greece*, SIRIUS Policy Network on Migration Education. [64]

Paris, D. and H. Alim (eds.) (2017), *Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World*, Teachers College Press. [122]

Patenschaftsprogramm (2021), *Interview with Patenschaftsprogramm Representative*. [89]

Picozza, F. (2017), *Dublin on the move - Transit and Mobility across Europe's Geographies of Asylum*, http://movements-journal.org/issues/04.bewegungen/05.picozza--dublin-on-the-move.html. (accessed on 2 August 2021). [40]

Praxisorientiertes Lernen für Geflüchtete (PE) (2021), *Interview with Praxisorientiertes Lernen für Geflüchtete (PE) Representative*. [82]

Praxisorientiertes Lernen für Geflüchtete (PE) (2021), *Interview with Praxisorientiertes Lernen für Geflüchtete (PE) Representative*. [84]

Refugees, U. (ed.) (1977), *Note on Determination of Refugee Status under International Instruments*, https://www.unhcr.org/excom/scip/3ae68cc04/note-determination-refugee-status-under-international-instruments (accessed on 4 August 2021). [1]

Rutter, J. (2006), *Refugee Children in the UK*, Maidenhead: Open University Press. [107]

Sauerborn, K. (2017), *Evaluation des Patenschaftsprogramms der Stiftung Bildung im Rahmen des Bundesprogramms „Menschen stärken Menschen" des BMFSFJ*, https://www.stiftungbildung.org/wp-content/uploads/Evaluationsbericht_zum_Patenschaftsprogramm_2016.pdf (accessed on 22 June 2021). [87]

Scheerens, J. et al. (2012), *OECD Review on Evaluation and Assessment: Country Background Report for the Netherlands*, https://www.oecd.org/education/school/NLD_CBR_Evaluation_and_Assessment.pdf (accessed on 23 September 2021). [69]

SchlaU (2020), *Jahres- und Wirkungsbericht 2019*, Trägerkreis junge Flüchtlinge e.V. [93]

Schulz, C. (2018), *Evaluation des Patenschaftsprogramms 2017 der Stiftung Bildung im Rahmen des Bundesprogramms "Menschen stärken Menschen"des BMFSFJ*. [88]

Schulz, C. and K. Sauerborn (2019), *Wirkungsevaluation des Patenschaftsprogramms der Stiftung Bildung - Ergebnisse für den Programmzeitraum 2016 - 2018*. [85]

Scott, W. (2013), *Institutions and Organisations: Ideas, Interests and Identities.*, Sage Publications. [106]

Sedmak, M. (2013), *Etničnost in (ne)enakost v izobraževanju. Šolsko polje.*, pp. 35–51. [62]

Sedmak, M. et al. (eds.) (2021), *Migrant Children's education and integration in Europe. Approaches, Methodologies and Policies.*, Octaedro Publications. [114]

Services, O. (ed.) (2020), *Greece: Population breakdown in ESTIA Accommodation Scheme (as of 20 April 2020)*, https://reliefweb.int/report/greece/greece-population-breakdown-estia-accommodation-scheme-20-april-2020 (accessed on 24 July 2021). [53]

Siarova, H. and L. van der Graaf (Forthcoming), *Multi-stakeholder approach for better integration of refugee and newcomer students: Practice-research-policy transfer and stakeholder engagement in refugee and newcomer education policy*, OECD Publishing. [7]

SIRIUS (ed.) (2019), *ALFIRK, Promoting parental empowerment in education processes*, https://www.sirius-migrationeducation.org/news/alfirk-promoting-parental-empowerment-in-education-processes/ (accessed on 3 September 2021). [43]

Sobczak-Szelc, K., J. Szalanska and M. Pachocka (2021), *The integration of asylum seekers and refugees in the field of education and the labour market. Comparative Thematic Report*, https://www.academia.edu/45649104/The_integration_of_asylum_seekers_and_refugees_in_the_field_of_education_and_the_labour_market_Comparative_Thematic_Report (accessed on 4 September 2021). [44]

Statista (2021), *Gesellschaft: Soziales*, https://de.statista.com/statistik/daten/studie/452149/umfrage/asylbewerber-in-deutschland-nach-altersgruppen/ (accessed on 22 July 2021). [50]

Strekalova-Hughes, E. and X. Wang (2019), "Perspectives of Children From Refugee Backgrounds on Their Family Storytelling as a Culturally Sustaining Practice", *Journal of Research in Childhood Education*, Vol. 33/1, pp. 6-21, https://doi.org/10.1080/02568543.2018.1531452. [100]

Tánczos, J. and C. Koehler (2018), *#BackToSchool*, Global Progressive Forum. [33]

Thomazes, S. (2009), *From integration to inclusive education: does changing the terms improve practice?*, pp. 553-563, http://dx.doi.org//doi/abs/10.1080/13603110801923476 (accessed on 4 September 2021). [119]

Trägerkreis Junge Flüchtlinge (2021), *Schulanaloger Unterricht für junge Flüchtlinge*, https://www.schlau-schule.de/ (accessed on 22 June 2021). [94]

UN High Commissioner for Refugees (UNHCR) (2006), *UNHCR Master Glossary of Terms, Rev.1*, https://www.refworld.org/docid/42ce7d444.html (accessed on 2 August 2021). [15]

UNESCO (2020), *Global Education Monitoring report 2020: Inclusion and education: All means all*, UNESCO, http://bit.ly/2020gemreport. [12]

UNESCO (2017), *A guide for ensuring inclusion and equity in education*, United Nations Educational, Scientific and Cultural Organization, http://www.unesco. [8]

UNESCO (2017), *A Guide for Ensuring Inclusion and Equity in Education*, UNESCO, Paris, https://unesdoc.unesco.org/ark:/48223/pf0000248254. [11]

UNHCR (2021), *Greece - Key figures*, https://reporting.unhcr.org/greece (accessed on 30 August 2021). [56]

UNHCR (ed.) (2021), *Mediterranean Situation: Greece*, https://data2.unhcr.org/en/situations/mediterranean/location/5179 (accessed on 24 July 2021). [51]

UNHCR (ed.) (2020), *Greece Factsheet December 2019*, https://data2.unhcr.org/en/documents/details/73592 (accessed on 30 August 2021). [57]

UNHCR (1951), *Article 1 A 1951 Refugee Convention*, https://www.unhcr.org/1951-refugee-convention.html (accessed on 3 September 2021). [16]

UNHCR; UNICEF; IOM (2019), *Access to Education for Refugee and Migrant Children in Europe. Factsheet.*, https://www.unhcr.org/neu/wp-content/uploads/sites/15/2019/09/Access-to-education-europe-19.pdf (accessed on 4 September 2021). [26]

van der Graaf, L. et al. (2021), *SIRIUS Watch 2020: Taking stock of SIRIUS Clear Agenda and new developments in migrant education*, SIRIUS - Policy Network on Migration Education. [111]

Zaidi, Z. et al. (2016), "Identity text: an educational intervention to foster cultural interaction", *Medical Education Online*, Vol. 21, https://doi.org/10.3402/meo.v21.33135. [102]