

COMPARATIVE REPORT ON THE IMPACTS OF MIGRATION ON THE EDUCATIONAL SETTING AND THE POSSIBILITIES THAT GUARANTEE EQUAL EDUCATIONAL OPPORTUNITIES FOR CHILDREN WITH AND WITHOUT MIGRATION BACKGROUND

based on the national needs assessments conducted
by the MIRACLE consortium in Germany, Hungary,
Italy, Malta and Slovenia

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Introduction

Aim of the research

The aim of the research was to map the needs of primary school teachers in 5 European countries (Germany, Hungary, Italy, Malta and Slovenia) teaching migrant children in order:

- to analyze the source of challenges they are facing in their daily work,
- to map supportive actions that teachers, migrant and majority (non-migrant)) children would require,
- to suggest potential themes for an international teacher training, and
- to propose topics for pedagogical materials related to migration and intercultural dialogue for primary school pupils.

Methodology

National needs assessments were based on the primary analysis of:

- questionnaires filled in by teachers working in mixed classes¹ with migrant and non-migrant children -altogether 106 questionnaires were analyzed,
- interviews with experts in teacher training and intercultural education -altogether 12 interviews were conducted,
- available teacher training courses on the national and international level,
- the national, regional and local curricula -depending on the educational context.

It needs to be noted that the national reports cannot be considered as fully representative surveys of the situation of the education of migrant children since the number of samples was kept comparatively low in order for the project partners to fully concentrate on the individual responses by teachers and educational experts. However, the survey results provided the MIRACLE consortium with very important trends and indications regarding migration education in the partner countries which will be highly valuable for the subsequent development of training materials and the teacher training course. Although the questionnaire was deemed rather long by some respondents and answers were at times not as detailed as expected by the consortium, the national reports did bring out some substantive and important issues that can be used to highlight challenges teachers are facing and outline the general framework for the project.

¹ The group of classes was rather heterogeneous:

- subjects taught encompassed all subject matters from Sciences through Social Sciences and Humanities,, with the exception of Germany, where two third of the teachers teach Ethics and Malta, where all teachers teach Social Sciences,
- the age of pupils ranged from 6 years to 14 years in Germany, Slovenia and Hungary, from 5 to 10 years in Malta, and from 6 to 11 years in Italy,
- the female-male ratio was balanced approximating 50-50%,
- as for the social background of pupils, teachers indicated that the social and class background of the majority of their pupils was rather not privileged. However, it needs to be noted that estimations are solely based on the subjective understanding of teachers and in many cases, answers to this question were not possible to be evaluated.

Structure of the report

The report:

- first, analyses the challenges faced by teachers teaching in heterogeneous classes and offers concrete solutions to meet these challenges,
- then, it offers a comprehensive list of activities and measures that could ease the integration of migrant pupils,
- after, it moves onto the issue of the international teacher training and suggests concrete modules for the training course,
- finally, it proposes themes related to migration and intercultural education that could be connected to the curricular requirements and would answer to the needs of majority and minority pupils.

Understanding of teachers of pupils with migratory background (MB)

According to the national questionnaires, the ratio of migrant children in class shows great variation across the countries. Malta, Slovenia and Hungary are on one end of the scale, where the ratio of migrant children is relatively low. In Malta, most respondents currently do not teach migrant children. In Hungary, there are on average 1-2 migrant pupils per class that is about 8% of the total class. In Slovenia, teachers estimates ranged from 4,5% to 67% percent. In Italy, 39% of all children were considered as having a migrant background, whereas in Germany, on average, 52% of all children were said to have migrant origin. However, these numbers can only be taken with much caution as they are based on the subjective understanding of teachers.

Thus, before moving on to the discussion of challenges and possible points of intervention, it is important to specify one's understanding of pupils with migratory background. Official statistics in Germany, for instance, take the following definition: children, whose parents are born in Germany but became German citizen by naturalization, have a migratory background. Thus, even German children of the third generation, who did not migrate themselves nor do their parents have the experience of migration, do have an ascribed migratory background. In Hungary, the official government program for the integration of migrant pupils specifies that schools can apply for supplementary funds if they educate pupils with non-Hungarian mother tongue and non-Hungarian citizenship. When asked to share their understanding of pupils with migratory background, teachers in all five countries mainly referred to three main characteristics: 1. to the relocation of pupils and/or parents from a foreign country 2. to having a different native language 3. to being socialized by different cultural norms. Both the differences in national categorization and in the criteria specified by teachers, show that the category of migrant pupils is not an objective one, but the group of migrant children may refer to different target groups depending on the characteristics taken for the definition.

Several questions emerge as to what should be the basis of categorization. Should one include those children who have the same mother tongue as the official language of instruction? Should one include the so-called second and third generation migrants? Should one include pupils born in mixed families? It is without doubt that there is not one correct answer. Any definition is bound to have shortcomings. Nevertheless, if we approach the issue by taking the question of equal opportunities into consideration, it can be stated that several groups of pupils that under different definitions may fall in the category of pupils with a migratory background, do face problems, lack of specialized care and discrimination in their daily schooling.

In this way, coming up with a definition does not aim at reducing the biography of migrant pupils to one of their identities, moreover, it does not aim at shifting the burden onto the pupils and making them the source of problems. Rather, by delineating different categories, one aims at:

- acknowledging that the mainstream school system in all countries sees difference from the norm as a deficiency² and at demonstrating the lack of equal opportunities,

² E.g. bilingualism is not seen as an asset rather as a problem to solve.

- showing that the group of migrant children is a rather heterogeneous one in terms of background and needs, which one needs to keep in mind, when discussing challenges and possible solutions.

From the national needs assessment reports, it can be stated that we need to take the following points into account. Many migrant children have special needs arising from one or more of the following factors:

- having attended a different school system before,
- having insufficient language level in the official language of instruction,
- having different cultural references,
- having experienced trauma and, thus, having different psychosocial needs,
- being subject to racialization and experiencing discrimination.

By taking a needs based approach, the heterogeneity of the group of migrant pupils becomes easy to see. Also, it becomes evident that the main issue is not that integration of migrant pupils is problematic, because they fail to perform; rather the school system is not ready to answer to their special needs.

Main challenges for teachers

Interestingly, the description of general challenges experienced by teachers revolved around similar themes in all countries. In all reports, the following challenges have been highlighted:

- 1) **there are problems with keeping discipline**, destructive conflict behavior, mobbing and bullying, increasing aggression and deviance among pupils;
- 2) **the motivation of pupils is decreasing**, difficulty for pupils to concentrate for long hours, difficulty for teachers to prepare interesting classes that capture the pupils attention;
- 3) **heterogeneity in pupils' abilities** requires differentiation of learning aims and materials that is challenging both professionally and time-wise;
- 4) **the communication with parents** is often problematic; in teachers' experience parents are disinterested in the education of their children, they often delegate full responsibility to teachers.

On top of this, in Germany and Italy, the **low level of language comprehension** among migrant and non-migrant pupils is seen as problem, along with the **lack of human resources** to care for all professional and administrative tasks. In addition, the Italian report highlighted that the **insufficient infrastructure** of classrooms and the school hinders the educational process, moreover, **communication and collaboration within the school** (among colleagues) and **with other educational organizations** (civil servants) is not adequate.

Of course, the aim of MIRACLE project is not to answer to all these educational challenges – but it is important to keep them as the context in mind.

Challenges and support needed for teachers teaching in classes with migrant children

Before moving on to the challenges outlined by teachers themselves, it is worth to throw a glance at the migratory patterns of the participating countries. The five countries may be roughly divided in two categories:

- in Hungary, Malta and Slovenia the number of migrant pupils is rather small, and the distribution of migrant pupils is rather unequal. Thus, there is no genuine political will, no real pressure on the different stakeholders of the educational system to devise integrated and institutionalized

programs.³ In addition, when there are few migrant pupils in the school, the management will be naturally not interested in making a special program for migrant pupils. Thus, it will depend on the personality, commitment and individual skills of the teachers, how well pupils will be integrated and looked after.

- Germany and Italy have a higher percentage of migrant pupils, nevertheless, finances and human resources are still scarce to provide for complex programs.

All in all, one therefore needs innovative and cost efficient programs and best practices that can be transferred and adapted to different contexts. In the following section, main challenges for teachers teaching in classes with migrant pupils are outlined and specific support measures and solutions are suggested.

Lack of skills in the official language of instruction

Challenge

All national reports stress that pupils do not possess adequate language skills to participate in the classroom activities successfully. Pupils may have limited vocabulary, difficulty in understanding texts (especially idioms, abstract terms etc.), problems with grammar and expressing themselves, all of which slow down their pace of learning. It has been observed that:

- even pupils with the same mother tongue as the language of instruction⁴ can have difficulty: if the language of instruction in their previous school was different from that of the host country, they may not know specific subject-related terminology,
- those with another mother tongue, may have problems with vocabulary, grammar, pronunciation etc., making it difficult to understand others and express themselves,
- as a result, migrant pupils may withdraw from interaction or become aggressive,
- migrant pupils frequently feel isolated and alone,
- communication between teachers and pupils becomes difficult and requires more time and energy,
- most teachers have no knowledge of teaching their native language as a foreign language; they do not know:
 - o concrete strategies and practical methods to help pupils learn how to read and write in the language of instruction,
 - o how to alter tasks and prepare differentiated materials, exercises depending on the level of language knowledge,
 - o how to alter their own communication style,
 - o how to foster language learning within the lessons in the classroom with other pupils present and outside of the lessons during tutorials,
 - o what are the methods they can use to involve all pupils irrespective of their language skills into the classroom activities (e.g. use of drama etc.),
- the lack of knowledge in teaching the language of instruction as a foreign language is a problem for all teachers- irrespective of what subject they teach.

Support:

- **Training for teachers**
 - o Teachers should learn about teaching their native language as a foreign language:
 - concrete strategies, techniques, ways to alter the curriculum, methods to differentiate tasks, appropriate communication styles, non-verbal teaching methods

³ In Hungary, for instance, there is a government directive on the Intercultural Pedagogy of Foreign Students, but it is more of a recommendation. If the individual school does not want to comply with it, they cannot be forced to do so.

⁴ E.g. ethnically Hungarian migrants from neighboring countries, (Spaet)aussiedler in the German context.

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- Foreign language training should be offered for teachers so that they can use intermediary languages
- **Pedagogical materials:**
 - There should be samples of differentiated tasks, exercises
 - these materials should also be available as **e-material**
- **Additional language classes:**
 - Financial means and time should be available for extra tutorials
- **Bilingual education**, bilingualism made as a main principles
 - E.g. Rucksack project in Germany: fostering the German language learning along with mother tongue education
- Employing **additional staff:**
 - **Teaching assistant-** preferably someone who knows the mother tongue of the pupil
 - **Cultural and linguistic mediator**
 - **Specialized pedagogue** helping outside the classroom, offering individual language tutorials
 - **Interpret** easing the communication between teachers and pupils
- **Innovative projects to promote language learning**
 - E.g. reading suitcase (LeseKoffer): a suitcase with books travelling from family to family

Mother tongue education

Challenge

Two national reports refer to the importance of the education of mother tongue, as it is necessary for the psychological development of migrant children. Otherwise, this issue did not appear as a significant problem, either because, teachers are not aware of the importance, or they feel that there are more pressing issues to solve, or they do not think that mother tongue education could be a reality.

Support:

- **Mother tongue classes**
 - Employing a so-called travelling teacher, who could give language lessons in several schools
 - Cooperation with the embassy and cultural institute of the country of origin to provide language lessons
- **Bilingual education**, bilingualism as a main principles
 - E.g. Rucksack project in Germany: fostering the German language learning along with the mother tongue education

Assessment of previous experience, differentiation

Another main problem is the difference between the local educational system and the educational system of the country of origin. The issue strongly featured in all national studies. The lack of knowledge about differences between educational systems is considered a hindrance, and the need to learn more about the school system of the sending countries should be emphasized. Teachers have no knowledge of the school systems of the countries of origin and they do not have the skills on how to assess previous experience and knowledge. This makes it difficult:

- to determine in which grade pupils should be placed,
- to develop individual learning paths that take notice of the starting position of the pupils,
- to establish realistic expectations on the teachers side as to what pupils should and can know and learn,
- to assess the performance of pupils and establish a minimum criteria and adjusted grading.

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The difference in previous knowledge also requires differentiation of learning aims and tasks, which often goes beyond the competence of the teachers as the basic teachers' training prepares future educators primarily for teaching homogeneous groups of children. This is further complicated by the linguistic differences between pupils.

Support:

Assessment:

- teachers should have information about the **differences in educational system**,
- there should be an **elaborated methodology for the assessment** of previous knowledge in different subjects,
- there should be a strategy on the **placement of pupils**,

Differentiation:

- teachers should be able to devise **individual learning paths**,
- teachers should be able to make a **development plan** that combines individual help inside and outside the classes
- teachers should have the **methodological skills** to differentiate tasks and exercises
- there should be **differentiated learning materials**
- **small group** work should be promoted as in these scenarios migrant pupils are more likely to have success
- these materials should also be available as **e-material**
- pupils should also receive **positive feedback** and teachers should show what students are good at in order to find pupils' talents and help them to excel

Extra human resources:

- pupils should receive **extra tutorials** outside the normal classroom
- teachers need **extra time** for the preparation of their classes
- team-teaching: a **teaching assistant** should be employed
- support from the **school counseling services** is very important
- the **diversity of school staff** should reflect the students body: teachers with migrant background could serve as role models, and thus, enhance the motivation of pupils

Adjusted grading:

- **alternative assessment criteria** should be used and a minimum criteria should be defined

Flexibility:

- teachers need more freedom with regards to time, size of the group, curricular requirements

Cooperation:

- internally: know-how transfer should be promoted **among colleagues**; new contents, new methods should be presented in an interesting way so that they are taken over by others
- externally: support from other **educators, social workers** is needed

Migrant pupils with special needs

Challenge

Two national reports highlighted the issue of special needs; two cases were pointed out:

- refugee children may suffer from PTSD, and hence, cannot cope with school demands⁵
- some pupils may have learning difficulties (dyslexia etc.), which are often falsely diagnosed:
 - o those with learning difficulties go unnoticed as it is simply attributed to the lack of language skills,

⁵ It may be stated that the event of migration in itself is a breaking point in one's life, and may cause substantial stress, even the move is voluntary. This is especially true for children as it is rarely their decision to move. In the case of refugee children, this is even more accentuated. PTSD (posttraumatic stress disorder) is a severe anxiety disorder that can develop after exposure to any event which results in psychological trauma.

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- the lack of language skills in itself is wrongly seen a deficiency, a disability.

Support:

- teachers should have appropriate knowledge of the **psychological affects** of migration, especially **PTSD** and children diagnosed with PTSD should receive appropriate help
- school psychologists, specialist should help teachers diagnose **learning difficulties** and children with learning difficulties should receive appropriate help

Lack of knowledge about the host society

Challenge

Coming from a different country, belonging to a different ethnic group, growing up in a different location, migrant pupils, who have moved from a foreign country, have a different cultural background to a smaller or greater extent.⁶ Four out of five national reports did point out this concern. One issue that migrant pupils face is that they need to adapt to a new environment, bridge the gap between a world that they know and another that is unfamiliar. They need to understand what the expectations, the customs, the appropriate norms and behavior in the host society are. This is a complicated process and is often coupled with anxiety, uncertainty and stress. Additionally, as some migrant pupils reside in the host country for a limited amount of time, they may not be internally motivated to engage themselves with the local community and they may not receive parental support and motivation to do so.

Support:

Pupils need help in the transition:

- the school needs to revise its pedagogical program and find the means and the time in the curriculum to enhance pupils **knowledge about the new society**
- teachers should focus on this issue in their **daily practice**
- there should be **teaching materials** about the new society especially designed for migrant children

Intercultural competences of teachers

In all reports, it has been emphasized that teachers need special training on the issue of intercultural communication. The lack of knowledge about the pupils' cultural background and the lack of skills to manage intercultural situations, poses a genuine hindrance to the educational work. Without information on the history of the socialization of their pupils and the cultural motivations of their behavior, teachers rely on pre-existing positive and negative stereotypes, naïve and romantic ideas. Thus, they may come to a misunderstanding and a wrong attribution (e.g. all migrant children are shy, Chinese are respectful etc.). Relying on first impressions is also dangerous as it may lead to self-fulfilling prophecies that solidify and further strengthen stereotypes. This then leads to a vicious circle, rigidifying stereotypes into prejudices. Moreover, it was outlined that teachers themselves are often caught up in intercultural conflicts, where the values, expectations and norms of pupils and their parents may come into seemingly

⁶ Of course, this is not to suggest that cultural boundaries are synonymous with national/ethnic boundaries. Majority students themselves are culturally diverse: their social status, their previous residence, the profession of their parents, their religion may be all factors that have shaped their understanding of the world, their cultural norms and their behavioral patterns. In our daily life, all of us need to move across (sub)cultural boundaries. Nevertheless, the issue of cross-cultural adaptation does surface with great intensity in the case of cross-country mobility.

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unsolvable conflicts with the values and norms represented by teachers themselves. In these cases, creative methods of conflict resolution that enable win-win solution would be a real asset.

Support:

Teachers should:

- acquire knowledge and skills in terms of:
 - o the concept of culture, plurality of identities, acculturation and identity strategies, the mechanisms of prejudice, stereotypes, stigmatization and discrimination
 - o cultural motivations, cultural differences, specifically in terms of:
 - the concept of family, norms related to child raising, parent-child relationship and the hierarchy within family, norms of punishment
 - the role of teachers, education, the importance of performance in a given society, cultural aspects of learning styles
 - gender roles, norms related to one's body, hygiene etc.
- reflect on their own cultural norms, values, be able to put them into perspective and see the added value of cultural relativism
- work on prejudices
- be able to get to know the pupils' individual cultural background/cultural frame of reference and go beyond the dichotomy of us and them
- develop an attitude of seeing heterogeneity as an asset
- be able to use diversity as an added value
- be able to analyze and solve intercultural conflicts

Programs that could enable this learning would be:

- offering **intercultural trainings**
 - o for the entire staff, all teachers including the headmaster
- participating in **workshops, roundtables**
- employing **colleagues with migratory background** who then could serve as **cultural mediators**
- employing an **intercultural coordinator** to coordinate initiatives and introduce best practices
- providing **intercultural coaching and supervision**
- having **study trips and long-term international mobility programs.**

Role of parents

Challenge

One of the main problems indicated by teachers from Germany, Italy, Hungary and Slovenia in the present study was the difficulty of communication with the parents of migrant children. Teachers expect parents to be a role model, to support the education of their children, to engage in an active cooperation, to keep regular contact and to be able and willing to communicate. These expectations are frequently unmet because of several reasons. Parents often do not speak the local language and there is no possibility to involve an interpreter, hence, either the bigger siblings or the pupils themselves translate between the teacher and the parent, which leads to other problems.⁷ The lack of language skills also prevents parents from supervising their children's work and helping them in their studies. Language courses for parents are not existent in several countries, thus, they have no opportunity to learn the local language. In addition, parents often work long hours, thus, they have no time to inform themselves about the performance of their children or to take part in school activities, attend school events.⁸ In addition, parents are often at risk of unemployment; trying to make ends meet may lead to high level of stress that decreases parental support. This leads to the fact that teachers either think that

⁷ Children are forced to take up an adult-role, they are asked to report about their own shortcomings etc.

⁸ In Chinese communities in Hungary, for instance, it has been documented that often it is a so-called foster grandparent (usually a Hungarian pensioner) that takes care of the child on a daily basis.

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parents are not concerned about their children or they have a more nuanced view and acknowledge the inherent difficulties parents are facing. Nevertheless, teachers need to juggle with the issues of communication and cooperation problems.

Other issues to be taken into account are:

- in some cases, refugee children come unaccompanied, thus, they cannot rely on parental support,
- there are no or merely a few organizations that would take an intermediary role between parents and schools.

Support:

- teachers should be **trained** and become aware of the difficulties migrant parents are facing,
- **parents** should be offered **language classes**
 - o possibly on the site of the school
 - o along with teaching methods on how to help their children in their studies (e.g. BIPS program in Slovenia)
- there should be **innovative ways to involve parents** and other members of the local community in the school life
 - o some examples from the German national report are:
 - café for mothers organized by female Arabic speaking educator
 - counseling done by the Turkish parents association
 - meetings with parents in the form of a moderated discussions, e.g. Platform of ideas and future search (Zukunftswerkstatt)
- there should be a possibility to involve **interpreters**
- there should be **social workers** who help the cooperation between schools and parents
- there should be innovative programs to **supplement parental support** e.g. **mentoring programs**
 - Teachers serving as mentors
 - University pupils active as voluntary mentors (e.g. Project Nightingale).

Cooperation between majority and migrant pupils

In general, it can be stated that the integration of a newcomer pupil in itself is always a pedagogical task – irrespective of the origin and background of the pupil. Nevertheless, in all reports, it was stressed that teachers feel they need special guidance on how to welcome migrant pupils and how to develop relations between majority and minority pupils.⁹ The preparation of majority pupils is especially important when the newcomer is “different.” Lack of knowledge, fear of the Other, indifference on the side of majority pupils may lead to the isolation of migrant pupils or to open conflicts between migrant and majority pupils. In this case, it can be problematic if teachers do not take notice and decide to leave it up for the individual pupils to solve “their problem.” The role of parents needs to be highlighted, as well. In some cases, it has been reported that with the appearance of migrant pupils, majority parents tend to take away their children, signaling that prejudice and xenophobia may be deep-seated within the families, themselves. Another problem is, when interpersonal conflicts move to the level of intergroup

⁹ In addition, the Hungarian study stressed that the difficulty of integration often depends on the age, gender, ethnic background, and the arrival time of students and that the level of integration into the class community show great inter-school differences. About two-thirds of teachers in the present national needs assessment study stressed that the integration of migrant students comes with ease, majority students accept them, help them, and new friendships are formed. One third expressed that the relationship between majority and minority students may be difficult as:

- migrant students have difficulty in communication, they tend to withdraw,
- with age, majority students, especially teenagers accept the newcomers less easily,
- some majority students are openly xenophobic,
- there are occasional conflicts between migrant students and Roma students.

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conflicts. This may happen between the majority and migrant groups,¹⁰ two migrant groups, or between migrant and other ethnic minority pupils.

Support:

- teachers should **prepare** pupils and their parents **for the arrival** of new pupils,
- a pupil should be **voluntarily paired** to help the newcomer,
- teachers should devise **programs, classroom** activities that:
 - o present the cultural heritage of all pupils as an asset: pupils should have the opportunity to learn about themselves and from each other,
 - o strengthen multiple identities, dissolves the dichotomy of us and them by focusing on similarities parallel to differences among pupils,
 - o present diversity as an asset,
 - o make equality and social justice widely endorsed values,
 - o increase social sensitivity, develop emotional management and cooperation skills of all pupils,
 - o are based on methods fostering cooperation (group work, cooperative pedagogy, project method),
 - o prevent the emergence of or ease intergroup hostility and conflicts,
- these activities could be **connected to different subjects** (history, foreign language, English, geography) and after-school programs, which should form the basis of an **integrated intercultural learning program for pupils**,
- there should be **teaching materials** differentiated for age and subject matter,
 - o new materials should be developed,
 - o teachers should know of and make use of existing materials,
- there should be more time, human and financial resources available for **intercultural and community building activities including extracurricular activities** such as camps and cultural visits, school festivals, film festivals, school parliament¹¹, research projects, twinning with other schools, international school partnerships, organizing personal meetings/workshops with migrant parents, involving local migrant organizations¹² etc.
 - o best practices among schools should be exchanged and transferred
- **discriminatory acts** of pupils should be punished.

Whole school approach

Challenge

Not only teachers and pupils should be prepared, but the school as a whole should adapt to the diversity of pupils. This idea was directly and indirectly present in the German, Italian and Hungarian study. Some issues have already been highlighted above that make this transition difficult. Sometimes, the low number of migrant pupils poses no pressure on the educational authorities and limits finances available. Other times, the incoherence of different measures and the lack of support from the colleagues are other problems to be tackled. In addition, there is limited networking between different schools and between schools and other migrant organization, which prevents the exchange of experience, transfer of best

¹⁰For instance, in the Italian report, cases of religious bullying were reported.

¹¹ A method presented in the Slovenian report. School parliaments are public discussions for pupils; it is a youth program for democratic dialogue with the final gathering in Slovenian parliament. The themes of the year 2009/2010 were stereotypes, racism and discrimination.

¹²E.g. Jesuit Refugee Serve Malta (JRS). The goal of this program is to combat hostility and prejudice towards refugees and asylum seekers and to foster understanding, solidarity and a culture of welcome, through the organization of awareness-raising activities. This includes for example the opportunity for Maltese students to meet refugees and listen to their stories, the reasons why people leave their country and the problems they faced both on their journey and in the country where they sought refuge. Typical school visits as part of the school outreach program consist of sharing of personal, cultural activities, such as food tasting, hair braiding, drum circles, panel discussions, presentations and role plays.

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practices and the sharing of tasks. Last, but not least, the issue of structural discrimination¹³ needs to be tackled in order to give due importance to the impact of discrimination, racism and power relations. Structural discrimination may take diverse forms from relegating migrant pupils to substandard “catch-up” classes because of their language deficiency, through using school books that misrepresent minority pupils, to having less funding for school in poorer neighborhoods with a high percentage of migrant inhabitants.

Support:

- there should be **innovative** solutions to accommodate the low number of pupils and lack of financial resources
- different measures should make up an **integrated program**
- the **entire staff** of the school should be motivated to work based on the principles outlined, cooperation within the collective should be a priority
- the **school itself should reflect the diversity** of the pupils (one may think of issues such as food served in the school restaurant, celebration of holidays, exemption from certain school activities, dress code etc.)
- **local networks of intercultural initiatives** should be accessed: there should be **cooperation** with local community organizations, migrant related organizations, other educational and social services, and other schools
- the school should be screened for **structural discrimination** and it should be alleviated

School activities and measures

From the above outlined problems and proposed solutions, one may make a comprehensive list of activities, measures and tools that are necessary for the better integration of migrant pupils. As it has been outlined before, it is highly recommended that the intercultural school program combines different elements in an innovative, cost efficient and integrated manner. Elements of this program include:

- providing **teacher training** in diverse matters (about teaching the official language of instruction as a second language, differentiating pedagogy including assessment, teaching and evaluation, intercultural sensitivity, foreign language training, pupils with special needs, cooperation with parents, whole school approach)
- offering **intercultural coaching and supervision** for teachers
- organizing **study trips and international mobility programs** to develop the intercultural competences of teachers and attain first-hand experience about different educational systems
- offering **additional language classes** for migrant pupils and related to this:
 - o having appropriate **pedagogical materials** for teaching the official language of instruction as a second language (also available as **e-material**)
 - o initiating **innovative language learning programs**¹⁴
- offering **mother tongue education** separately or along with fostering second language acquisition
- making **bilingualism** as a main principle
- providing **differentiation** and **tutoring** in all subjects and related to this:
 - o having a system to **assess previous knowledge**
 - o setting up **individual learning paths** (differentiation in classes and extra tutorials)

¹³ Structural discrimination has no intentional motivation but instead is set up within the system so that certain groups of people are but in a disadvantaged position.

¹⁴ See above: traveling suitcase with books.

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- having **appropriate pedagogical materials** also available as e-material
- having an **alternative evaluation system**
- promoting **talent education**
- more **flexibility**: teachers need more freedom with regards to time, size of the group, curricular requirements
- offering **activities** to make migrant pupils familiar with the **local society** and related to this:
 - having appropriate **teaching materials**
- offering **community building and intercultural activities** for all pupils and related to this:
 - **appropriate teaching materials** specific for age and subject matter for in-class activities
 - **curricular and extracurricular** activities¹⁵ should form the basis of an integrated intercultural learning program for pupils,
 - **best practices** among schools should be exchanged and transferred
- introducing **mentoring schemes** to aid parental support
- offering **language classes for parents** along with teaching methods on how to help their children in their studies
- initiating **activities to involve parents** into the school life
- **increasing and diversifying human resources**:
 - team teaching
 - teacher with migrant background
 - teacher to teach the official language of instruction as a second language
 - interpreter
 - teacher of mother tongue
 - pedagogical assistant
 - pedagogue specialized in individual tutoring
 - linguistic and cultural mediator
 - school counseling, psychologist
 - to assess learning difficulties
 - to counsel traumas
- initiating **whole school programs** and related to this:
 - reviewing the school for **structural discrimination**,
 - transforming the school itself to reflect the diversity of the pupil body
 - making **cooperation within the teaching collective** a transversal priority
 - **cooperating with other organizations** such as other schools, other educational and social services, local community and migrant organization

Some of these activities and measures are already in place in several schools across the project countries. These include:

- individual tutoring,
- additional language classes,
- bilingual education and projects,
- talent education,
- a foreign language education for parents,
- opportunity for teacher training,
- lessons within the curriculum for intercultural learning,
- intercultural projects and community building activities.

¹⁵ E.g. such as camps and cultural visits, school festivals, film festivals, school parliament, research projects, twinning with other schools, international school partnerships, organizing personal meetings/workshops with migrant parents, involving local migrant organizations.

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The activities already in place should be welcome and this proves that there are schools which have diverse measures and a rather complex program aimed at fostering the integration of migrant pupils. However, all reports emphasize that the existing school material and also school activities are sporadic, additionally, they are either not known enough or just not enough. In addition, due to the limitations in the research design and the available time, the survey, provides us with insufficient information as to:

- how well each element of the program in place functions,
- what is the room for improvement,
- how would teachers assess the need for measures they personally did not mention.

Teacher training

Modules

From the above analysis of problems and support needed, the following themes for a teacher training can be delineated. These are suggested for main modules of the teacher training course:

- **Migration**
- **Mother tongue teaching, bilingualism and second language acquisition**
- **Differentiation**
- **Developing intercultural competence of teachers**
- **Intercultural education for pupils**
- **Cooperation with parents**
- **Whole school approach**
- Migrant pupils with special needs
- Positive psychology

Themes highlighted in bold are suggested to receive more emphasis than those not in bold. For the more detailed content of each module, see the table below. The table below also makes links to results in the national teacher surveys and to the analyses of existing courses on the national and international level.¹⁶

¹⁶ Comenius courses offered in the Comenius-Grundtvig Training database available at <http://ec.europa.eu/education/trainingdatabase/search.cfm>.

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Potential content	Corresponding answers from national questionnaires	Corresponding national teacher trainings	Corresponding international COMENIUS trainings
MODULE: Migration			
<p>Typology of migration Experience of migration, putting oneself into the shoes of migrants Trends and statistics with reference to the migration of children Psychology of migration – its effects on children Historical perspective Theories of multi-, interculturalism Concept of integration Living situation of migrants and refugees Legal context (asylum, deportation, educational policies, labour policies, naturalization) in different EU countries Myths about migration (e.g. illegal migration, burden on the welfare state etc.) Migrant and human rights organizations Self learning material, additional resources</p>	<p>HU: typology, legal context DE: current and past trends, sending and receiving countries, impact of migration, refugee and migrant children, useful organization, living conditions of migrants (especially in Berlin), policy, experiencing migration M: typology, legal context in Malta and in the EU, living situation, rights and duties in Malta, self learning material, social, political, economic situation in the countries of origin</p>	<p>HU: Legislation related to the education of migrant children, multicultural society in Hungary (trends and statistics), co-existence of different cultural groups: assimilation, integration DE: actual course: "Gender relation in an immigration society" by Sanem Kleff, "Migrants between rotation, Integration and assimilation" by Prof. do Mar Castro Varela SLO: Definitions, types and meaning of migration, what problems migrants experience, forced migrations, asylum and other statuses, examples of good and bad practice, experiencing migration/associative practices</p>	<p>History of migration, its cause, national and EU policies, formation of identity in the context of migration subtopic of 4 courses</p>

Potential content	Corresponding answers from national questionnaires	Corresponding national teacher trainings	Corresponding international COMENIUS trainings
MODULE: Mother tongue teaching, bilingualism and second language acquisition			
<p>Emphasis should be laid on foreign language acquisition:</p> <p>Intercultural approach to language, Concrete strategies, techniques to alter the curriculum, methods to differentiate tasks and to involve all pupils, appropriate communication styles, handling multilingualism as a resource, concrete learning materials for teaching (also as e-material), innovative projects that foster language acquisition Self learning material, additional resources</p> <p>Optional content: mother language tuition, bilingual tuition</p>	<p>HU: Teaching Hungarian as a foreign language- theory, practice and materials</p> <p>DE: Handling multilingualism as a resource</p> <p>M: Teaching Maltese as a foreign language- theory, practice and materials</p> <p>SLO: Teaching Slovenian as a foreign language, methods, approaches, materials</p>	<p>HU: Hungarian as a foreign language: language acquisition, specificities of the Hungarian language, language types, comparative linguistics, the position of Hungarian language, diagnosis of language level, language development, language teaching outside of language classes, supplements for Hungarian language teaching, visit to a Hungarian as foreign language class</p>	<p>School effectiveness for language minority pupils: the role of mother language tuition</p> <p>Mother tongue tuition, bilingual tuition, special arrangement for second language tuition</p> <p>5 day training course on this issue</p>
MODULE: Differentiation			
<p>Knowledge about different educational systems Knowledge about differentiation (assessment of previous knowledge, development of individual learning path, differentiation of tasks, individual tutoring, alternative ways of evaluation, minimum criteria) Concrete learning materials in diverse subjects- also as e-material Self learning material, additional resources</p>	<p>HU: Knowledge about the different educational systems, differentiated curricula, communication style</p> <p>DE: differentiation, individual support (week plan etc.); exercises for grouping, management of group-dynamic processes</p> <p>I: practical techniques of teaching/learning</p> <p>M: Not mentioned by teachers but definitely one of the most important aspects for the TTC in Malta.</p> <p>SLO: Knowledge about differentiation, adaptation of curricula for better integration</p>	<p>HU: Linguistic and cultural elements of learning, diagnosis of learning styles, European case studies, teaching how to learn, pedagogical methods to promote equality (differentiation, cooperative learning)</p>	<p>Cooperative learning in multicultural group</p> <p>safe and trusty class climate, introduction of intercultural education; intercultural competence of the teacher; cooperative learning, examples of different cooperative learning methods. the CLIM method, a CLIM unit about migration, prejudice, discrimination etc, using activities to teach about sensitive matters and to sensitize pupils about sensitive issues, caching of teachers working on their own materials</p> <p>5 day training course on this issue</p>

Potential content	Corresponding answers from national questionnaires	Corresponding national teacher trainings	Corresponding international COMENIUS trainings
MODULE: Developing intercultural competence of teachers			
<p>Knowledge about the concepts of culture, identity, socialization, majority and minority dynamics mechanisms of stereotypes, self fulfilling prophecies, prejudice, discrimination, ethnocentrism, racism, Sources of diversity The universality (?) of human rights Knowledge about cultural differences,¹⁷ processes of acculturation, limitations of the cultural explanation Reflexivity about one's own identity and cultural norms Ability to understand the motivation of others and their individual cultural frame of reference Ability to analyze and solve intercultural conflicts (typology, intercultural conflicts, personal conflict solving strategies, culture shock) Anti Bias and Betzafta Critical Whiteness Multiculturalism, intercultural societies, examples of good practices</p>	<p>HU: Knowledge about other cultures, acculturation DE: information about countries, religions, cultures, gender role, cultural relativism, the concept of culture as a trap, positive acceptance of heterogeneity, work on one's own attitude, examination of one's own social position and its influence on one's view upon children, changing perspectives, working on avoiding cross-cultural misunderstandings and putting one's foot in it, Critical Whiteness I: knowledge about habits and customs (politics, religion, history, economy, legislation) of the country of origin of the pupils, human rights in its uniqueness and diversity M: general training on intercultural competences SLO: Intercultural competence, formation of identity, tolerance, flexibility, empathy, stereotypes, acceptance of difference, successful intercultural communication and solving specific intercultural conflicts.</p>	<p>HU: Identity, culture, socialization Majority-minority dynamics (stereotypes, prejudice, self fulfilling prophecy, the role of media, social status, power relations, ethnocentrism, discrimination, racism), intercultural conflicts (typology, intercultural conflicts, personal conflict solving strategies), analysis of a personal intercultural conflict – culture shock, cultural differences- knowledge about minority groups, limitations of the cultural explanation, methods for getting to know the Other (observation, life story interview), acculturation, minority identity dynamics, conflict resolution, intercultural cooperation, conflict resolution in schools D: "Gender relation in an immigration society" by Sanem Kleff, Betzafta and Anti-Bias workshops I: knowledge and appreciation of culture of origin of foreign partners, -recognition of diversity as a resource</p>	<p>Diversity, culture, identity, german, Polish culture, Islam, prejudice, intercultural conflict, conflict management, anti bias, self-reflection 3 courses on this issue- emphasis is put on: - Religious diversity, prejudice, discrimination (5 days) - Culture and diversity, German culture, intercultural conflicts (5 days) - Migration and diversity, working in mixed groups (3 days) 9 courses focus on this issues as a subtheme along with presentation of teaching materials for pupils</p>

¹⁷ Especially with regards to: the concept of family, norms related to child raising, parent-child relationship and the hierarchy within family, norms of punishment; the role of teachers, education, the importance of performance in a given society, cultural aspects of learning styles; gender roles, norms related to one's body, hygiene etc.

Potential content	Corresponding answers from national questionnaires	Corresponding national teacher trainings	Corresponding international COMENIUS trainings
		SLO: concepts of culture, interculturalism, and multiculturalism, recognizing stereotypes, prejudices, how individuals (i.e. teacher's) own beliefs, values, implicit theories and experiences influence the form and process of education; multiculturalism in educational process, social rights, power relations in society and types of discrimination, intercultural communication, the formation of intercultural community, conflict solving	
MODULE: Intercultural education for pupils			
Welcome strategies, classroom materials on intercultural dialogue and migration (also as e-material), integrated intercultural learning programs, best practices of extracurricular activities	HU, DE, I, M, SLO: educational materials for pupils	Teaching materials	Presentation of teaching materials to: <ul style="list-style-type: none"> - develop intercultural competences of pupils - to teach about migration - to teach about Islam - to increase motivation of migrant pupils (project Pieces) - experimental learning (use of local area, local heritage) - online tools Subtheme of 11 courses One additional course is devoted to the use of Comenius school partnerships

Potential content	Corresponding answers from national questionnaires	Corresponding national teacher trainings	Corresponding international COMENIUS trainings
MODULE: Cooperation with parents			
The situation of migrant parents Conflicting expectations of parents and teachers Best practices to aid and enhance parental support	DE: getting in touch with parents	HU: communication with parents from the viewpoint of transaction analysis SLO: communication with parents, parental education as factor for successful integration	No information
MODULE: Whole school approach			
Structural discrimination in education Intercultural school- best practices to reflect diversity Best practices for cooperating with other organizations such as other schools, other educational and social services, local community and migrant organization	HU: knowledge about other migrant organizations, share of tasks between teachers and other professionals I: role and responsibilities of schools and local authorities M: knowledge of activities and materials provided by NGOs working in the field of integration	HU: cooperation with the local community, and other organizations, school as a learning organization- change in the school culture	Integrating migrant pupils in the school, migrant pupil dropout, multicultural school Subtheme in 3 courses
Migrant pupils with special needs			
Migrant pupils with special needs (learning difficulties, at risk) PTSD		HU: the psychology of migration, PTSD	No information
Positive psychology			
Emotional intelligence Positive and negative feedback Life positions, games		HU: Positive and negative feedback, life positions, games	No information

Teachers also stated their personal interest. On the national questionnaires, they could select one or more of the following themes for the international training course. The table summarizes the frequency of their answers in all five countries.

Summary of personal interest:

I am interested in...	Total (out of 106)	Link to a teacher training module
Explanations/practical approaches how to deal with the diversity situation in my class.	85	Intercultural competence, intercultural education for pupils
Material/methods which deal with the topic of migration that I can use in my daily teaching.	84	Intercultural education for pupils
There should be roleplays etc., with the help of which I can understand and learn to handle misunderstandings and conflicts in class that can arise from different convictions/values (due to different cultural/social backgrounds).	76	Intercultural competence, intercultural education for pupils
I would like to get information on the living situation of refugees and their rights/duties in the European Union.	72	Migration
I would like to get detailed and differentiated knowledge about the reasons why people leave their countries and come to Europe.	58	Migration
I would like to know more about different EU policies towards migrants/refugees (i.e. the agency FRONTEX for protecting the EU borders).	53	Migration
I would like to know more about the historical implications of countries which loose inhabitants and those which receive people, i.e. colonization.	43	Migration
I would like to know what to do, in case one of my pupils faces the risk of being deported.	33	Migration

Logistics and organizational issues

As for some general guidelines on the structure of the training course, it may be recommended:

- there should be a balance between knowledge transfer and skills development,
- there should be a dynamic and interactive approach,
- objectives of each module need to be specified realistically corresponding to the time available
 - o e.g. to what extent teachers can be trained about an innovative pedagogical methodology or to what extent deep-seated prejudices can be changed in a limited amount of time?
- the duration of the course¹⁸ and the content covered should be balanced- selection of the above list is encouraged,
- national courses could incorporate more of the local specificities,
- for the national courses, there could be a modular structure with longer breaks within, during which participants would receive practical tasks and a mentor to supervise their work. This would help them transfer the knowledge from the training into their real-life practice,
- for the international course after course work and online mentoring could also be integrated,
- the course should motivate teachers to try new methods, to arrange new contents for the colleagues in an interesting way so that they are taken over into school-profiles. Offering the

¹⁸ The average duration of Comenius courses analysed is 5 days. Out of 20 courses, 13 courses last 5 days; the others range from 3 days to 12 days).

national and international training to teams from the same school could help this process in addition to offering individual mentoring/coaching to participants.

Learning material/activities for pupils

Three different domains of learning materials and activities have been identified. Learning materials connected to:

1. teaching the official language of instruction as a foreign language
2. differentiated curricula, learning materials in diverse subjects for diverse age groups
3. intercultural education encompassing materials about
 - a. intercultural dialogue
 - b. migration
 - c. the local society specifically designed for migrant pupils

Materials for pupils about intercultural dialogue and migration

A. Intercultural dialogue- suggested content

<i>Thematic focus and aims</i>	<i>Subthemes identified</i>
Making heterogeneity visible Acceptance of difference Presenting diversity as an asset	Cultural diversity: everyday life of children in other countries with reference to holidays, celebrations, songs, dances, music, fairy tales, ethnic/national symbols, historical figures, pop culture, habits, values, family life, home, food, languages, religions, proxemics- all possibly connected to the country of origin of migrant pupils Diversity in the school Diversity in the local community- traces in the past and in the present The ideal of the intercultural school
Self reflection Cultural relativism Feeling like a stranger, feeling like the Other Conflict resolution	Identity, values, socialization, culture, stereotypes, prejudice, cultural relativism, intercultural conflicts, changing perspectives
Strengthening multiple identities	Plural identities, similarities and differences among pupils, intercultural society
Social justice	Social justice, children's rights, equality, anti-discrimination, positive discrimination

B. Migration- suggested content

<i>Thematic focus</i>	<i>Subthemes identified</i>
Current migration movements and their causes	Definitions, population movements in and out of Europe

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	<p>Migration and globalization Migration and flight, war, poverty Home, belonging Working on emotions: parting, sorrow Stories of migration in the family, personal stories of immigration and emigration Voluntary testimonials of migrants Stories about famous migrants, "celebs" Myths about migration</p>
History of migration	<p>Historical perspective on migration, colonization, decolonization</p>
Integration	<p>Migration and social, economic development Immigrant communities and emigrant communities abroad Living conditions of refugees and migrants Integration, identity formation, cultural diversity Myths about migration</p>

Priorities

- focus on the diversity inherent in the local environment of pupils,
- focus on issues around identity: pupils should have the opportunity to learn about themselves and from each other,
- besides showing differences and valorizing diversity, similarities should also be pointed out,
- the "us" and "them" dichotomy needs to be avoided,
- complex phenomena need to be presented in an understandable, clear and concise way,
- themes that are interesting for pupils (music, dance, celebrities, pop culture) should be used as a starting point,
- representation of migrants should avoid reductionism, stereotypes and simplifications:
 - o migrants should not be "equated" with their countries of origin, their links to the host society should be transparent,
- besides knowledge transfer, experiential learning should also be promoted:
 - o pupils should put themselves in the shoes of migrants, refugees and newcomers,
- working with emotions is important, however, negative images should not be monopolistic,
- migrants should not be portrayed only as victims: by producing sadness, helplessness and pity pupils may feel overwhelmed, which is counterproductive.

Didactical approach

- materials should be based on the principle of problem-orientation and activity-based learning
- activities should be based on competence development:
 - o increase social sensitivity,
 - o develop emotional management and cooperation skills of all pupils,
- they should use the methods of non-formal learning,
 - o allow for methodological diversity
 - o combine work with newspaper articles, internet sources, individual research, first-hand interviews, case studies, work sheets with short and simple text, field reports, pantomime, freeze image, slides, comics, pictures, videos and films appropriate for children, sensual

- activities (dancing, cooking, playing), world maps, collage and posters, language portfolios,¹⁹ interactive exercises, role plays,
- o base on methods fostering cooperation (group work, cooperative pedagogy, project method),
 - they should use non-verbal methods so that pupils not confident in speaking and reading can also take actively part.
 - one should involve parents and other members of the local community to take part/lead workshops,
 - one should devise complete lesson plans (possibly composed of several short activities),
 - an online repository should be set up that is well structured and easy to search,
 - links to the national and local curricula should be established:
 - materials should be connected to different subjects (history, foreign language, English, geography),
 - there should be teaching materials specific for age.

List of existing materials

Berlin:

- Films: short film "Karlinchen" (UNHCR), the films "Kinder in Sierra Leone," "Nie wieder Krieg" (Ärzte ohne Grenzen + Logo), a short film "Die Turnschuhe," "Captain Dork", a series of films about children's rights produced by Terre des Hommes and ZDF.
- Books: "VierFarbenland" (=Fourcolourland), "Das bin ich" (=That's me), "Persepolis".
- Materials: material published by the UNHCR, especially a role play about flight and the theatre play about deportation "Hiergeblieben!" (=stayhere!) by the Berlin "Grips Theater", methods and material developed by MILES-Project (internet), "Migration gestalten- Werkstatt Politik : Projekte zur Einwanderung," "Kinderwelten," "Compasito," "We ourselves" - biographies for different age groups, "A world of difference," "Hands across the campus" (interactive material), LIFE (ideal and materials for intercultural learning), Flucht und Asyl (Flight and asylum) - a material collection edited by Sanem Kleff (GEW, SOR).

Slovenia: UNICEF and Amnesty International (brochures, leaflets, posters, articles, etc.; book for children Strawberry), tool-kit JiMU in the project Ja-Ling

Malta: Educational Toolkit on Migration and Asylum in Europe that is being provided by the Office of the United Nations High Commissioner for Refugees (UNHCR).

Curricular links

Analysis of curricular requirements and potential links show a diverse picture across the 5 countries:

- Slovenia: the national curriculum emphasizes issues of: equality, tolerance, respect of inter-personal differences, and human rights. More specifically, migration is featured directly in Slovene, Society, Citizenship Education, History, and Geography classes starting in Grade 5. In addition, other links can be easily established to compulsory and optional subjects.
- Berlin (Germany): there is no strict modular structure in the regional curricula. Teachers are encouraged to select some topics that reflect the ethnic background of pupils. References to issues of intercultural learning, bilingualism, migration are made in the general description of Political science and History, both starting in Grade 5.

¹⁹ Language portfolio means the students have a portfolio folder from the beginning of their school career, where they collect all their experiences with languages during their school career, like languages used at home, languages which they can understand a little, later stays in foreign countries, experiences with school exchanges etc.

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- Malta: the Core Curriculum (NMC) emphasizes respect for difference, cultural diversity, acceptance, respect for others, cooperation and solidarity among cultures. However, there are no topics that focus specifically on migration related themes in the primary school curricula. Links can nevertheless be made to English, Arts, Music and Sciences.
- Italy: topics of interest do feature in Italian, Foreign languages, Music and Arts, and some ideas are also present in History and Geography curricula. All of these are taught at all levels of primary school.
- Hungary: within the domain of social and citizenship competence in the National Core Curricula, the following aims and areas are of importance: anti-discrimination, familiarity with concepts of society and culture, information on European multiculturalism, relationship between national and European identity, ability to change perspectives and understand different viewpoints, human right, religious and cultural diversity. The issue of migration features scarcely among themes suggested by the Optional Framework Curricula, nevertheless, links to migration and more generally to intercultural dialogue can be easily made in the following subjects: Hungarian (Grade 1-4), Foreign languages (all grades), Environment (Grade 1-4), Geography (Grade 7-8), History (Grade 5-8), Ethics (Grade 5+7), Health studies (Grade 8) and Media studies (Grade 8).

All in all, it can be stated the issue of migration features to a greater or small extent, across partner countries. Nevertheless, there seems to be enough room in the national and regional curricula to embed issues of migration and intercultural dialogue.

Summary

The aim of the comparative research was to map the needs of primary school teachers in 5 European countries (Germany, Hungary, Italy, Malta and Slovenia) teaching in mixed classrooms migrant and non-migrant students. The aim of the research was to analyze the source of challenges that arise from a heterogeneous class composition, to map supportive actions that teachers, migrant and non-migrant children would require, to suggest potential themes for an international teacher training, and to propose topics for pedagogical materials related to migration and intercultural dialogue for primary school pupils. It was expected fostering intercultural understanding, combating structural and personal discrimination and enabling pedagogical differentiation would all play a major role.

The comparative analysis was based on national needs assessments carried out through the primary analysis of questionnaires filled in by teachers working in classes with migrant children, interviews with experts in teacher training and intercultural education, available teacher training courses on the national and international level, and the national, regional and local curricula -depending on the educational context. The analysis yielded that across all countries the mainstream school system sees difference from the norm as a deficiency, demonstrating the lack of equal opportunities. It also showed that the group of migrant children is rather heterogeneous in terms of background and needs, which one needs to keep in mind, when discussing challenges and possible solutions. Main challenges and outlined by the report were related to fostering foreign language acquisition of migrant pupils, assessment of their previous experience followed by pedagogical differentiation, communication between teachers and parents, cooperation between majority and minority students, and initiating changes on the systematic level of the school.

The report also suggested a complex list of support measures that could ease the integration of migrant students. Within these measures, the report, first, focused in the issue of teacher training and suggested the following modules: 1. Migration; 2. Mother tongue teaching, bilingualism and second language acquisition, 3. Differentiation; 4. Developing intercultural competence of teachers, 5. Intercultural education for pupils; 6. Cooperation with parents and 7. Whole school approach. The report also analyzed school materials, and identified the main aims and related subthemes with regards to materials for pupils about intercultural dialogue and migration. The report concluded that existing materials are scarce and that there is room in the national and regional curricula to embed issues of migration and intercultural dialogue.

Annex: Summaries of the national reports

Germany

According to national questionnaires, teachers do show an awareness of heterogeneity in a broad sense -including migration background (MB), age, social and intellectual skills, motivation, interest and knowledge. Teachers also exhibit the motivation to build on and take advantage of the heterogeneity in their classes. Experts interviewed tend to use the term of "pupil with a migrant background" very carefully, in order not to reproduce stereotypes and to shift the problem of inclusion towards the side of the pupil. In their understanding, "a pupil with migration background" is synonym with 'a person who experiences discrimination because of his/her physical experience and/or language accent."

Main challenges outlined by teachers are the predominant feeling and experience to be restricted by school structures such as insufficient staff (quantity, qualifications and diversity), small room sizes, unfit group sizes, etc. They also feel limited in their practical knowledge about including heterogeneous ways of living in their daily practice.

The needed support would be a different school structure (including staff, architecture and equipment), which can only be a long term aim of the Berlin government. The possibilities of the current project, MIRACLE lay in encouraging teachers to develop creative ideas and to offer a supportive platform of exchanging individual experiences.

Hence we suggest trainings that suggest creative ways to deal with the limited conditions of school structures on one hand. Furthermore, we suggest teacher trainings that combine self-reflection modules (such as anti-bias, Betzavta), with presentation of interactive methods for intercultural education and human rights education and with modules providing information about the situations of immigrants and refugees. The comments of some interviewees also show that in spite of their awareness of diversity in the broadest sense, teachers (as anyone else in a society) are socialized with stereotypes and still carry them along. We therefore suggest possibilities and support for naming the taboos of stereotypes in order to offer productive, supportive and non-accusative ways in dealing with them in the form of anti-bias trainings. Existing teacher trainings occasionally mention the need for intercultural competence or learning, but it is often not specified or focused on migration issues.

There are some active schools that organize various activities, however, these are mostly related to the individual initiatives of teachers. There is need for new inputs like creative methods dealing with, for example, the issues of identity and the resources of children with a migration background, as well as, methods that support intercultural learning for all students. These materials could be integrated in the Ethics (Lebenskunde) curriculum and preferably also linked to various other subjects like history or social learning.

Hungary

In the Hungarian context, one of the main difficulties indicated by teachers is that migrant students do not possess the necessary Hungarian skills; the second biggest problem indicated was the difficulty of communication with the parents of migrant children. Another main problem is the difference between the Hungarian educational system and the educational system of the country of origin. The lack of knowledge about differences between educational systems is considered a hindrance, and the need to learn more about the school system of the sending countries is emphasized. On the level of teachers, the lack of knowledge about the students' cultural background and the lack of skills to manage intercultural situations, poses another hindrance to the educational work. Last, but not least, lack of knowledge, fear of the Other, indifference on the side of majority students may lead to the isolation of migrant students or to open conflicts between migrant and majority students. In order to overcome these challenges, support on many different levels would be needed. To start with, there should be teacher trainings in diverse matters (Hungarian as a second language, differentiating pedagogy including assessment, teaching and evaluation, intercultural sensitivity, migration, materials for

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intercultural learning). In addition, migrant students should receive extra tutorials and there should be innovative measures to aid parental support. Employing additional staff would also be an asset; among others, there is a need for teachers of Hungarian as a second language, pedagogical assistants, interpreters. Last but not least, there should be community building and intercultural activities for all students taking place both in and outside of the classroom. Curricular activities for students could be linked to the following subjects: Hungarian, Foreign languages, Environment, Geography, History, Ethics, Health studies and Media studies. These encompass all grades on the primary level.

Italy

Through expert interviews and teacher questionnaires, the difference between educational policy and the reality of educational practice is shown. The picture on the ground is rather bleak and full of difficulties for the implementation of daily school activities involving the teaching body and students. National politics play a fundamental role: budget cuts for research and training for professionals, little consideration of the learning needs of pupils and the lack of suitable infrastructure decreases the quality of education. In a city like Palermo, where different ethnicities share the same urban space, there is a strong need for intercultural and interreligious dialogue in the educational domain. Nevertheless, main challenges are heavily related to the lack of structural and organizational means, and not only arising from living in a multicultural society.

It needs to be noted that most existing activities promoting integration touch mainly just the surface, the top of the iceberg, of what intercultural living means. Both teachers and pupils, thus, need a deeper understanding of common points among cultures in order to fasten the integration process. Two focal points of the MIRACLE project should be developing materials for teachers related to teaching Italian as second language and materials for pupils about interreligious dialogue. These can be presented at the teacher training. As for the methodology of the teacher training, we suggest training sessions that are based on active participation instead of frontal teaching and that use innovative methodologies including media support in order to spark the motivation of teachers.

Malta

For the national needs analysis in Malta, a total of 22 primary school teachers and 2 experts from Malta have completed the questionnaire developed by the MIRACLE consortium. Teachers in Maltese primary schools have, compared to their colleagues in other European countries, relatively little experience in addressing challenges arising from teaching in classes with migrant children. One of the main findings of this questionnaire is however, that teachers in Maltese primary schools are particularly interested in teaching and learning materials that focus on the issue of Migration and Asylum with regards to Malta's situation as a small island state at the external borders of the European Union. The questionnaires respondents are also interested in user friendly and uncomplicated online material which they can use in order to increase their understanding about the topic of migration in Malta and the EU context. Furthermore, the living situation of refugees and their rights and duties in Malta are considered an essential element of possible teacher training modules and teaching materials. Although statistical data reveals that the number of students with a migration background is currently rather low in Maltese primary schools compared to other European countries, teachers also showed an interest in materials that would help them to increase the learning motivation of students in heterogeneous classes.

It can also be concluded that although there are a number of awareness-raising activities in place that aim at combating hostility and prejudice towards migrants, refugees and asylum seekers and increase the understanding of students and teachers in Malta for migration related issues, these are primarily targeted at secondary or higher secondary schools. Activities in primary schools are mainly organised on an ad-hoc basis and mainly depend on the initiative of individual teachers or the school administration.

Teachers in Maltese primary schools have rather limited experience in intercultural education. Furthermore, the access to specific knowledge about how a teacher can address the diversity situation in his/her class is particularly limited. It can also be concluded that on a structural level topics related to

intercultural education and migration are only addressed insufficiently in professional teacher trainings in Malta.

It needs to be mentioned however, that the Maltese school curriculum in general does provide the necessary basis for introducing migration related lessons in Maltese primary schools. Although most of the individual course syllabi for primary schools do not make reference to issues of migration and asylum, it can be concluded that a number of them would potentially allow for the inclusion of migration as a topic because there are already existing and intrinsically related topics like cultural, artistic and linguistic diversity. Teachers in Malta however are not specifically encouraged to relate this to topics of migration or use them to address the diversity situation in their class.

Slovenia

National needs analysis report for Slovenia consists of data gathered from teachers around Slovenia and from experts working in the field of intercultural education/migration. The pupil with migratory background living in Slovenia is marked by having immigrant parents, different culture, and also mother tongue that is not Slovenian. Teachers in Slovenia are in the last decade, and more intensively in last few years, aware of cultural differences in the classes, but are not able to handle them. Slovenia has no tradition of intercultural education, and the teachers have very limited or no access to specific knowledge, and, therefore no ability to develop needed skills and attitudes. Special support for teachers is not embedded in the structural level of Slovenian primary education, and there is also a lack of professional teacher trainings on intercultural education and migration. Therefore, main challenges of teachers who are working in heterogeneous classes are: how to teach pupils that do not understand Slovenian, how to make pupils feel equal, how to raise tolerant pupils and how to overcome the lack of knowledge on migration. Furthermore, they face the special challenge of adjusted grading, and they need to deal with their own and other pupils' prejudices.

As for supportive measures, teachers would need more knowledge about intercultural dialogue and especially more training (in the form of round tables and workshops) on how to meet their pupils' needs. They need good and interesting teaching materials, support from the school counseling services, professional support to enable individual work with pupils with migratory background. They also need help or guidance on how to cooperate with parents. Further on, teachers need to develop their own intercultural competences, and need specific knowledge on teaching Slovenian as a foreign language.

There are existing school activities in place: different projects, presentations and cultural activities to celebrate diversity, school events taking place on state holidays, additional classes of Slovenian language and school parliament with the theme of stereotypes, racism and discrimination. Further activities would be needed; activities should be more frequent, diversified and include parents. Experts think that model of tutoring would be needed to encourage minority students to progress and get more self-confident.

Teacher trainings should include topics like Slovenian language as a foreign language, Intercultural competences and communication, Migration, Multiculturalism and intercultural societies, Human rights, Psychology (Emotional intelligence) and Differentiation.

As for school materials, there are topics on migration that are restricted within the national curriculum and pupils gain first knowledge about migration rather late (in 5th grade when they are 10 years old). Most of the teachers stated that they are not familiar with existing material. Some listed material that is connected to learning Slovenian language, material (brochures, leaflets, posters, articles, books etc.) that is provided by humanitarian organisations like UNICEF or Amnesty International, material that is used in Citizenship education and Ethics classes, some scarce material that has been developed by National Education Institution, material that teachers developed themselves, and finally material that the teachers came across when working or collaborating in international projects (like tool-kit JiMU in the project Ja-Ling). Teachers evaluate the quality of used material as uneven, and they also stated that there should be a wider range of material (books, tool-kits, etc.) for a successful work.