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COMPARATIVE REPORT

Italy, Spain, Denmark and Greece



***Qualification for Minor Migrants education and Learning Open access -
On line Teacher Training***

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Spanish QUAMMELOT Team

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1. National context on migration and menas

In this section the national migratory context of the countries involved in this project (Spain, Greece, Italy and Denmark) will be presented. The aim of this first section is to find out how emigration and immigration have changed, positively or negatively, the situation of the countries involved.

1.1. Evolution of the migratory process

In the last twenty years, Italy and Spain have become the main European countries that have experienced the greatest constant growth in the presence of immigrants. In Italy, foreigners have gone from 500,000 to 5 million, definitively marking Italy's transformation from a country of emigration to a country of immigration. In the first half of the nineties there was a change in migratory flows with an increase in male immigration (Moroccan, Eritrean), whereas before there were equal quotas between men and women. In the early 2000s there was a return to equilibrium due to the growing demand for elderly carers in Eastern Europe and the need for family reunions. In Spain it happens in a similar way, at the beginning of the 90's the number of immigrants that came from Africa (Morocco especially), East of Europe and Asia grew. The number of immigrants increased considerably during the period from 2000 to 2012. From this year onwards there was a 2.3% drop in the foreign population in Spain, due to the economic crisis affecting the country. However, in 2017 the number of foreign residents increased by almost 147,000 people. Diversity began to intensify in both countries, as immigrants arrived with different cultures, languages and religions.

On the other hand, Denmark and Greece have experienced similar situations. Denmark has received 32,138 asylum applications since 2015, of which 21,542 refugees have been granted asylum. That same year, during the summer, in Greece there was a massive influx of refugees through the Aegean islands. According to official UNHCR data, 817,175 people crossed the Greek-Turkish borders in 2015-2016, 410 drowned and 176 were missing. The unofficial number of refugees arriving in Greece is estimated at around one million. Due to the closure of the borders and the EU-Turkey agreement in March 2016, some 60,000 refugees were trapped in Greece.

On the contrary, in Denmark since 2015, new political actions have been introduced to deal with the increase in the number of refugees and immigrants. At the end of 2015, the Danish government put in place 34 restrictions on the asylum process and residence permit in order to make it more difficult to receive asylum and to stay permanently in Denmark. Therefore, at the international level, Denmark has become known for its aggressive and symbolic policy towards refugees and immigrants. There is also the other side, the movement: The kind inhabitant (Venligboerne), which is a group of people (today more than 100 local groups) who volunteer to help refugees and immigrants integrate into their societies. The friendly inhabitants emphasize the importance of knowing other people with kindness regardless of their sex, ethnicity, religion, age or political beliefs.

The profile of immigrants in Spain and Italy has evolved similarly. Several years ago they were more men than women. Immigrants came to these countries to work and improve their economic situation and quality of life. Today, the foreign presence has stabilized more to the type of "families" and are usually people from middle class and with studies. The profile has changed. They come to these countries with the intention of a long-term project and stabilize their lives in the receiving countries. The origin is also very diverse, and the Romanian and Chinese population stands out with a strong presence. In Denmark and Greece there is no profile that follows significant characteristics, they are characterised by being refugees seeking asylum who flee from their countries of origin.

United Nations Organisation has confirmed that Spain becomes the first port of entry for migrants from North Africa. Spain surpassed the Italian route in the first half of 2018. Between January 1 and July 15, 2018, the route from Morocco and Algeria to Spain had registered the arrival of 18,016 people, while the route from Libya to Italy had registered the arrival of 17,827 people. In this last route is where more deaths occur, due to its dangerousness.

Both Spain and Italy are countries characterized by migratory flows of arrival and departure.

1.2. MENAS/UFM

If the migratory process is a process of change, both for the society of origin and for the host society, it is even more so for migrant children. In European migration, the high number of unaccompanied immigrant minors entering our country stands out. Those known as UFM (Unaccompanied Foreign Minors) are already a relevant social phenomenon in European societies. Sometimes, these minors migrate alone to the receiving country with a migration project that is not fulfilled and they enter situations of marginality and social exclusion.

UFM is considered to be: Young people between 15-18 years who come to other country in search of a better life, in some cases voluntarily and in others motivated by their families. However, their profile varies as they are minors who come from vulnerable and impoverished countries. They are young people attracted by new lifestyles or driven by a migration project that is determined by economic opportunities, job opportunities and a better life. They leave their country with an idyllic vision and find themselves with a very different reality and laws that do not protect them. Also included are unaccompanied foreign minors, asylum-seeking minors, mentally ill minors and street children.

The phenomenon MENAS (Unaccompanied Foreign Minors) in Spain was consolidated during the late 1990s and early 2000s, when the number of unaccompanied minors began to increase considerably and posed a management "problem" for public authorities. Most of them come from Africa, mainly Moroccans. In 2014 the lack of effectiveness and the growth in the number of immigrant minors in this situation, the Framework Protocol on certain actions in relation to Unaccompanied Foreign Minors was approved. The aim is to coordinate the intervention of all the institutions involved in the care of minors, from their location to the delivery of documentation, always taking into account the best interests of the minor.

In Italy, as in Spain, the progressive increase of these children in 2014 with the numerous arrivals by sea has posed new challenges to cover this situation. The data show that the majority are about to become adults, almost always males. In the case of Nigerians, the female component has a greater weight. The presence of foreign minors has represented a strongly increasing trend that reached its highest level in 2017, when 81,390 minors landed on the Italian coast, 18,303 of whom were alone.

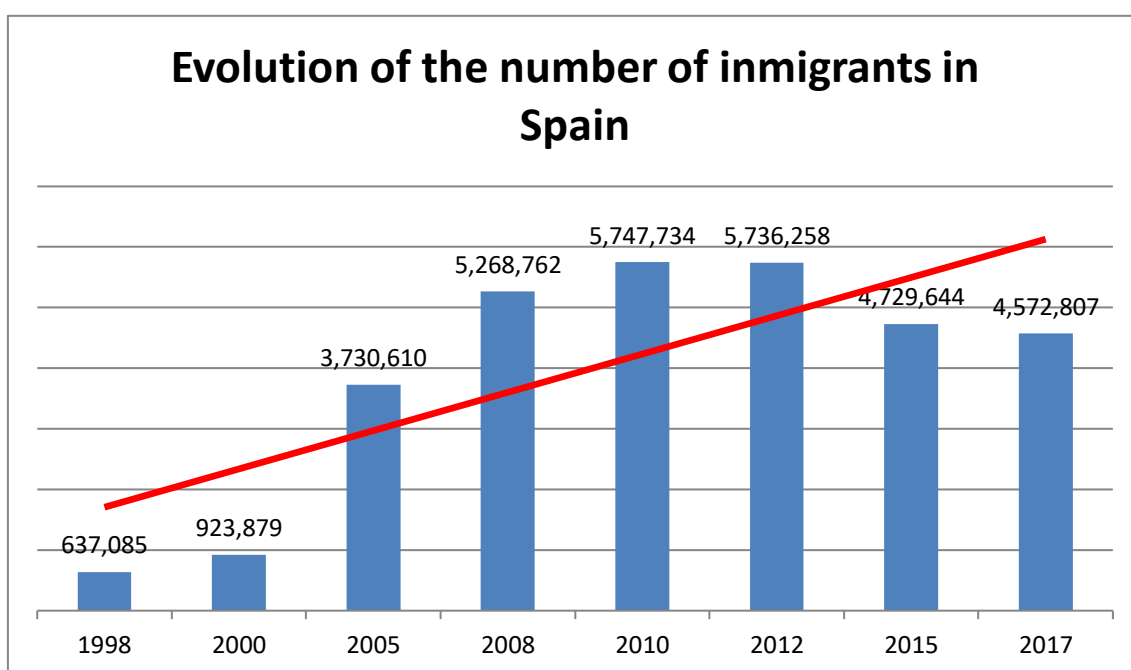
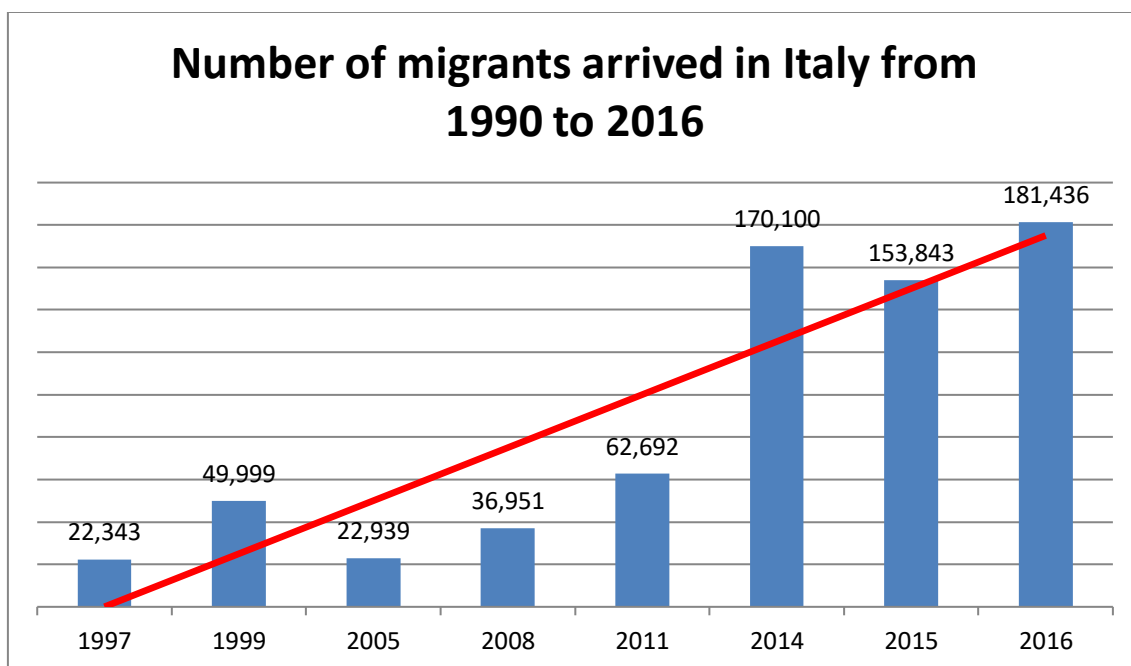
In both Spain and Italy, the coverage offered within the reception system is not satisfactory for minors. For this reason, the data confirm that unaccompanied immigrant minors are not always interested in what the government of each country offers them. Many of them leave the reception centres voluntarily because they consider that they are obstructing the realization of their migratory project. The reasons for this include to continue the process of migration to another European country or to try to return with the family of origin. More than 800 young people escaped from the centres for minors in 2016 in Spain.

Data on refugees in Greece confirm that around 37% of the incoming foreigners (January-August 2016) were minors and over 1,000 people were unaccompanied minors who were housed in special shelters in Greece. Figures for the same year in Denmark highlight that 50% of refugee minors seeking asylum are unaccompanied minors and 50% are accompanied minors.

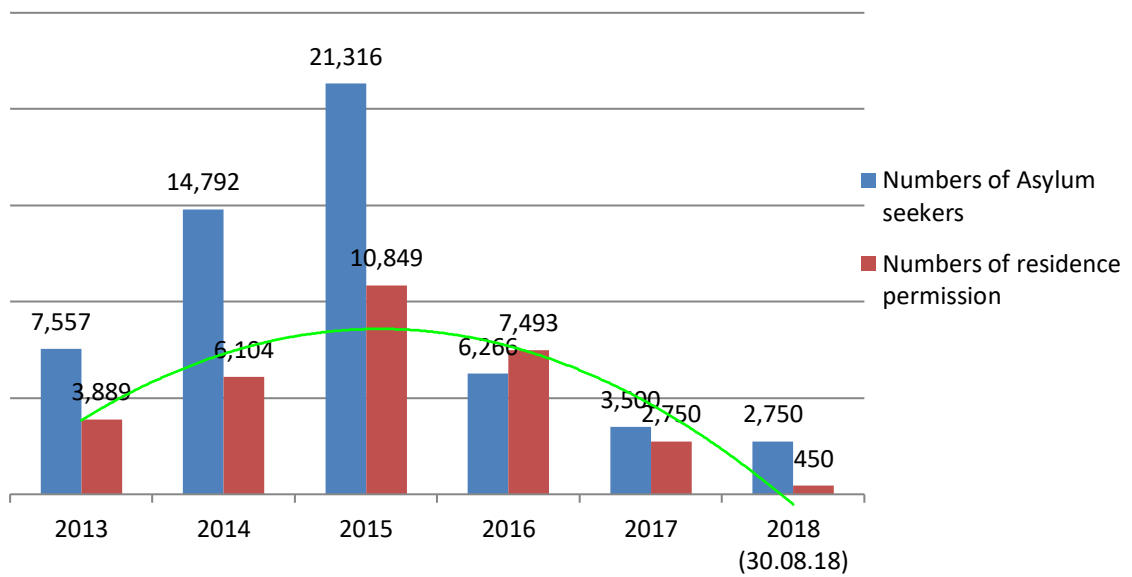
As can be seen, the number of unaccompanied minors in Europe has increased considerably. Faced with this situation, strategies must be devised for reception and integration, and new responses must be devised to manage the protection system, health and access to school.

1.3. General figures

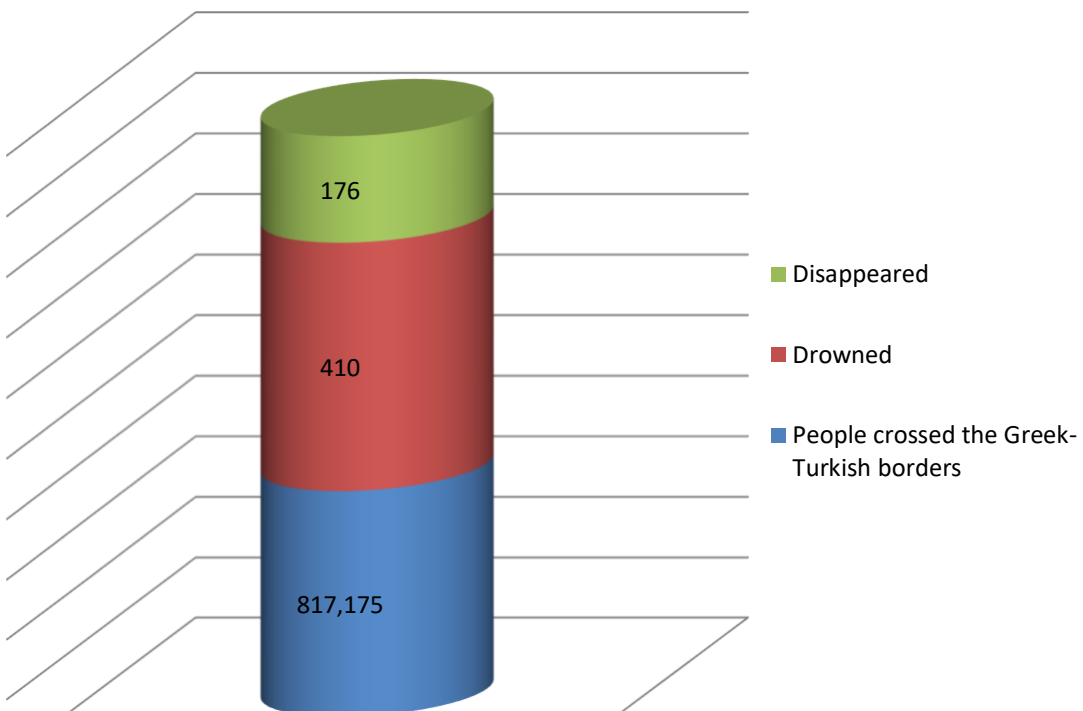
- This section presents the most significant figures on the migration process:



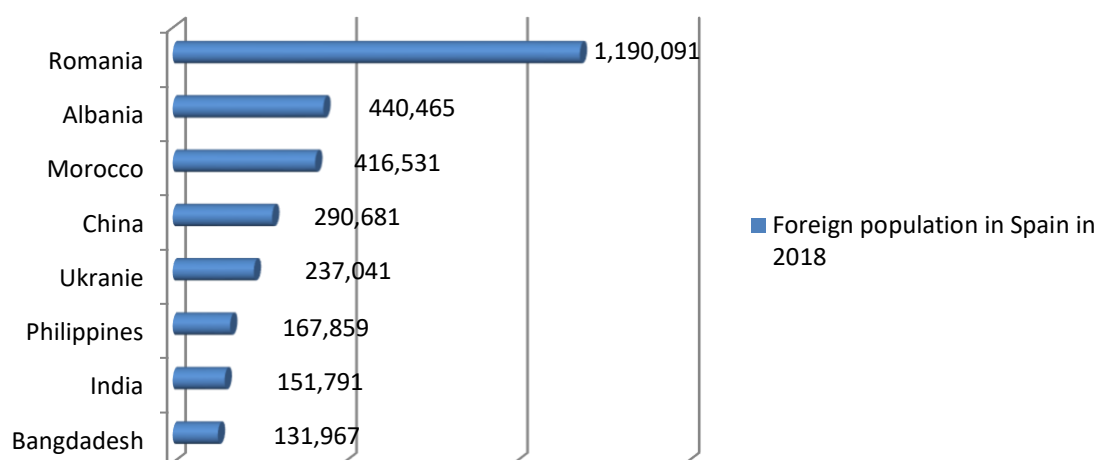
Asylum seekers in Denmark 2013-2018



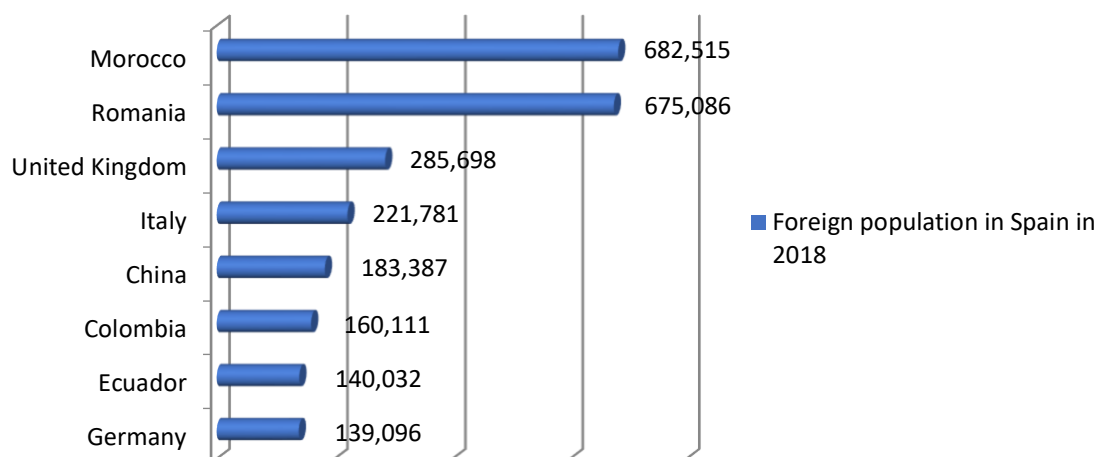
2015-2016 GREECE



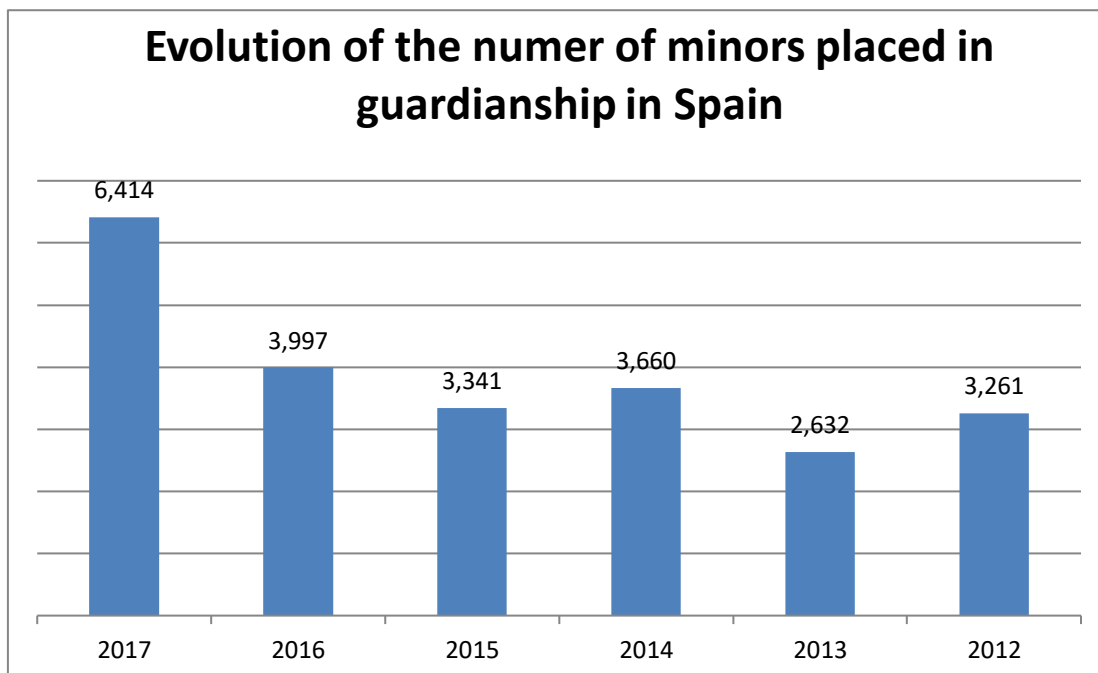
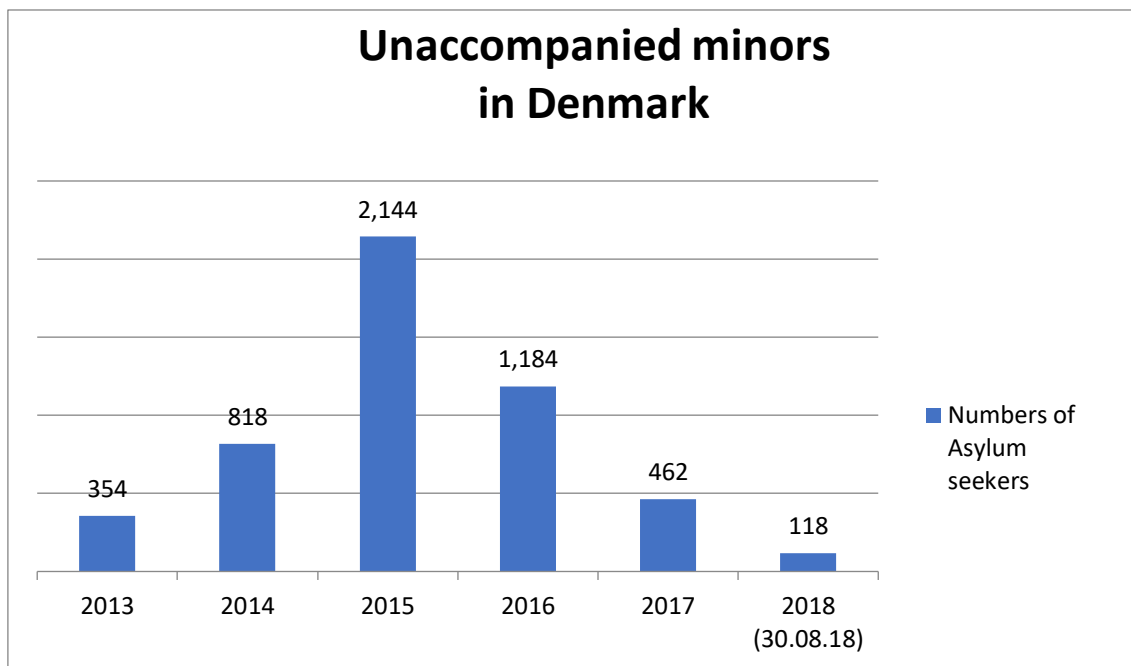
Main nationalities of foreign residing in Italy in 2018



Main nationalities of foreign population in Spain in 2018



- As mentioned above, the number of unaccompanied immigrant minors has increased in all four countries.



2. Legislation in attention to the immigrant population

Due to the dizzying number of immigrants in the partner countries of the project, since the beginning of the 90's the drafting of regulations to attend to the immigrant population began. In order to compare the evolution of the laws that affect the immigrant population in each country, the following table has been elaborated:

	LEGISLATION APPLICABLE TO THE IMMIGRANT POPULATION
<u>ITALY</u>	<p>1980: Italian immigration legislation was inconsistent. Italy tended to be a country of emigration</p> <p>1990: the first real immigration law was passed, the Martelli Law, issued for emergency reasons, which introduced, for the first time in Italy, social interventions against immigrants.</p> <p>1998: The so-called Turco-Napolitano law was passed in order to plan regular entries, establish integration channels for foreigners legally residing in Italy and combat irregular immigration.</p> <p>2002: The law n.189 called Bossi/Fini, at the same time as it reinforces the measures of entry and reception of migrants, has confirmed the procedures of reception of foreign students in school. It provided for a restriction on entry and residence as a title for the stay in Italian territory, the limitation of cases of family reunification, failure to comply with expulsion....</p> <p>The 2008-2009 security package prepared an even more restrictive immigration policy, amending previous provisions on family reunification, expulsions and introducing types of offences related to illegal immigration, but did not limit children's rights.</p> <p>The Italian Parliament has recently adopted some important measures. Law No. 46 of 2017, which lays down rules aimed at accelerating international protection procedures and combating illegal immigration; more flexible procedures are provided for the recognition of international protection and the expulsion of irregular migrants and the increase of the maximum period of detention of migrants in reception centres.</p>
<u>SPAIN</u>	<p>At the beginning of the 21st century, Organic Law 4/2000 of 11 January on the rights and freedoms of foreigners in Spain and their social integration was passed.</p> <p>2003: Organic Law 14/2003, of 20 November, on the Reform of Organic Law 4/2000 (LOEXIS), to support and assist immigrants. However, the age of this law and its constant modifications do not seem to offer an answer to the current problems of immigrants. This decade has seen five reforms of the law that was approved in 2000. However, the changes have led to situations of discrimination.</p> <p>2012: the Spanish Government approved Royal Decree-Law 16/2012, of 20 April, on urgent measures to guarantee the sustainability of the National Health System and improve the quality and safety of its services. The approval of this norm left many people without legal papers without comprehensive health care.</p> <p>2018: The new government of President Pedro Sánchez has confirmed that this decree will be abolished. The government plans to approve in September 2018 a royal decree to regain universality in the National Health System (NHS). This measure will also have to be assumed by the different Spanish regions, although some retained universal health for irregular immigrants, as was the case of Andalusia.</p>

<u>DENMARK</u>	<p>2015: the Danish government publicised the strict asylum law in Denmark in order to reduce the number of refugees travelling to the country.</p> <p>2016: Parliament accepted a law (§ 87) that limits the amount of values refugees and immigrants can possess upon arrival in Denmark to receive public benefits/services during their stay. The law has been known as the "Jewellery Act" because it allows the police to take anything of value from refugees and immigrants who enter Denmark with the desire to seek asylum.</p>
<u>GREECE</u>	<p>In 2016, the Greek Parliament passed a law reforming the asylum process and regulating the return of migrants to so-called "safe countries", including Turkey.</p> <p>The approved law establishes two different procedures for migrants: one for those who arrive on the islands with registration centres, ports and airports, and another for those who arrive in the rest of Hellenic territory. For the former, their identification and the examination of their asylum claims will be carried out in the same registration centres. For those who do not claim asylum or whose application is rejected, the process that will be initiated will be deportation to the countries.</p>

2.1. Legislation applicable to unaccompanied immigrant minors.

As mentioned above, in recent years there has been an increase in the flow of unaccompanied children arriving in Italy, Spain, Denmark and Greece. Immigrant children arrive in host countries in situations of loneliness and helplessness in search of a better life. In order to cover this group, each country has a regulation and/or intervention protocol. The legislation is set out below.

The laws drawn up to deal with unaccompanied immigrant minors are created on the basis of the 1989 New York Convention on the Rights of the Child; these children are guaranteed all the rights recognised by the Convention itself, the same as Italian, Spanish, Danish and Greek children.

This legislation contains a series of provisions designed to strengthen the protection of and respect for the child and places at the centre of all measures and decisions affecting them "the best interests of the child" and the principle of non-discrimination which applies to all children present in the national territory, regardless of their nationality and their residence status.

	LEGISLATION ON THE CARE OF UFM
<u>ITALY</u>	<p>The new Law of April 7, 2017 n. 4726, specifically dedicated to unaccompanied foreign minors, has allowed a series of systematic interventions in favour of these minors when they are in Italian territory, recognizing that they are vulnerable persons with rights.</p> <p>The law establishes equality between unaccompanied minors and Italian minors; methods and procedures of inspection and age identification are used and, in this context, the law allows the presence of cultural mediators throughout the procedure; the law simplifies the issue of the residence permit for foreign minors: the minor can apply directly to the competent police department for a residence permit, even if the guardian is not appointed. The law permits the figure of voluntary guardians (tutori volontari) who are available to assume the protection of unaccompanied minors in order to guarantee each minor an adult figure of reference with adequate competence.</p> <p>Alongside all the positive elements identified, there are some critical issues, mainly related to the lack of new resources for better protection of unaccompanied foreign minors, and to the lack of coordination of existing legislation regarding the competences of the various judges involved in the protection of foreign minors.</p> <p>It provides for greater protection of the right to health and education, with the possibility of acquiring the final qualifications of courses of study even when, at the age of majority, the subject does not have a residence permit.</p>
<u>SPAIN</u>	<p>As of September 2018, due to the dizzying number of unaccompanied immigrant minors in Spain, the Government has reported that it will approve a royal decree for the improvement and solidarity care of unaccompanied foreign minors who have arrived in Spain.</p> <p>The aim is to guarantee respect for the rights of minors. The royal decree regulating rules for the direct granting of aid to regions and the distribution of funds will be based on the increase in minors served since December 2017 and will allow other regions to receive minors from other regions.</p> <p>The modification of the Protocol is intended to homogenize, streamline and provide greater guarantees for the entry of minors into child protection systems. For this reason, the procedures for admission to centres, identification, improvement of health action protocols and communication with the Register of Minors will be reviewed.</p> <p>In 2000, in order to cover immigrants, Organic Law 4/2000 of 11 January on the rights and freedoms of foreigners in Spain and their social integration was approved. As amended by Organic Law 14/2003. This law indicates that the process of repatriation of the minor will be carried out taking into account the principle of the best interests of the minor. The Delegation and Sub-delegation of the Government in whose territory the domicile of the minor is located shall be competent to carry out the procedures relating to the repatriation of the menas. Once the procedures established in the procedure have been complied with, and taking into account the principle of the best interests of the minor, the</p>

	<p>repatriation or stay in Spain will be resolved.</p> <p>In 2014, in view of the lack of effectiveness and the evolution of the phenomenon of menas, the Framework Protocol on certain actions in relation to Unaccompanied Foreign Minors was approved. The aim is to coordinate the intervention of all the institutions involved in the care of minors, from their location to the delivery of documentation, always bearing in mind the best interests of the child. The aim is to put an end to the situations of risk and lack of protection to which menas are subjected from the moment they enter our country. The actions of the public authorities set out in this Protocol are inspired by the Convention on the Rights of the Child. This protocol is the coordination tool, and it is also used to determine the age of the minor who arrives in Spain and to decide if his documents are valid or not.</p> <p>The recently approved Organic Law 4/2015, of 30 March, on the protection of citizens' security allows for so-called "hot returns" or "summary expulsions" which consist of the surrender of foreign persons intercepted in Spanish territory without respecting the legally established procedure and without following the necessary procedural guarantees. This practice prevents the identification of people with vulnerable profiles such as victims of trafficking or minors, and they are thus left without the opportunity to argue what their circumstances are.</p>
<u>DENMARK</u>	<p>The laws that most influence the specific effort of unaccompanied minors are:</p> <p>The Integration Act (e.g. decision on accommodation and integration programme)</p> <p>The Immigration Act (e.g. decision on asylum, family reunification and residence)</p> <p>The Services Act (e.g. decisions concerning social services, such as the prevention of social problems among or support for vulnerable young people).</p> <p>As these three laws respond to different working groups within the municipality, work around unaccompanied minors is often characterised by close interdisciplinary cooperation.</p> <p>Unaccompanied minors can apply for asylum as long as the minor is considered ready for the process. With the help of psychologists, asylum centres will decide whether the minor is ready to apply for a residence permit. An unaccompanied minor may be granted a temporary residence permit, but when the minor reaches the age of 18 the asylum decision will be reconsidered, and the unaccompanied refugee will have to apply for asylum as an adult.</p> <p>The municipality is responsible for finding accommodation for the child; it may, for example, be in centres for unaccompanied minors, through foster families or specific apartments run by pedagogues. Some municipalities such as Hedensted, the neighbouring municipality of Vejle, have specialised in receiving unaccompanied minors.</p> <p>Unaccompanied minors are obliged to attend school and have the same rights and possibilities to receive services as other Danish children.</p> <p>Unaccompanied minors have the right to:</p> <p>1) an adult representative, 2) a lawyer during the asylum application and if the application is rejected, 3) if the child does not know where his</p>

	family is, he has the right to ask the DK Red Cross search team to start the family search.
<u>GREECE</u>	The Government's main concern is the safety and well-being of immigrant children who are without their families and alone in Greece. The Greek Government has the necessary resources to receive refugees in a safe and dignified manner and to support their inclusion in society. However, it calls for full political will to resolve the problems between countries that cause suffering to thousands of people and supports the creation of a response system that benefits both refugees and the host community.

After analysing the legal situation in each country, it can be concluded that the aforementioned countries have been interested in paying attention to this problem of unaccompanied immigrant minors through the elaboration and implementation of regulations. However, Italy and Spain are currently working to offer better care and guarantee respect for the rights of minors through new actions. In Denmark very competent actions are carried out and the work of attending to unaccompanied immigrant minors is carried out through interdisciplinary teams (lawyers, pedagogues, psychologists, etc.).

3. Structure of the school system

The structure of each country's school system has many similarities, which are shown in the comparative table below:

<u>ITALY</u>	Preschool (3 and 6 years) First cycle of education: Primary education (6-11 years) lower secondary school (11-14 years) Second cycle of education: State Upper Secondary School (14-19) (Secondary education, technical and vocational institutes; three- and four-year vocational training courses) Higher education (Universities, including polytechnics, Institutes of High Artistic and Musical Education and Higher Technical Schools)
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<u>SPAIN</u>	<p>Early Childhood Education (Non-compulsory, 3-6 years)</p> <p>Primary Education (6-12 years)</p> <p>Compulsory Secondary Education (12-16 years)</p> <p>Two ways to continue:</p> <p>Baccalaureate (17-18) different branches: humanities, social sciences, technological sciences and fine arts.</p> <p>PREBAU Exam and Access to University.</p> <p>Intermediate and Superior Degree formative cycles.</p> <p>Social Guarantee Program.</p>
<u>DENMARK</u>	<p>Primary education (6-9 years) beginner level</p> <p>Secondary education (10-12 years) middle level and (13-16 years) upper level.</p> <p>Higher education:</p> <p>Baccalaureate or vocational cycles (16-19 years)</p>
<u>GREECE</u>	<p>Children's centres (from 6 months)</p> <p>Preschool Education (4-5 years)</p> <p>1. Primary Education (6-12 years)</p> <p>2. Secondary Education</p> <p>Two cycles:</p> <p>Lower Secondary School</p> <p>The first is compulsory and corresponds to the first cycle of secondary (Gymnasium, 12-15 years)</p> <p>Upper Secondary School (15 years and up)</p> <p>There are two different types:</p> <p>a. General (Geniko) Lykeio. It has a duration of three years and includes both common core subjects and optional specialization subjects.</p> <p>b. Vocational (Epaggelmatiko) Lykeio. Offers two cycles of study:</p> <p>3. Tertiary education (18 +)</p> <p>(Universities, Polytechnic, School of Fine Arts.</p> <p>The Technological Sector and The School of Pedagogical and Technological Education (ASPETE)</p>

In Italy, Spain and Denmark, compulsory education lasts for ten years between the ages of 6 and 16. Schooling in Greece also lasts 10 years, but it ranges from 5 to 15 years.

3.1. Legislation in the educational context: attention to immigrants

This section presents a brief review of the educational regulations in each country. According to the new guidelines in Italy, the general objective of the school is the harmonious and overall development of the individual, in accordance with the principles of the Italian Constitution and the European cultural tradition, to be achieved through the promotion of knowledge, respect for individual diversity and the active participation of students and their families. The reference for these new guidelines is the Framework of key competences for lifelong learning

established by the European Parliament and the Council of the European Union through the Recommendation of 18 December 2006.

The protection of the right to schooling of foreign minors has its origin in the Immigration Law no. 40 of 6 March 1998 and in the Legislative Decree no. 286 of 25 July 1998 "Consolidated Law of the provisions relating to the regulation of immigration", which gathers and coordinates interventions in favour of the reception and integration of immigrants, paying special attention to school integration. This same law therefore regulates that unaccompanied minors, like all foreign minors, have the right/duty to education and schooling, regardless of their nationality and the regularity of their stay. Act No. 189 of 30 July 2002 confirmed the procedures for the reception, reception and integration of foreign students at school. The regulatory framework has made it possible to address all aspects related to the integration of foreigners, with flexible solutions adapted to the context in which each school operates. From the outset, Italy opted for the full integration of immigrant pupils in schools and for intercultural education as a transversal dimension and as a common fund for all subjects and all teachers.

The State, Regions and Local Authorities guarantee the activation of specific courses and initiatives for the learning of the Italian language as a second language, always with a view to improving "identity", adhesion and social integration. It can also be carried out on integrated education and training pathways in the school education system or in the vocational training system.

Along these lines, mention should be made of the Spanish Constitution of 1978. Article 13.1 states the following: Foreigners in Spain shall enjoy the public liberties guaranteed by this Title under the terms established by the treaties and the law. Since 1970, with the General Education Law, it has been stated that foreigners residing in Spain will also have the right to Basic General Education and to free first-degree professional training and that they will establish special courses for foreigners, which will allow them to make the most of any cycle of the educational system and to be informed of Spanish culture. The objective is to ensure that immigrant students adapt to the Spanish educational system without taking into account their culture, language and needs. With the evolution of the laws (Organic Law on the Right to Education, LODE, 1985; Organic Law on the General Organisation of the Educational System, LOGSE, 1990; Organic Law on the Quality of Education, LOCE, 2002; Organic Law on Education, LOE, 2006) educational rights have been preserved and diversity in schools has been recognised. In this way, training in respect for the linguistic and cultural plurality of Spain, the right to aid and the necessary support to compensate for the shortcomings associated with language and culture began to be promoted and compensatory measures were approved. Over the years, educational regulations have adapted to the migratory situation, working towards a school without exclusions and due to the permanence of immigrant students in the Spanish educational system.

Finally, we refer to the Royal Decree 1105/2014, of 26 December, which establishes the basic curriculum of Compulsory Secondary Education and the Baccalaureate (Official State Gazette, 3 January 2014). This norm indicates that with regard to the curriculum of compulsory secondary education (12-16 years), in addition to the objectives relating to the rejection of

violence and prejudice and the peaceful resolution of conflicts, it also includes knowledge, appreciation and respect for one's own culture and that of others.

At the national level, the Danish Folkeskole is regulated by the Folkeskole Act, which establishes the general framework for the activities of schools. Under this law, all municipal primary and secondary schools.

The municipal boards themselves determine the municipal level of service for the Folkeskole within this general framework and may set their own additional goals for the schools.

In accordance with the Folkeskole Act, schools must provide pupils with specific qualifications for each subject and prepare them for the next education. In addition, schools should prepare pupils for their role as citizens in a democratic society. Folkeskole is based on the principle of differentiated teaching. Teaching is organised in such a way as to strengthen and develop interests and qualifications, while meeting the needs of each pupil. It also aims to develop the cooperation skills of pupils.

In Greece, inclusion in the education system must take place no later than three months after the date of identification of the child. Wherever necessary, reception classes are provided for children, in accordance with the legislation in force, in order to facilitate their access to the educational system. If underage students arrive at school without the supervision of an adult, the lack of guardianship is dealt with by the Director of the School in accordance with the legislation concerning the detection of unaccompanied minors. When, for special reasons concerning the child, access to the educational system is impossible, appropriate measures shall be taken in accordance with the legislation in force.

Access to formal education for refugee and migrant children offers since 31 December 2017 the following types of formal education services available to refugee and migrant children: 1) Regular schools: kindergarten, primary, secondary (gymnasium, lyceum and vocational education): Schools in the Educational Priority Zone with host classes and intercultural schools. 2) Reception classes for refugee education for children living in open accommodations.

In conclusion, all four countries have made great progress in recent years in terms of immigrant students and intercultural education. Measures and programmes have been modified and expanded, as well as material and human resources have been enlarged to meet the demands of immigrant students. However, there is still a long way to go to achieve quality intercultural education in European classrooms.

3.2. Teacher training: intercultural education

The coexistence of different cultures in secondary schools in Italy, Spain, Denmark and Greece is a reality, due to the large number of accompanied and unaccompanied immigrant minors who have left their place of origin. Faced with this situation, with so many different origins, we are going to review the training of teachers in intercultural education. As teachers have to meet the needs of students of different nationalities, languages and cultures in the classroom,

it is clear that teacher training is a fundamental element for the development of an inclusive school.

The First National Conference on Emigration dates back to 1975, while the first law regulating the route of school attendance for migrants dates back to March 1971²⁹.

In the course of time, a series of legislative references have been issued which have given rise to the so-called "Italian way of interculturality", which outlines a future school "European, rooted in national identity, capable of strengthening multiple local identities and, at the same time, of making the multiplicity of cultures dialogue in a framework of shared values".

In Italy, in 2007 it is stated that the principle of participation of Italian and immigrant students depends on mutual enrichment in an intercultural education perspective. Intercultural education is identified as "the highest and most global form of prevention and fight against racism and any situation of intemperance and intolerance". Therefore, the Italian country bet from the beginning on the full integration of immigrant pupils in school and on intercultural education as a transversal dimension and as a common fund for all subjects and all teachers.

In 2017, the Ministry of Education, Universities and Research (MIUR) publishes two important documents. The document "Different from who? Recommendations for the integration of foreign students and for interculturality", which is a manual elaborated by the National Observatory full of recommendations and operational proposals derived from the best school practices, for a more effective and correct organization of the reception and integration of students with non-Italian citizenship.

In Spain, intercultural education is proposed as a response to diversity through respect and acceptance of different cultures. Intercultural education is not aimed at, or limited to, immigrant students; it is a challenge that involves the entire population. However, one of the main problems is the lack of intercultural training of teachers in general, which means that teachers are not able to face a diverse classroom in order to respond to the needs of each student.

Several studies conclude that, in general terms, teachers do not receive compulsory initial training (university degrees and masters). University training is essential to eradicate stereotypes, prejudices and discriminatory behaviour towards immigrant students, in order to train students within the framework of an intercultural, democratic and inclusive society. The Teacher Training Centres, which are responsible for the permanent training of teachers, promote training actions related to interculturality, to provide attention to immigrant students in educational centres. Although the offer of training has increased, it has not been possible to involve the teaching staff in intercultural issues.

Among the appropriate measures to improve the current situation, the experts recommend: including interculturality in educational centres through practice, to change the attitude and mentality of teachers; carrying out complementary activities such as debates and workshops; and offering different training modalities such as online, face-to-face and blended learning courses. It is also proposed that teachers know the characteristics and needs of immigrant students in a more practical way, focusing on attitudinal, reflective and critical aspects.

However, the teaching profession in Denmark is a four-year professional baccalaureate. It combines academic and pedagogical subjects and consists of four main areas of focus:

- 1) A basic education in cultural education and pedagogical skills. It focuses on the professional and social development of students and includes topics such as citizenship and lifelong learning.
- 2) The main subject, which the teacher wishes to teach within. This usually includes three subjects, one of which is Danish or mathematics.
- 3) Practical. The training consists of three practices, focusing on didactics, teaching and the relationships between teaching and learning.
- 4) Bachelor thesis.

It is possible to specialise in specific areas, e.g. science or teacher training in practice, by attending certain universities in Denmark, but there is no specific training for the integration of newcomers. In order to gain knowledge in this area, students will attend certain courses. Therefore, in the first section there will be a contextualization on cultural education. The aim is to enable teachers to deal with differences arising from culture and language. It also highlights the issue of citizenship, in order to recognize people and respect a series of political and social rights as citizens with equal opportunities.

Following this line, in Greece in-service teachers are trained in interculturality, migration and students and minors of immigrant origin. The training and information programme attended by some teachers from the reception facilities for refugee education (RFRE) was not adequate to support them in this innovative educational enterprise. Therefore, the substitute teachers began to work in the RFRE totally unprepared, which inevitably brought with it stereotypes and prejudices, while many of them did not have the required motive for this position. Pedagogical problems arose, procedural problems related to the functioning of the RFRE, lack of training and support coupled with lack of familiarity with Greek teaching and lack of intercultural education led to a feeling of insecurity and inadequacy.

The aim is to change the idea that those involved in the educational system who consider that the education of refugee children is a problem, the possibility of discrimination and racist behavior will be greater. It is intended to develop initial and continuing teacher training programs for educational levels between 12 and 18 years including themes of interculturality, migration, students and children of immigrant origin.

For this reason, it was demanded as necessary to certify the titles and to train the refugee teachers. It is necessary to use kindergarten teachers from the refugee population to teach the mother tongue, etc., and to create cultural intermediaries. This will help the procedures of social integration of refugees. Cultural intermediaries are particularly needed in secondary education. Refugees with language skills (mother tongue, Greek and/or English) can receive training and participate as auxiliary staff in the teaching process. Refugee families should also be informed about the Greek education system and the opportunities that education offers their children for their future. Include in the website of the Ministry a section with all the

information in several languages: school registration at different levels, courses offered in English, scholarships for refugees, accommodation, meals, etc..

Despite the programmes and actions that have been implemented since the beginning of the 21st century in the four countries, there is still a lack of support and resources in the schools where there is an abundance of immigrant students. We have been able to verify that training in intercultural and inclusive education aimed at teachers is scarce or non-existent. The results show that training to specifically meet the needs of immigrant students is not usually compulsory.

The analysis shows that teachers need more practical training and tools to offer quality education to immigrant students (as confirmed by the Report of the Focus Groups of the Quammelot Project). Teachers must be trained in intercultural education in order to favour the reception and integration of students and immigrant families. Networking of schools with families, associations and public institutions is fundamental for the educational and social success of foreign children.

4. Immigrant students and menas: situation and resources in secondary education (12-18 years)

The state administration, specifically from the Ministries of Education, develops programs, projects and educational policies to meet the needs of immigrant students, betting on diversity as an enrichment for all.

Consequently, in Italy in 2014 the MIUR published the "Guidelines for the reception and integration of foreign students", which begin by saying that foreign minors are mainly persons and, as such, have rights and duties that do not depend on their national origin. Also in 2014, the Ministry of Education created the National Observatory for the integration of foreign students and interculturality, with the aim of identifying solutions for an effective adaptation of school integration policies to the needs of an increasingly multicultural and constantly changing society. The Observatory has also produced the document.

The presence of unaccompanied foreign students in schools in Tuscany, in line with the national trend, has become more and more numerous in recent years. The didactic path of the UAM must be constructed in a flexible, personalized/individualized way, as well as the evaluation and the methodologies implemented for the achievement of the objectives. It should be noted that the educational and didactic itineraries capable of guaranteeing UAMs the right to education and the success of training cannot be based solely on the learning contents, but also on the relational and affective skills essential to accompany the child towards a positive school approach and true personal growth. For this reason, in December 2017, the Ministry of Education and the Italian Authority for Childhood and Adolescence adopted the "Guidelines for the right to study outside the family". The document refers to foreign minors who have arrived in Italy without reference adults: students in family foster

homes, students in protected centres and unaccompanied foreign minors, and offers useful tools and methodological indications to avoid fragmentation and interruption of the schooling process.

The MIUR is funding projects for the reception, teaching of the Italian language and linguistic and psychological support for unaccompanied immigrant minors. It cannot be overlooked that there is also a high percentage of abandonment. For several reasons: the willingness to continue the process of migration to another European country, the attempt to reintegrate into the family of origin not resident in Italy, the decision not to want to stabilize in the first country of arrival to which, by law, the refugee application must be submitted. These choices were dictated by the need to find a better, but dangerous way of life for vulnerable people who are heavily exposed to the risk of exploitation.

In Spain, one of the most significant changes caused by the massive influx of immigrants is the incorporation of a large number of students of different nationalities in the classrooms. This increase in immigrant students in the Spanish educational system led to the planning of measures and programmes to optimise the integration process. Towards the year 2000, the so-called "linguistic classrooms" emerged in most regions, in which Spanish was taught to immigrant students. Along these lines, in 2005 the Ministry of Education and Science (currently the Ministry of Education, Culture and Sports - MEC) drew up the document "Attention to immigrant students in the educational system in Spain". It is a study that focused on the schooling of immigrant students, describing and analysing the educational measures that were offered during the compulsory stage, as well as research work on interculturality at the state level. That same year, the regions began to specify the educational measures to attend immigrant students, following the indications established by the central government. Each region elaborates its own policies, according to particular context, having created a very heterogeneous autonomic regulation. Some regions have focused specifically on diversity plans and on organizational and curricular measures, while others have adopted more general norms.

However, the common initiatives are framed in the development of the following programmes: Temporary Linguistic Adaptation Classrooms (ATAL), Extracurricular Activities of Linguistic Support (PALI) and Virtual Spanish Classroom (AVE). The ATAL programme carries out important work in the integration of foreign students and in advising ordinary classroom teachers on how to work with immigrant students in terms of resources and methodology. ATAL does not only mean the teaching of the language, but also the integral development of the immigrant person and the construction of their identity by living the migratory mourning. It is pending the implementation of a program for the maintenance of the Culture of Origin with the aim of disseminating and valuing the cultures that coexist in the educational community; however, it is an initiative that has not been able to be promoted due to the lack of resources. The educational centres also work across the board with immigrant families in order to integrate them into the host society.

In Denmark, newly arrived immigrant pupils who have a mother tongue other than Danish are offered basic education in Danish as a second language when they start school. Basic education lasts a maximum of two years, and is given to pupils from level 0 to 10. Basic

training takes place in "reception classes" or in reception teams or individually. Reception classes" are small classes of newly arrived pupils with a mother tongue other than Danish. You can include up to 15 pupils in each class and pupils can come from a maximum of five different class levels (preferably only three). In the reception classes, pupils are taught in subjects that reflect the subjects of the ordinary classes, but greater emphasis is placed on learning Danish. The class hours correspond to an ordinary school week. Over time, students will be included in a regular class that corresponds to their age. At first, they will participate in the subjects in which they feel most secure, and finally, they will be fully included in regular education.

In 2016, the possibility was approved of closing the reception classes and including the pupils in the regular classes from the beginning. In this case, pupils will only attend a small language team (reception team) on a weekly basis to improve their knowledge of Danish; all other subjects are taught in the regular class.

Unaccompanied minors who arrive in Denmark after the age of 14 are classified as "children who are late", and may be offered schooling in an extended reception class. The teaching is adapted to the level of the pupils and, when they reach the age of 18, they may attend youth schools (as a supplement to education) or a specific education in Danish. Extended reception classes may last longer than two years, depending on the needs of the pupils. In special circumstances, teachers may teach a pupil individually. They will focus mainly on subjects such as language and mathematics.

In Greece, there are actions to support immigrant pupils. There is psychosocial support for children, parents and teachers which is a very valid tool to meet the needs of those involved in education. The curriculum for refugee children who are in a transition phase from a war situation to normalcy. Having lived in difficult conditions with harsh experiences, they have acquired survival skills. This means that they are children with adult experiences but with child needs. They may have more knowledge than other children their age in Western societies, they know how to survive, how to overcome obstacles and how to adapt, but they do not have the knowledge that is positively evaluated in schools. The education system needs to be flexible and recognise negotiating identities, a variety of cultural references and different needs to assist refugee children in their integration process. The main objective is to create a feeling of security and acceptance, to develop communication, to help them adapt to the educational process and the school institution, and then to focus on the achievement of educational objectives and school performance.

Children of all ages are also being encouraged from schools through the use of new technologies as an important resource for their integration into the education system. New technologies can be used to facilitate access for most children to special educational materials or distance learning courses. It is useful for communicating with family and friends, obtaining information about what is happening in their countries or elsewhere, or about their rights, etc., and also becoming familiar with the use of new technologies can facilitate learning in the mother tongue, certification, attending English courses or obtaining a higher education degree through distance learning. It is recommended to organise digital programmes for all children and to find or create digital games to support language learning and other learning modules. Also sports activities to support the development of personal and social skills, strengthen

social ties and improve team spirit and cooperation. Participation in sports, especially participation in football clubs and the coexistence of Greek and refugee children in them could contribute decisively to integration and acceptance. Finally, artistic activities such as music, dance, theatre, fairy tales, poems, films and visual arts help to overcome trauma and fear; they can be used to identify children in need of special assistance, support the development of personal and social skills, strengthen the imagination and facilitate the expression of feelings and creativity, while increasing team spirit and cooperation. These activities play an important role in the physical and psychosocial development of children.

As can be seen, from the educational centres, following the indications established by the State Government, the countries are implementing actions to favor the integration in the classroom and the integral development of the accompanied or unaccompanied immigrant minor. Each country follows a different process of action, but they start from the same common objective. It would therefore be advisable to examine the programmes and projects that are benefits with the intention of being transferred.

4.1. Needs of immigrant children in secondary education

In order to continue with the evolution of the immigrant student body in the secondary stage, it is necessary to recognize the needs that the immigrant student body presents when it arrives at a new place.

In Italy, from the moment the UFM is in the Asylum Centre, its schooling must be guaranteed, as well as access to vocational training and/or accompaniment to labour insertion. It is necessary to establish immediately methods and avenues of autonomy to be applied at the age of eighteen, a task that is often left exclusively in the hands of schools. In general, the minor has needs for reception and school training. The integration of unaccompanied foreign students in school represents a delicate and often problematic moment that must necessarily consider the condition of eradication of the social and economic marginalization that normally characterizes the experience of these young people, as well as the linguistic difficulties that many of them present.

In Spain, it is considered that the transition from primary to secondary education is a difficult moment due to a change of school, an increase in the number of teachers and greater academic demands. In the case of immigrant students, together with all these factors, we must bear in mind the importance of the migratory mourning they are experiencing. And even more if they belong to the UFM collective, they are minors who are alone, literally alone and helpless. Therefore, they need psychological help and educational support, such as those mentioned above, to continue their personal, social and academic development. Often, the use of resources and the implementation of measures depend, at times, on the initiative of the teaching staff or the educational centre, which is why it is necessary to work through the training of the teaching staff to raise awareness towards the inclusion of immigrant students and their permanence in the educational system.

According to the data reviewed, the presence of immigrant students decreased as they approached the compulsory secondary education. However, in recent years, a greater number of immigrant students have decided to continue their training according to sources from the MEC (2017). This is because the associative fabric is doing a great job, supporting public institutions to make equal opportunities in the classroom a reality.

Teachers often consider immigrants to be a problem in the classroom, because they alter the climate and make work difficult, deteriorating the quality of teaching. This statement does not seem correct, since recent studies have concluded that immigration is not a school problem. Teachers tend to label immigrant students according to "negative" beliefs and expectations, which negatively influence the educational development of immigrant students, according to the self-fulfilling prophecy or "Pygmalion Effect". Faced with this new situation, the school demands the intercultural training of teachers, in order to change their attitudes, values and educational practices, with the aim of favouring diversity. The family plays an important role in the teaching-learning process, but most secondary school families, whether immigrants or indigenous, do not frequently participate in the Spanish school.

In Denmark, the needs discussed with respect to the previous countries arise. It is for this reason that from 1 August 2018, the School Department of the Municipality of Vejle will launch a new inclusion strategy. This strategy has two paths, which focus on subsidiarity and the equitable dispersion of bilingual students among schools in the municipality. It is very important that students attend school in a neighborhood close to their home, as it contributes positively to integration into local society and ensures that students have the opportunity to play with their classmates after school. This new strategy poses a new task for schools in the municipality of Vejle that normally do not receive newly arrived bilingual pupils, as they have to develop a policy and decide how they will approach the pupils.

Because of the opening of the Danish law on the school education of bilingual pupils, the municipality of Vejle has decided to abolish reception classes and instead offer newly arrived bilingual pupils a reception team. This means that students participate faster in regular classes, and have only a few hours beside the reception team, where they will receive basic education with a special focus on learning Danish. Newly arrived bilingual pupils will enter a school class that corresponds to their age, but the reception teams have no age limit. The hours spent in the team depend on the individual, the student's level and his or her ability to enter the regular class. It is only possible to receive basic education for two years; thereafter, the newly arrived student must be fully included in the regular education. Each new student will also be paired with a "friend". The classmate will have the responsibility to include the newly arrived student in school activities and games during school recess. If possible, the classmate will have the same mother tongue as the newcomer, and will therefore also function as an interpreter during the school day. The new strategy also focuses on the inclusion of parents of newcomers to ensure good communication between school and home and thus avoid cultural misunderstandings. Reception teams are considered to function well but fail to effectively include pupils with fewer resources or who are more traumatised, especially between the ages of 11 and 16, who find it more difficult to participate in professional and social life in the classroom.

Finally, on Greece it should be noted that one of the most visible needs is the high attendance and drop-out rate of refugee education in Greece. This is due to the location and start time of the courses. Based on these data, it was proposed that pre-integration classes should be held in schools located outside the regional advisory councils, in special reception centres for refugee education, where refugee children could attend classes in the afternoon. The difficulty of communication between teachers and pupils due to language barriers has also been highlighted, this problem can be mitigated in some cases using English, but it remains central and affects not only the learning process but also behavioural problems in general.

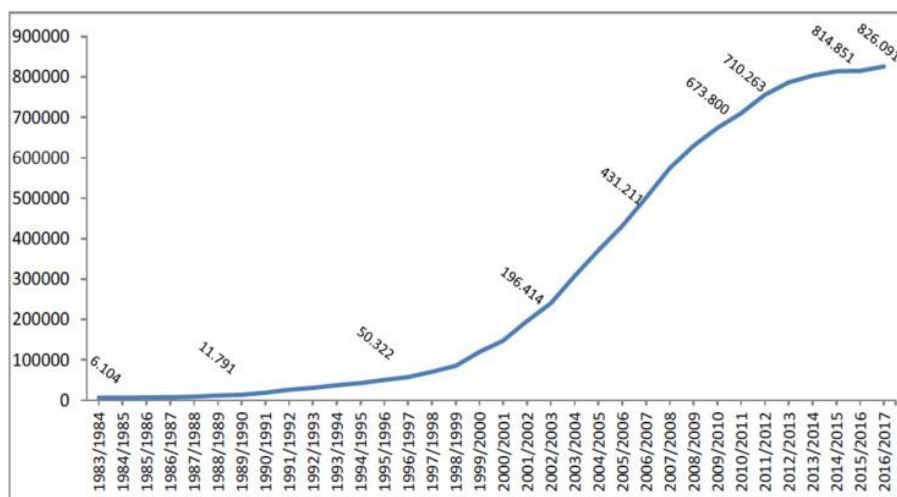
The RFRE solution was accompanied by a special curriculum that responded to the particularly heterogeneous student population, both in terms of national origin and previous educational experience. In the extraordinary conditions of the refugee issue, it was considered impossible to subject refugee children to a knowledge test to find the exact correspondence of their knowledge with that of the children attending Greek school, both for psychological and practical reasons. These courses were selected so that children can acquire the basic skills for as smooth an adaptation as possible, irrespective of whether they will be integrated into the Greek education system from the next school year, or whether they will attend schools in another European country. An open curriculum has also been created which offers teachers the possibility of changing the rhythm according to the group they are going to teach.

At the end of this section, it is advisable to remember that the increase of immigrant students in the classrooms cannot be associated with conflicts. It is a backwardness to consider cultural diversity as a problem, the entry of immigrant students far from what is believed, provides added value and an opportunity to interact with more diversity of opinions and visions of our environment. The aim is to address differences as a value that provides benefits for both indigenous and immigrant students, as well as to create an environment of coexistence between different cultures by fostering empathy and respect. This situation calls for a quality education system that should promote equal opportunities for all students. In addition, teachers, as adults of reference in the educational centre and for the UFM collective, must create a good atmosphere of welcome and integration in the classroom.

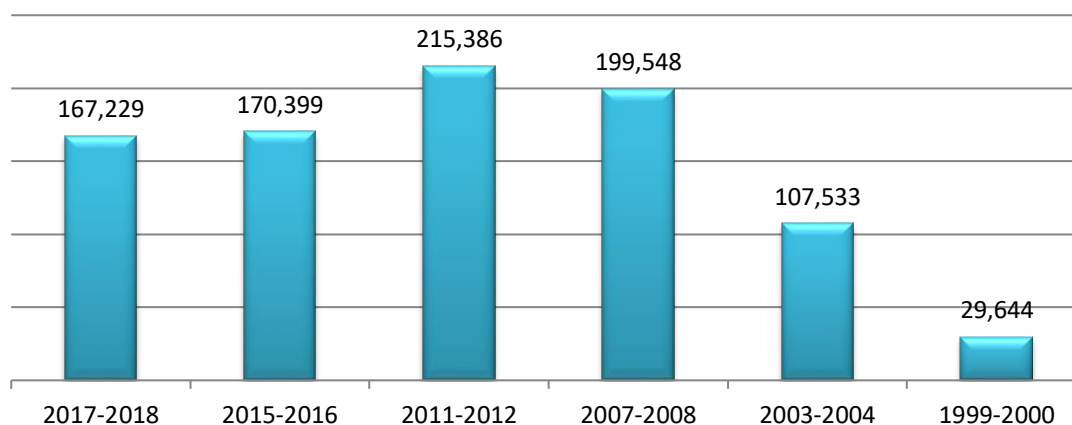
4.2. General figures

In this section, presents the most significant data on foreign students in the different countries:

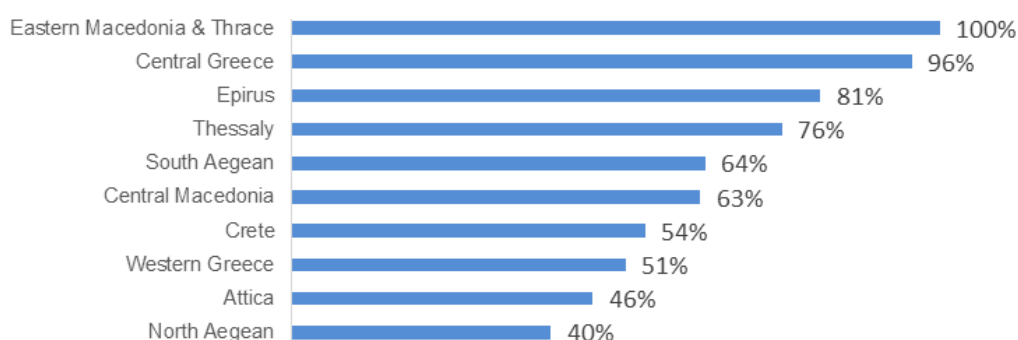
Foreigners students in Italy- years 1983/1984-2016/2017



Evolution of immigrant students in Secondary Education by selected academic years in Spain



Enrollment rate of children 5-17 years old per region



5. Good practices and projects committed to immigrant students

To finalize the report, each country has selected ten or more good practices that will be mentioned below. The reason for selecting these good practices is their innovative character, their ability to be transferable in different contexts and countries, and their respect for diversity.

These good practices represent initiatives from public institutions and the third sector, with particular attention to cultural diversity, immigrant pupils and menas in secondary schools. The good practices presented are characterised by collecting aspects of reception and integration, teaching of the language of the place of reception, social integration and leisure of young people through participatory activities within the educational centre and in the context of society, training of teachers and schools of parents and families.

They are mentioned in the following table:

ITALIA	<ol style="list-style-type: none"> 1. Projects related to risk areas, with a strong immigration process and against school dropout (art.9 of CCNL 2006/2009) for the school year 2017-2018 2. FAMI 740 Project "Multiannual training plan for managers, teachers and ATA staff in schools with a high incidence of foreign pupils". Specific goal 2 "Integration and legal migration". National goal 3. Capacity building. School year 2016/2017 2017/2018 2018/2019. 3. Project: Exchanging you learn. Project schools in motion, exchanges between schools around the world to promote intercultural dialogue. 4. Projects aimed at reception and language support for unaccompanied foreign minors and foreign students recently immigrated. MIUR D.M. n.633, 1 September 2016. School year 2015/2016-2016/2017 5. "Projects of teaching and strengthening of 'Italian as a second language MIUR Ministerial Decree no. 435 of 16 June 2015 art.2). School year 2015/2016.
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	<ol style="list-style-type: none"> 6. Implementation of a survey on the presence of foreign students in first and second grade schools in Tuscany. USRT, UNIFI, Tuscany. 7. Project: "Men and not men. Stories of everyday racism". "Leonardo da Vinci" Highschool of Florence. 8. Project: Intercultural Peer Tutoring. Intercultural education and active citizenship. Institute "Galileo Galilei", Arezzo. 9. Project "The tragedy of Guernica. Education to active and intercultural citizenship. Fourth and Fifth Classes of Upper Secondary Education in Tuscany. 10. Project "Reception"- "Galileo Galilei", State Institute, Secondary school, Florence.
ESPAÑA	<ol style="list-style-type: none"> 1. Plan for Teaching and Learning Spanish with Immigrants in the School Context - Junta de Andalucía. 2. Welcoming Plan - Junta de Andalucía. 3. Cambalache – Andalucía Acoge [Andalusia Welcomes]. 4. CACE Project: Social and educational care and compensation for the children of immigrants - Valdoco Youth Centre Federation. 5. Language and Educational Compensation Classroom Program (ACLE) and Residential Foster Care Program for Minors - Asociación Hechos. 6. Family Involvement for School Dropout Prevention - Rumiñahui Association. 7. Young Time, Immigration and Citizenship - Fundación Tomillo. 8. Social Mentoring for the integration of children of migrants – Acción en Red [Networking Action]. 9. Educ-arte. Promoting the integration of minors and young people of immigrant origin from the educational system - Yehudi Menuhin Foundation. 10. Intercultural social mediation with immigrant families - Barró Association. 11. FORINTER2 - Regional Government of Andalusia. 12. University Course: Minors and young people from immigrant origin: Who are they and how to work with them? - University of Seville. 13. The intercultural suitcase.
DINAMARCA	<ol style="list-style-type: none"> 1. "Fra flugt til skolegang" [From fleeing to schooling] by Safe the Children in Denmark. 2. "Youth teams" in Hedensted (neighbor municipality to Vejle). 3. Best practices at Red Cross in Jelling Asylum center, they have good experience in using the pedagogical methodology STROF: 4. Homework café 5. "Efterskole" – College 6. KidSim – a virtual 3D game developed by VIFIN and Dansksimulatoren ApS. 7. Experimental Suitcases, an experiment in Vinding school in Vejle Municipality.

	8. "Well-being groups" for traumatized (refugee) pupils in Frederiksberg Municipality 9. NUSSA 10. Wise words, a local project that received national interest and reputation 11. Parents-café at a school in Silkeborg Municipality
GRECIA	1. The proposals of the Monitoring Committee provided for the assistance of refugee children living in unorganized facilities in the cities in reception classes in the morning programme of primary and secondary schools, as well as in intercultural schools. 2. 62 Refugee Education Coordinators (CERs) 3. Two teachers in each class of 20 children. 4. Reception classes in the morning programmes of primary and secondary schools in areas with a high concentration of refugee population. 5. Outings know the environment, the city and its history with the participation of children. 6. Activities with parents - Efforts to raise awareness and sensitize the educational community. 7. Coordination and/or participation in courses (i.e. Greek language, foreign languages) given to parents of students. 8. Meetings and organization of joint activities with the classes in the morning area. 9. Refugee Teachers-Cultural Mediators 10. Refugee Teachers - Auxiliary Staff (Courses in another European language)

After analyzing each practice, it is observed that they are educational practices based on the recognition of the cultures of origin. The identified intercultural practices go beyond folkloric and aesthetic aspects; they promote the knowledge of the culture and the positive attitude towards interculturality. From each practice the following sections are collected: data of the institution, summary and intervention, objectives, addressees, methodology, resources, people involved, evaluation, temporalization and other data of interest.

The teaching staff must incorporate into their daily work practices in favour of equal opportunities for immigrant students. Carrying out quality intercultural practices in the classroom favours the creation of a space of tolerance and respect. In addition, these practices can serve as models for teachers to develop in their classrooms, through personalization or adaptation according to demand.

Three good practices have been selected from each country because, in our opinion, they are the most attractive and the most innovative with respect to what is proposed by the rest of the partner countries. The objective is not to repeat similar ideas and to show new proposals and improvements to develop in favour of the inclusion of immigrant students, including the profile of the UFM.

ITALY:

1. Project: Exchanging what you learn. Projecting schools in motion, exchanges between schools around the world to promote intercultural dialogue.

The project, which began in 2000, involves each school year more than 600 students and about 80 teachers from schools in Florence, arises from the need to deepen the cultural horizon from which foreign students come and, at the same time, aims to offer Italian students the opportunity to understand the cultural background from which their classmates come. The best way is to share something: moments and spaces, thanks to exchanges between Tuscan schools and the countries of origin of foreign students (China, Albania, Peru) and what has been learned in school. Very important was the web platform that was used to exchange material, educational experiences and school trips between China and Tuscany. In addition, the contacts of pupils and teachers of first and second grade secondary schools are promoted through actions that facilitate intercultural dialogue between the schools in the network. The project is funded by the Tuscany Region in the framework of "Education for Global Citizenship" and carried out by the Social Cooperative Tangram. Participants included the University for Foreigners of Siena, Oxfam Italy Interculture, the Italy-China Cultural Exchange Association, the Tuscan Albanian Network and eight educational institutions from Tuscany.

2. Project: "Men and not men. Stories of Everyday Racism". "Leonardo da Vinci" from Florence.

The project was carried out in all phases of the school with the collaboration of students, teachers and parents. It deals with the dramatic and, unfortunately, current immigration and some related problems such as fear, racism and intolerance. As far as immigration is concerned, the teachers have tried to make students aware of tolerance and solidarity with others and, in the specific case, with immigrants.

After a first phase of research, interviews and questionnaires, a script was written and a film made. The meetings with some local associations dealing with immigration and with the UNHCR were very useful because they allowed us to meet some refugees. The visits in Rome in November and March to the headquarters of the Coast Guard and Navy were significant and very interesting. The students were able to interact with those who took care of the daily rescue of the immigrants. The material and videos, kindly provided by the Coast Guard and the Navy, were used to make the film. The themes considered in the making of the video are the following: the dynamics that can occur in a context such as the classroom with the arrival of foreigners, the commitment and responsibility of the school that must teach tolerance and solidarity through objective information and free of prejudice, the importance of the family in teaching respect and acceptance of others, personal relationships that can form between adolescents when they are not affected by prejudice. Fair and correct information can convince even the hardest and most racist people to question themselves and review their own ideas.

3. Project "The tragedy of Guernica. Education for active and intercultural citizenship. Fourth and Fifth Cycle High School in Tuscany.

The educational programme has been designed following the path of the Master "Organisation and management of educational institutions in multicultural contexts", which aims to promote the valorisation of cultural diversity and the international dimension through the activation of the Clil methodology. The activated actions aim to consider the students as the real protagonists of the project, creating the appropriate situations to make them more active and responsible for their training and opening a channel of communication on the great issues of peace, human rights between those who come from different countries and cultures. Through a path that involves art, history and active citizenship, social and civic music will be developed.

SPAIN:

1. Family Involvement for the Prevention of School Abandonment - Asociación Rumiñahui.

The Rumiñahui Association claims the rights of all people who have left their country of origin and offers new opportunities in the host society. This programme is aimed at immigrant families. The aim is to provide adults with skills for guidance, support and accompaniment in the educational process of their children, as well as to improve the involvement and participation of families in schools. The aim of this programme is to prevent early school leaving and to encourage the continuation of higher education. It always works applying an equal opportunities and gender approach. The total number of beneficiaries of the programme is 275. The evaluation of the programme by its beneficiaries was very high. This association has 20 years of experience working in Spain with families and pupils of immigrant origin.

As a relevant action, the celebration of the "Family Days", under the slogan: "Shared experiences on cultural conflict and psychological adaptation in the educational field", is also mentioned. In this Conference the relationships between parents and children, the participation of families in associations, social integration and education are worked on.

2. Social Mentoring for the Integration of Children of Migrants - Acción en Red.

"Acción en Red" is an NGO present in different regions of Spain. This association works for a change in our society, based on shared aspirations of justice and equality. The "Social Mentoring" program understands by mentoring the process in which a person (in this case, a young immigrant between the ages of 13 and 18) establishes a planned relationship with a mentor, who will offer support and become a positive reference for the young immigrant. This project works with volunteers. The role of volunteering is to provide informal social support, to achieve specific individualized goals in each child (development of self-esteem, community participation, constructive leisure, etc.).

Each mentor voluntarily accompanies the immigrant child or young person on a weekly basis during a school year, so that they can get to know different spaces in the city (places of leisure, places of entertainment, areas of cultural production, sports activities), carrying out different activities together. The idea behind the concept of mentoring is that, through personal relationship, trust and bonding, mentors become a positive role model for the mentees. All of this is expected to have a positive influence on the personal, social and school life of the young immigrant.

In addition, this program conducts training sessions for the volunteer who plays the role of mentor. This project offers a website, where mentors and mentees interact: <https://sites.google.com/site/mentoriagranadanrd/>. It also has a Youtube channel where experiences are shared: <https://www.youtube.com/channel/UCm4Uqy6oXB7H-ivdMTN6y-g>

3. La maleta intercultural-CEP Alcalá de Guadaira.

This is a set of educational materials, which are the result of three years of work, within a European project entitled "The intercultural suitcase", concluded in 2004. Training institutions from several European countries participated in this project, including the universities of Salamanca and Seville, as well as teacher training institutions and secondary schools in Andalusia.

"La Maleta Intercultural" is made up of a series of didactic units, aimed at Secondary Education students, through which the aim is to promote education in values. These are proposals that have been drawn up taking into account the conclusions of the fieldwork carried out on the needs of teachers who teach in multicultural classrooms.

The teacher can apply these proposals in their entirety, or integrate some of them into his or her classroom programming. All the teaching units have been put into practice in several European countries by the members of the team and by people outside the project, for objective validation. The main objective is to promote the improvement of intercultural competences and gender equity of teachers, to promote education in values and to value cultural diversity in secondary education.

The activities are: Looking at the world: rediscovering Europe; Languages also unite us; Food from an intercultural approach; The traditional story as an element of union between peoples; The secular school: a space for dialogue between religions; Comparative identities. To learn more about these activities, see this link: Didactic unit the intercultural suitcase.

DENMARK

1. "Youth teams" in Hedensted (neighbouring municipality of Vejle).

In Hedensted, they have developed specific "youth teams" for newly arrived pupils between the ages of 14 and 18. Education in these teams focuses especially on the pupils' skills in Danish and mathematics. The

1 To work specifically with the inclusion of bilingual pupils in regular classes and to advise all schools in the municipality on the subject.

2 In the municipality of Vejle, newly arrived bilingual pupils over the age of 14 are defined as "newcomers" and placed in a special school called: UngdomsCenter Vejle / Youth Center Vejle (UCV). This center generally gets students between the ages of 15 and 16, who often need one more year in school to fully develop their professional and social skills.

The focus of language teaching is "learning by doing", so teaching can be combined with practice or short activities in the local area. The main strategy is to include students in certain subjects in the regular classroom from the beginning of school, so that they can quickly get to know their classmates and participate in subjects they trust, for example, sports, art, music, etc. The flexibility to include fast learners in the classroom and to pay more attention to struggling students has proven to be a success at Hedensted.

2. Homework Cafeteria.

As a result of the reform of Danish school education in 2014, most public schools offer students a couple of hours of coffee to do homework once a week. Here students can get help from some of the school's teachers when they have problems with their homework.

In addition, for several years now, NGOs such as Save the Children, the Red Cross and the DFUNK youth organisation of the Danish Refugee Council have offered help with homework in public libraries, schools or in social housing areas. In these homework cafés, pupils (mostly from other ethnic backgrounds) can receive help with their homework from student volunteers often in secondary schools or at university level. Children can

Getting help in all subjects and practicing the Danish language, including reading and spelling, together with older students. These coffees give pupils the opportunity to receive help with homework that most of them cannot get at home, i.e. due to parents with few Danish skills, and in this way counteract the risk of children being left behind due to lack of training at home. Normally, cafés will be open at least twice a week.

3. Words of Wisdom, a local project that received national interest and reputation.

"Wise words" is a project that focuses on the resources of multilingual pupils, emphasising that multilingualism is good for the brain, as it allows it to do several tasks at once, remember and learn new languages. Therefore, the majority of multilingual pupils do not experience these resources being recognised in Denmark's public school. For this reason, the pupils of a local school in the municipality of Svendborg created the project "Wise words" together with their language teacher. "Wise words" strives to inform pupils, parents and teachers about how multilingualism can enrich pupils and schools. In 2017, Wise Words won the European Language Prize for its great work in demonstrating that "language is a gift" and suggesting new ways of accepting this gift in a single-language (Danish) school culture.

Since they have travelled through Denmark to discuss the subject among pupils, teachers and parents directly. See link: <http://www.grocaspersen.dk/>

GREECE

1. Outputs to the outside.

Get to know the natural environment, the city and its history. Use public transport so that children get to know the city and its inhabitants. Educational visits to activity parks, museums, archaeological sites, monuments, sites of environmental interest. Children's participation in educational workshops, games and experiential activities in museums, educational institutes and libraries. Attend shows without language barriers (e.g., music shows, puppet shows, charades, etc.).

2. Meetings and organisation of joint activities with classes in the morning area.

Visits from morning area classes to reception classes or from students from Reception Facilities for Refugee Education (RFRE) to morning area classes. Joint participation of RFRE students and classes in the morning area in artistic, sports and educational activities in "Reception Classes" (RAC) or schools. Get to know the special cultural traditions of the countries of origin of the refugees through participation in RAC celebrations. Establishment of a network of schools for communication, cooperation and joint organization of activities. Cooperation with music schools to present music groups to RFRE students and to integrate RFRE students and conduct contests among them.

3. Courses in another European language.

It is a good idea for children who have a good chance of being transferred to another European country to attend courses in another European language soon. These courses must be given by a recognized agency that at the same time ensures the teaching of the Greek language. Attempts should be made to attend courses in foreign and/or private language schools in Greece for all children who wish to enrol and who are accepted, and in this regard the granting of scholarships or an initiative to recruit sponsors who are willing to grant such scholarships is strongly recommended. In any case, it is considered absolutely necessary to teach other European languages to refugee children, as in the case of native children, and there are many foreign language teachers who could be used, while the experience of the Foreign Language Institutes of Higher Education could also be used.