

STEMS Project Guidebook



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1 Introduction

The current surge in migration to the European Union (EU) is rapidly becoming the largest and most complex facing Europe since the Second World War.

- EU governments are facing huge policy and practical challenges in determining and addressing the immediate and longer-term needs of refugees and other migrants.
- EU governments must ensure the protection of all migrants, irrespective of their status, and ensure that they are treated following international law, including about the right to seek asylum.
- The EU urgently needs to put in place a coherent, long-term and comprehensive strategy that maximizes the benefits of migration and minimizes its human and economic costs, including as part of a wider international effort to manage global migration (<https://www.odi.org/>).

All the education professionals sharing responsibility in the Project STEMS does believe that education has a key role in solving the problem related to migrants.

Project STEMS originates from the necessity of adaption to continuous changes in the world of globalized education, multiculturalism/multilingualism, and due to the increasing immigration rates.

By the time STEMS is over, we will have produced four main intellectual outputs. With the help of these outputs, we aim to:

- promote a more inclusive education system and lead to a decrease in the academic achievement gap between students with and without a migrant background,
- create an innovative integration process with the help of mentoring (*special language support*) and parental involvement,
- foster the family/community involvement method for the integration of immigrant students,
- define "Quality Standards for Parental Involvement in Schools" both on international and local scales,
- develop teachers' skills in the field of multilingualism/multiculturalism, diversity management, and intercultural pedagogy,
- create an online toolkit, a sharing, interactive environment for teachers,
- develop teaching methodologies to promote integration at school and to improve learning abilities of new foreign students,
- create school environments reducing prejudices and stereotypes so that they will be open to multiculturalism.

As enthusiastic professionals from Germany, Italy, Poland, Spain, and Turkey, we do hope that project STEMS and its outputs would help anyone who is intending to benefit from it.

It would be glad to experience that our hard efforts and works prove to be effective for those in need.

2 Background

2.1. The need/situation analysis

The first step defined in the STEMS project is focused on obtaining a multi-perspective picture of the impact (both positive impact and challenges) of migrant pupil population in the pilot schools. The aim is to identify solutions to be implemented in the project next phases, including the design of this guidebook and the online tool for teachers and in the Student Integration Programme (SIP). It is crucial to identify the “intercultural profile” of the schools involved in the project. In order to reach this objective a survey was applied in different schools across Europe, in particular, IES Ruiz de Alda (Spain), Mihraplı Abdulkadir Can Anadolu İmam Hatip Lisesi ve Ortaokulu (Turkey), several schools in Szczecin (Poland), Torre dei Giovani (Italy) and some schools in Gießen - Vogelsbergkreis (Germany). All of them with a socio-cultural profile with a significant percentage of pupils with a migrant background and a significant percentage of early school leaving cases.

The main profiles of the school community were involved in the survey to get a multi-perspective picture. First, students who attend a compulsory secondary school level, both with a migrant and non-migrant background. Second, the parents of migrant children but also local parents. Finally, the teachers experienced in working with foreign students.

The instruments were applied during Spring 2017 using an online tool customized for the STEMS project, LimeSurvey (Figure 1).

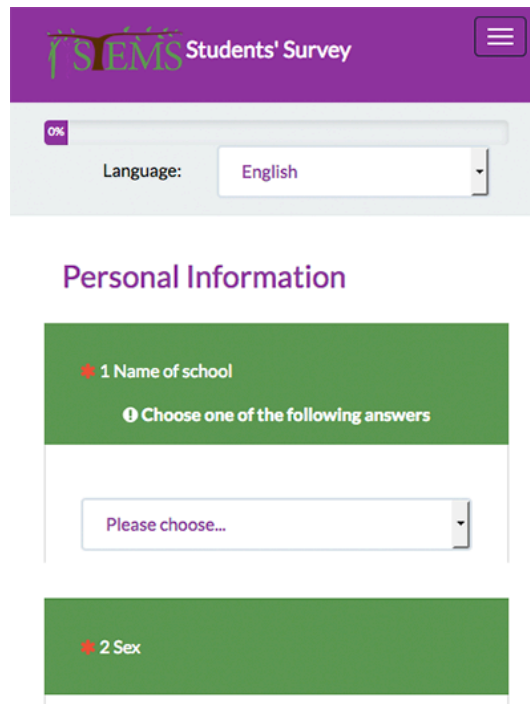


Figure 1. Screenshot of the Students' Survey

The data analysis was focused on getting:

1. the overall profile of students in the pilot schools: their academic success, social inclusion, integration, psychology, regular attendance rate, etc.
2. the challenges that teachers experience working with students: difficulties, communication, feelings, best practices, etc.
3. the perception of the parents of the students about their children' school community.

A total of 827 responses from the three target groups were collected (Table 1). In particular, 406 responses from students (401 complete and 5 incomplete), 120 responses from teachers (116 complete and 4 incomplete) and 301 responses from parents (300 complete and 1 incomplete).

Regarding the students' profile, there are similar responses per sex, 51,97% are women and 48,03% are men, and per migrant background, 49,51% are from immigrants. The same thing does not happen for teachers, only 28,33% are men. Finally, regarding the

parents' profile, there are similar responses per sex, 52,82% are women and 47,18% are men, and per migrant background, 49,50% of parents are immigrants.

	Students		Teachers		Parents		Total	
	n°	%	n°	%	n°	%	n°	%
Collegium Balticum - Szczecińska Szkoła Wyższa, POLAND	147	36,12	25	20,83	103	34,22	275	33,25
IES Ruiz de Alda, SPAIN	96	23,65	34	28,33	71	23,59	201	24,30
Torre del Giovani, ITALY	29	7,14%	4	3,33	2	0,66	35	4,23
Mihraplı Abdulkadir Can Anadolu İmam Hatip Lisesi ve Ortaokulu, TURKEY	63	15,52	35	29,17	125	40,53	223	26,96
Gießen Vogelsbergkreis, GERMANY	71	17,49	22	18,33	0	0,00	93	11,25

Table 1. Answers overview

The responses from each target group were analysed following the structure of the corresponding questionnaire. Moreover, the students' and parents' results are divided by immigrant and locals to compare the different point of view. First, the analysis of the students' responses was focused on the following aspects:

- An overview of your relationship with schoolmates.
- An overview of your relationship with teachers and tutors.
- An overview of your academic expectations and school learning achievement.
- An overview of possible measures to adopt.
- An overview of possible ways to collaborate.

The similar percentage of responses from local and immigrant students has made possible a general assessment about the results obtained. There are disparities in the number of responses by countries, such as the fact that there are no answers from local

students in Turkey or there are fewer responses in Italy, probably due to the late incorporation to the survey.

It is important to pay attention to the different responses between local and immigrant students and their needs and problems. Some challenge that face are: (1) to search right activities to implement in the schools; (2) to involve more immigrant students because they show interest in collaborating with the school development activities for improving the inclusion; (3) and to provide more extra help to immigrant students. Table 2 shows a resume of the students' opinions about the different measures that could solve their problems.

Measure	Agree – strongly agree			Disagree – strongly disagree		
	Global results	Local students	Immigrant students	Global results	Local students	Immigrant students
Linguistic support with the country's language	52,96 %	43,90%	62,19%	20,44 %	29,27%	11,44%
Extra help with schoolwork	48,03 %	40,49%	55,72%	20,44 %	27,80%	12,94%
More occasion for the socialisation (sport, theatre, music...)	64,04 %	58,05%	70,15%	12,81 %	15,61%	9,95%
More one-on-one attention from teachers	49,51 %	47,80%	51,24%	17,24 %	20,00%	14,43%
More examples of how the things I learn in school matter in the real world	65,52 %	60,00%	71,14%	8,62 %	11,71%	5,47%

Table 2. Overview of possible measures to adopt in order to solve problems

Regarding the teachers' responses, the analysis was focused on the following aspects:

- An overview of the migrant pupil population of your classroom

- An overview of the impact of migrant pupils on your school Community
- An overview of the challenges relating to migrant pupils in your school community
- An overview of current school practices relating to migrant pupils
- An overview of your teaching strategies in classroom relating to migrant pupils
- An overview of possible developments to school practices relating to migrant pupils
- An overview of resources needed to improve school practice concerning migrant pupils

Highlight that the analysis detected teachers should be more implicated in the pupils' education process, not only in the results obtained but also in their problems with their classmates, their heterogeneous needs, and their thoughts. Most of them consider that the presence of migrant pupils is positive for the school community (Table 3).

Measure	%
Multiculturality	99.17%
Multilingualism	86.67%
Promotion of different interests and talents	89.17%
Other	25,00%

Table 3. Impact of migrant pupils on the school community

It has also been detected that there is a correlation between the needs they believe that are most important and those that generate the most interest in the students, for example, linguistically support or support with homework (Figure 2.).

Finally, from the teachers' perspective, schools require more human resources to improve the school experience of migrant pupils.

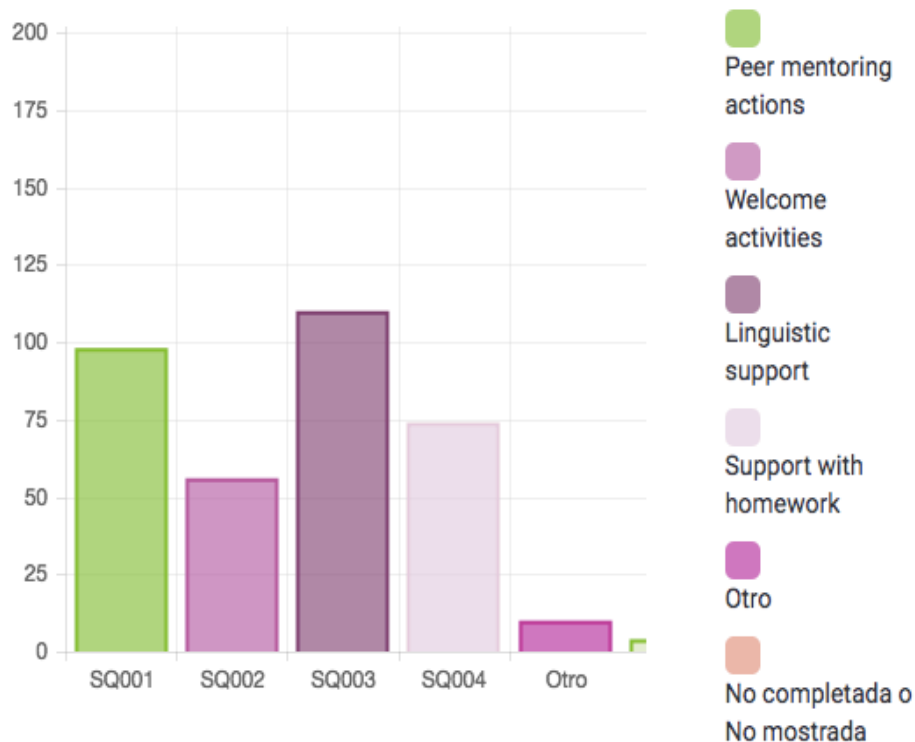


Figure 2. Interest of the students

Last, the analysis of the parents' responses was focused on:

- An overview of your family.
- An overview of the impact of school in your children / family.
- An overview of the challenges relating to your children at school.
- An overview of current school practices relating to inclusion.
- An overview of possible measures to adopt.
- An overview of possible ways to collaborate.

There are some differences between the responses from local and migrant parents. For example, most of the local parents (84%) indicate that building trust and respect with students is one of the measures taken by the school to solve the inclusion problems, against 67,79% of immigrant parents. On the other hand, the immigrant parents think one of the main problems regarding the inclusion is the problems with the schooling language, but local parents think this is not relevant.

There is also a positive perception about the teachers, around 80%, both immigrants and locals, consider that teachers try to do the best for all students. Furthermore, most

of the parents want to collaborate with the school in the development of activities that improve the inclusion of the students.

A complete analysis of the data collected is available on <http://stemseurope.com> and also on:

García-Holgado, A., Sánchez-Prieto, J. C., García-Holgado, L., Zangrando, A., Yiğit, Ö., & García-Peñalvo, F. J. (2018). Inclusion of the students in schools with an intercultural profile: an assessment from the migrant perspective in STEMS project. In F. J. García-Peñalvo (Ed.), *Proceedings of the 6th International Conference on Technological Ecosystems for Enhancing Multiculturality (TEEM 2018) (Salamanca, Spain, October 24-26, 2018)*. New York, NY, USA: ACM.

2.2. Identify the migrant profile of your school

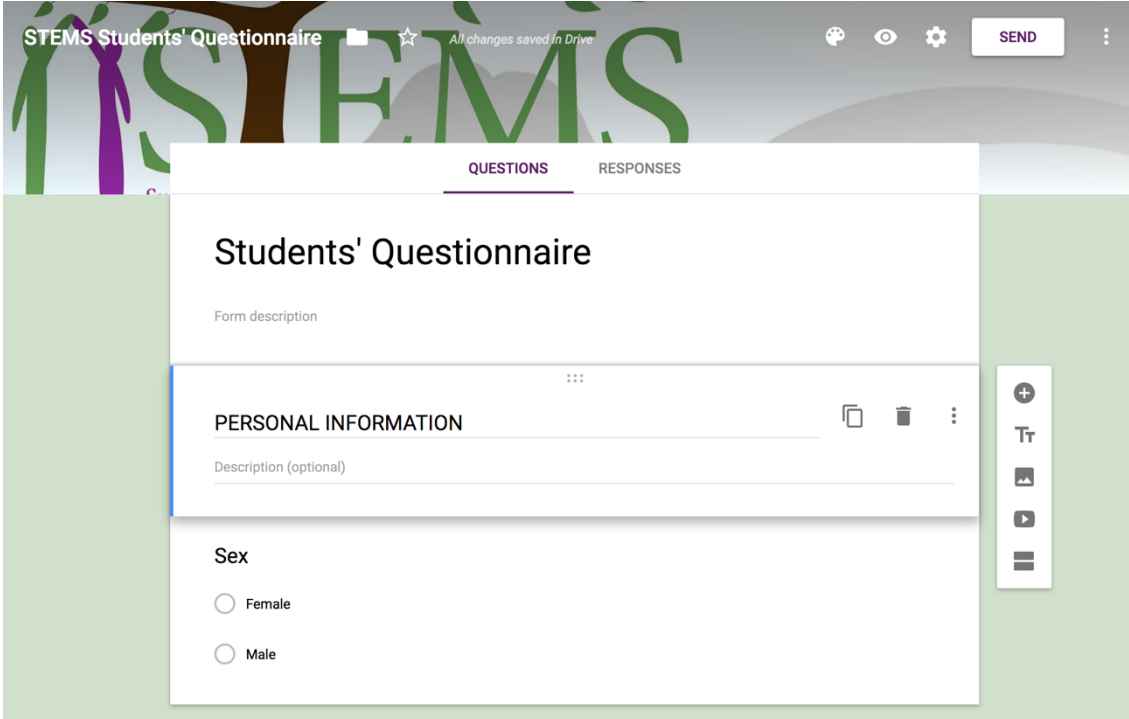
The instruments developed by the STEMS team to carry out the need and situation analysis are available to be used in other schools to identify its own intercultural profile.

The three questionnaires, one per each target group, are designed to be applied in different formats. In particular, three ways to apply them are considered in this guidebook. On the one hand, the questionnaires are available in a printed format. There is a PDF file per each instrument in order to print and share with students, parents and teachers.

On the other hand, it is possible to use a free online tool to create questionnaires, such as Google Forms (<https://www.google.es/intl/es/forms/about/>). Each question is designed to be compatible with the templates provided by online tools focused on creating questionnaires. Moreover, if people who want to carry out the analysis have computer knowledge, there is an Open Source software that you can install in your servers, LimeSurvey (<https://www.limesurvey.org>).

To apply the questionnaires using Google Forms, a Gmail account needs it. Figure 3 shows an example of how to create a questionnaire in this online tool provided by Google for free.

Finally, the instruments can be used as semi-structured interviews in some cases, for example, you can apply the teachers' questionnaire to school managers or counsellors to get more information to complete your analysis.



The image shows a screenshot of a Google Form titled "Students' Questionnaire". The form is displayed in a preview mode, showing the "QUESTIONS" tab. The form has a header with the title "Students' Questionnaire" and a "Form description" field. Below the description, there is a section titled "PERSONAL INFORMATION" with a "Description (optional)" field. Underneath, there is a "Sex" question with two radio button options: "Female" and "Male". The form is set against a background with the word "STEMS" in large green letters. The Google Forms interface includes a "SEND" button and a "RESPONSES" tab in the top right corner.

Figure 3. Students' Questionnaire example in Google Forms

The questionnaires are available on the STEMS project website (<http://stemseurope.com>).

3 Educational work in the schools

3.1. Intercultural mentoring

3.1.1. What is intercultural mentoring?

Mentoring is a rather broad term referring to a range of activities where support is given, one to another, through appropriate training.

In education, a development in tutoring is the rise of *intercultural mentoring* (or tutoring) as a methodology aimed at limiting the distress and difficulties that may be experienced by immigrant students from the early years of school through to university.

In general, intercultural mentoring consists of encouraging students from different cultures to collaborate by working in pairs.

One student may be from the host culture and the other the newly arrived immigrant, or they may both be from the same culture of origin but have achieved different degrees of integration into the host society or school.

It must be noted that not all migrant students will experience difficulties of integration at school, therefore such approaches should be used only where deemed appropriate and necessary.

In what circumstances does the peer mentoring work? This [video](#) shows some problems that some pupils may have in the school environment and how the peer mentors are trained to help tackle these problems.

3.1.2. What are the benefits of intercultural mentoring?

The introduction of older or peer students with a migrant background into schools (in particular secondary school) has proved to be a valuable resource for the whole education system.

On the one hand it is valuable for migrant students who feel the lack of emotional and cognitive resources to face everyday challenges: studying and learning difficulties, academic inclusion or re-orientation, passing tests and exams, moving to higher education and encountering new social and cultural realities.

On the other, working as a mentor for peers or younger students represents an important and engaging experience of assumption of direct educational responsibility, care of others and a concrete exercise of active citizenship, so also has beneficial effects on those who take up this role.

Competencies and skills of mentors

A mentor can be:

- a student with a migrant background (personal or family; immigrant or second generation and/or native student) enrolled in the final years of secondary school (15–18 years);
- a recognized foreign or native student, esteemed by companions, with a positive scholastic and social background;

The mentor should be:

- committed to diversity and overcoming stereotypes and prejudices;
- knowledgeable about school mechanisms and school rules, both explicit and tacit;
- empathic i.e. somehow capable of 'walking in a mentee's shoes' and who understands the difficulties that his/her peers can meet in interpersonal relationships and study

- Is able to employ active listening techniques;
- Has good communication and public speaking capacities.

3.1.3. Topics for peer mentoring actions

- Personal Wellbeing / Social Skills

Developing an awareness of our mental, physical and spiritual health is an important life-skill for all people, especially the students in our care. At different times, our students may have positive and negative experiences that have an impact on their self-image, self-esteem and how they feel about the world around them. For students who have a migrant background, these experiences can be even more intense because of changes in family circumstances, living conditions and a degree of 'culture shock'. It is very important that these students be enabled to attend to their levels of self-esteem, to be aware of their feelings and thoughts and to be able to articulate them where necessary and appropriate.

- My Culture, Your Culture

In a school with a migrant student population, there is much opportunity for all students to learn from 'real people' with 'real life experience' of a culture other than their own. Celebrating such diversity is a positive way of exploring the similarities and differences in many aspects of our cultures from language, literature and music to food, lifestyles and religions. Encouraging students of both native and migrant backgrounds to share their cultures with each other offers them the opportunity to explore their own culture more deeply and give each other a chance to 'taste the flavour' of another culture. Such activities promote inclusion and tolerance.

- Study skills

Different countries have different approaches to education. Students of migrant background may be adjusting to different school sizes, class levels, academic subjects, school calendars and timetables, styles of teaching and learning, and school ethos. It is important that the students develop an understanding of these issues and refine their skills in study and time management. They should be enabled to try different study techniques and ways to prepare for exams, both oral and written, and how to present their work well.

- Interests and hobbies

A holistic approach to education is important to achieve a healthy balance between the academic and non-academic school experiences of students. For their own personal wellbeing,

as well as the forging of new friendships or broadening their social circles, it is recommended that students be given the opportunity to share with others their interests and hobbies and be given the chance to try out new experiences.

The text of the previous sections is a summary of the contents of the teacher training course “Intercultural mentoring tools and practices at school” designed and implemented as part of the E-EVALINTO project.

At this [link](#) you can find the complete version of the training course materials.

More information about the E-EVALINTO project at <https://evalinto.eu/>

To join the training course: <https://moodleevalinto.grial.eu/>

“Intercultural mentoring tools to support migrant integration at school. Lesson learnt and future perspectives” (INTO project) download [here](#)

3.2. School planning for intercultural education

3.2.1. Linguistic and educational tasks in a multicultural school

To recognise pupils’ linguistic situation (native children’s and foreign students’);	to identify the linguistic needs in L2, but also to notice and appreciate, as much as possible, the writing and speaking competence in L1;	the awareness that the knowledge of L1 (speaking, writing, ...) is an enrichment and an opportunity and not an obstacle to learn L2;	to support and reassure immigrant parents about the use of L1 with their children;
the visibility of students’ native languages in school places (information, announcements, timetable, plurilingual messages);	the enhancement, when possible, of the native language in class, thanks to storytelling, availability of bilingual texts and books, projects for writing workshops in L1. Experimenting, for example, different sounds, codes and rhythms, giving the opportunity to establish a linguistic-cultural decentralization;	students’ willingness to maintain and develop their writing competences in L1 (thanks to plurilingual texts, afterschool courses, experimental projects to teach L1 in schools);	in the first step of the integration of the immigrant students, the potential and focused use of texts and readings in L1 or at least bilingual, in order to support the transfer of the acquired competences (reading/comprehension, describing, vocabulary, textual analysis).

3.2.2. Adding multicultural concepts to language learning

It is an increasingly common issue to deal with students in classroom, who have learnt a different language at home during the compulsory education and, as a consequence, they are

not familiar with the current schooling language. Therefore, the challenge for the teacher is to include their mother tongue in classroom in order to develop multilingual skills in the students as a benefit for all the classroom.

What kind of methodological strategies could adopt the teacher?

In the following paragraphs, a short selection of strategies is presented from the project VALUE <http://valuemultilingualism.org/>:

a) Linguistic autobiographies

How many and which languages and dialects are spoken at school, at home and in the spare time by our students? The elaboration of a linguistic autobiography could help to collect personal and familiar linguistic information and to make the students conscious of their linguistic story (Figure 4).

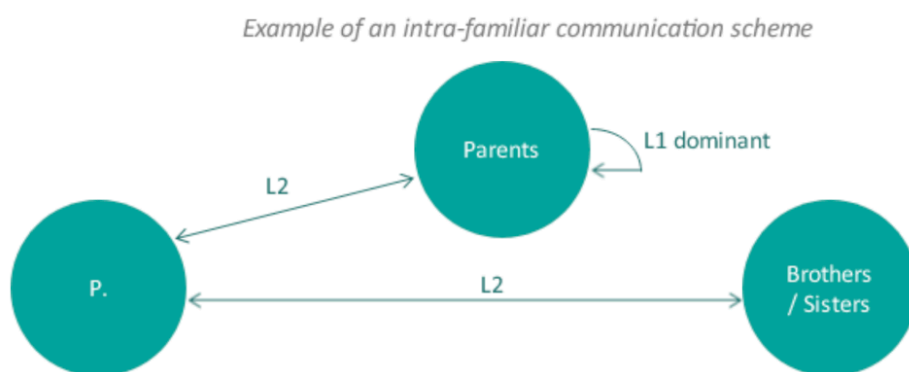


Figure 4. Intrafamilial communication scheme

b) Storytelling for multilingual education

Multilingual and multicultural education are ideal areas for the practical use of storytelling. Method of storytelling allows not only to present certain knowledge, but also fosters training of attitudes and development of eligible social skills.

This happens because a well-constructed story moves emotions, feelings, refers to the universal values. On the other hand, the creation of a story is an excellent opportunity for the author to analyse and reflect some specific events from hers or his own life and the surrounding reality. Also, to undergo a critical evaluation certain opinions, judgments regarding to other linguistic, cultural, religious circles, with whom she or he meets every day. This form of work greatly encourages teachers and students to discuss issues related to diversity, acceptance, identity, cultural relativism, stereotypes and prejudices.

Write a simple plot for your storytelling with multilingual elements:

- A journey with several stops and at every stop the protagonist finds out a new friend;
 - the cultural misunderstanding or incident that is resolved (maybe thanks to a third person) and turns into friendship and a broader view;
 - the same meaning given to different words; vice versa, same words, or similar in spelling and sonority, that are linked to different meanings;
 - a place (a road, the market, the school corridor, etc.) that becomes the point of contact between elements or people belonging to different cultures...
- c) Instruments and resources for implementing curricula for multilingual education:
<http://valuemultilingualism.org/index.php/en/elearning/modules/m5>
-

3.3. The tutorial action plan

3.3.1. What is a tutorial action plan? Basic concepts

Educational guidance: aiding and assisting the students throughout their school lives, aiming to Foster prevention and integral development.

Guidance-related staff: guidance counsellors, head of studies, tutor teachers, teaching body.

Tutorial action: guidance actions carried out by the tutor teacher and the rest of the teachers, planned beforehand and integrated into a comprehensive Tutorial Action Plan (TAP).

Tutoring sessions: one hour a week in every grade, although it can also be performed in a transversal way.

Definition of the tutorial action plan:

(1) Steering document which establishes the criteria and procedures for the organisation and functioning of tutoring actions within the school

(2) Institutional plan which specifies the aims and organisation of the tutorial action, adjusted to the school's general guidelines.

(3) Result of the planning demanded by the heterogeneity of the tutorial action itself, through which we can establish the aims corresponding to the different educational levels and the most suitable procedures to achieve said goals (...).

(4) Design and programming of activities with coherence and continuity.

3.3.2. Levels of elaboration

1. Educational Project of the school: the tutorial action plan has to be included in the Educational Project. Its elaboration depends on the Guidance Department in accordance with the pedagogical guidelines of the pedagogical coordination commission and the contributions of the tutors.

2. Cycle or grade: the curriculum of each educational level has to be taken into consideration. It has to reflect activities, subjects in which the activities are going to be included, and how they are going to be assessed. It also should reflect a plan for the monitoring meetings with the tutors, who the tutors are going to be, the Schedule for tutoring sessions, the lines of intervention and the assessment of the program.

3. Planning of the tutorial action for a particular group-classroom: adaptation of the general TAP to the particular characteristics of a classroom (students with special needs or difficulties, immigrant students, students with behaviour problems, etc.)

3.3.3. Who is involved in a tutorial action plan? The actors¹

Guidelines: Pedagogical Coordination Commission, with a proposal from the Guidance Department.

Coordination/Administration: Head of Studies.

Participants: Students, parents, teachers

The tutorial action plan is a part of: Curricular Project of the Stage

Decision-making/Approval/Presentation: School Board and Leadership Team

¹ Adapted from Manuel Álvarez González. Planificación y organización de la Acción Tutorial: PAT, En Manuel Álvarez (Dr.) (2006). *La acción tutorial: su concepción y su práctica*, pp. 27-80. MEC

3.3.4. Planning and stages

Stage	Description
Assessment of the context and needs	Background analysis Identification of the recipients Detection of needs Prioritisation of needs Formulation of the programme's aims and objectives
Design of the TAP	Theoretical framework Specific aims Activities Strategies Resources Scheduling Assessment guidelines (criteria)
Implementation of the TAP	Implementation of the Tap in accordance with the established design Preparation of the necessary infrastructure Coordination and implication of the responsible parties Constant process of adjustment between the design and the execution of the plan
Assessment of the TAP	Design of the assessment Information gathering Information analysis Global interpretation Decision-making

Table 4. Planning and stages of the tutorial action plan

4 The online Platform STEMS

In the context of the Erasmus project STEMS (Supporting Teachers and Immigrant Students in School) the project partners developed a web site (<http://stemseurope.com>) that offers information, material and support for teachers, social workers, volunteers and others, who work with immigrant students and their families.

The following picture (Figure 5) shows the home page of STEMS and gives an overview about the main topics of the website. Every user can find useful regional, national and international addresses, material, Best Practice, background information und links to other web sites.

Project partners from Germany, Italy, Spain, Poland and Turkey contributed to the web site STEMS, therefore the information is related to each country and available in all five languages plus English.

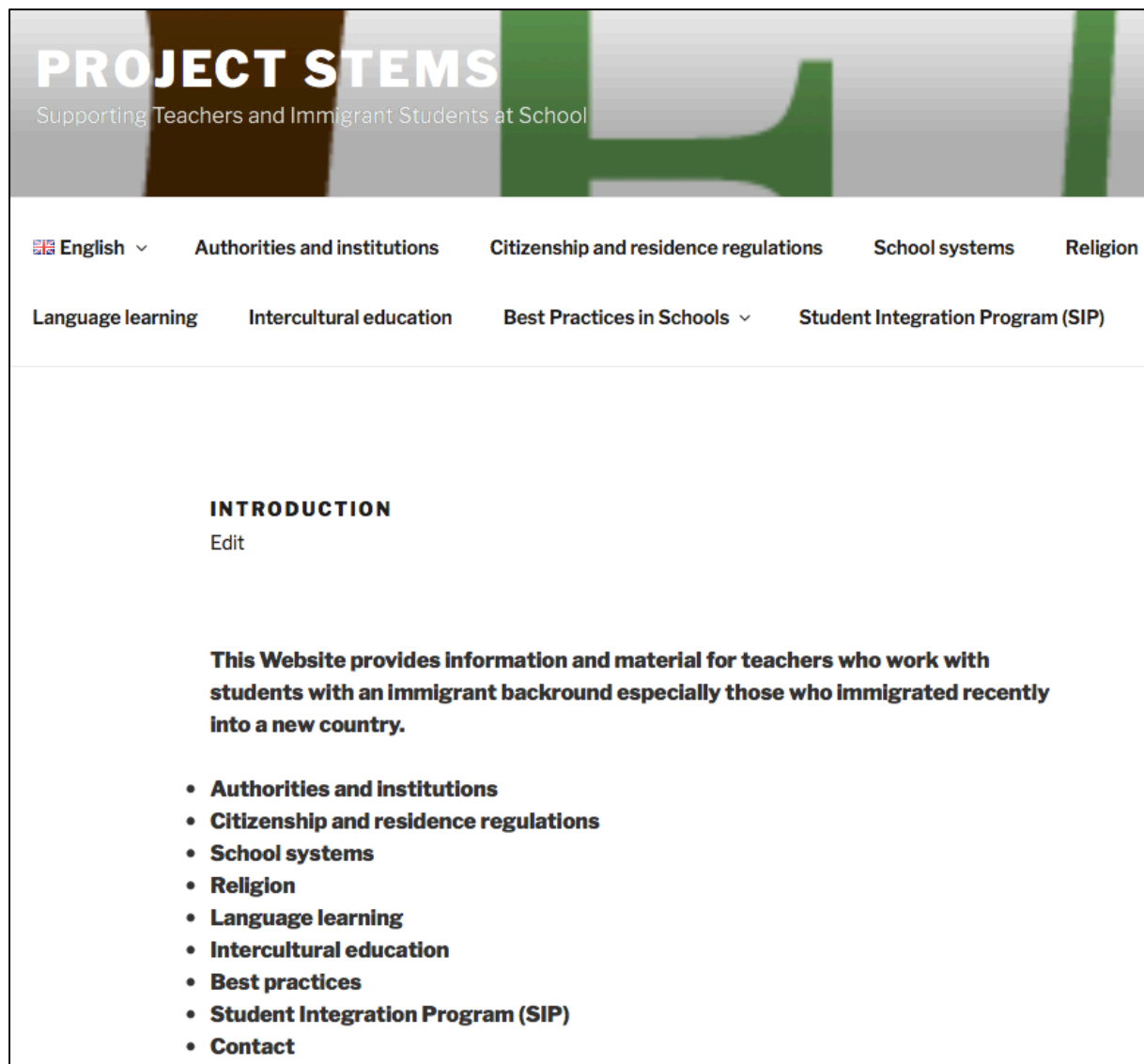


Figure 5. Online Tool of the STEMS Project

You can use the web site STEMS to contact local experts - for example to ask questions related to your work with immigrant students. Or you can get into contact with teachers and other pedagogical staff in the participating countries of the Erasmus-project STEMS.

All content of the web site is checked by the project partners. The topics emerged out of the results of a survey that was accomplished in Germany, Italy, Poland, Spain and Turkey as well as on the experiences all the project partners have in working with immigrant students.

The survey is also described in this guide book.

By using the web site teachers, social workers, volunteers and others can get useful and relevant information without time consuming online search.

They get also helpful hints where to find comprehensive information.

Contact details of regional institutions and organisations are also part of the web site.

Another important part of the web site is a guideline for the mentoring program (SIP, Supporting Immigrant Pupils). The guideline shows schools how to implement a mentoring program in order to support immigrant students and their families.

The web site is available in English, German, Italian, Polish, Spanish and Turkish and can be used without registration.

New contents can be added any time, even after the duration of the Erasmus-Project STEMS and can be forwarded to the administrator by using the contact form.

5 Best practices

5.1. Wirtschaftsschule am Oswaldsgarten (Germany)

5.1.1. Target audience

- People whose mother tongue is other than German (refugees and migrants in general);
- min. age 16, max. age 20;
- date of entry (valid for school year 2017/-18): not before 1st Jan. 2016

5.1.2. Purpose

Dissemination of communicative capacities in target language German, enabling learners to purposefully fashion their individual assimilation and integration process.

5.1.3. Duration

Two years, i.e. from 22 months to 27 months, depending on date of entry.

5.1.4. Aims

- We strive for taking and – ideally – passing the Realschulabschluss (comparable to Brit. GCSE), the Hauptschulabschluss (Brit. CSE) or at least the Deutsches Sprach-diplom DSD (DSD I PRO, vocational version);
- if these exam types cannot be reached, we seek to boost individual language faculties as far as possible;
- in addition to that job market orientation is provided, and learners are encouraged to and given the opportunity to do practical trainings in different fields;
- language proficiency: level B1 (according to the Common European Framework of Reference for Languages, CEFR).

5.1.5. Exams

- Centralised Hauptschul- and Realschul- exams every semester;
- DSD I Pro exams once a year (every spring).

5.1.6. Target audience heterogeneity

- Most diverse countries and cultures of origin, implicating extremely varied types of socialization and/or cultural imprints;
- utterly divergent indiv. learner biographies, ranging from next to no school attendance whatsoever to the educational level of graduates;
- diverse getaway experiences (in many cases resulting in long-lasting psychic distress);
- dissimilar perspectives of staying in Germany and – consequently – varied degrees of psychic stability and motivation.

5.1.7. Frame conditions

- At present ten classes, two alphabetization classes (P1a and P1b [“P” signifying “project”, “a”, “b” etc. indicating classroom language levels in ascending order]), three classes for beginners (P2a-c), two classes for advanced language learners (P3a-b), three classes for exam preparation (P4a-c), the latter being reserved

for learners who get primed for taking the Haupt- or Realschul-exams in the current or the proximate semester;

- in general, ascending classroom language level from P1a to P4c;
- 28 lessons per class per week;
- focus on German as a second language, initially;
- from class P2b onwards all the subjects necessary for exam preparation are taught;
- syllabus of classes P4a-c as stated in the statewide specifications for second-chance education;
- DSD I PRO exam participation essential for all those InteA-students fit enough to reach CEFR level A2;
- sufficient skills provided, InteA-students are admitted to take the statewide Hauptschul- or Realschul-exams.

5.1.8. Didactic/organisational imperatives

- Provisional classification of new students after first extensive counselling with regard to knowledge, skills and language faculties;
- several shake-ups of classes during a school year, taking into account individual speed and growth of knowledge and capabilities; therefore regular assessment of individual learning advancement (every 6 to 8 weeks);
- this renders possible language- and knowledge level advancement on an individual basis and
- in particular cases curtailment of dwell time due to rapid growth of faculties and/or, respectively, lead of knowledge and capacities because of home country education;
- regularly changing class formation necessitates short circuits of learning matters plus cooperative methodological approaches;
- this demands intensive coordination among/between teacher teams of the consecutive classes (need to intensive across-the-board coordination functions as a school development mechanism [communicative/didactic modelling]);

- exam preparation involves preliminary acquisition of knowledge in certain socio-political fields (juridical system, function and tasks of the German police, aspects of gender and equality, female/male role models, culture-based stereotypes); these thematic aspects are taught not only within the classroom but in close cooperation with regional exponents (youth coordinators of local police forces, outreach clinics/regional information centres for violence victims/victims of sexual harassment/women's refuges), thereby fostering individual degree of informedness as well as exam quality; technical and scientific steering plus evaluation through the dept. of social psychology of Philipps-University Marburg (Prof. Dr. Ulrich Wagner).

5.1.9. In-house social work

- Two social workers accompany ten InteA classes (approx. 190 students);
- social work has turned out to be a *sine qua non* for InteA, providing:
 - student counselling with regard to magisterial/governmental matters;
 - outline/formation of individual future perspectives;
 - orientation in regard to social etc. usages;
 - practical and psychological aid;
 - strengthening/consolidation of individual self-confidence (esp. in women);
 - job orientation;
 - hands-on-training/job application support;
 - chaperonage in matters of hands-on-training,
 - hub of the InteA informational and coordinational network;
 - constant updating of network data,
 - teacher counselling and support,
 - communication maintenance and support within the InteA department

5.1.10. Networking/cooperation

InteA at Wirtschaftsschule am Oswaldsgarten cooperates or keeps in touch with most of the administrative bodies/institutions regionally involved in the project of accommodation, assimilation and integration of refugees, and migrants in general, within the Middle-Hessian region.

5.2. IPSSEOA Carmine Russo (Italy)

5.2.1. Name of the activity

Alberghiero "All Inclusive"

5.2.2. Scope of the activity

- To value learning styles and give sound base to motivation removing obstacles.
- To promote knowledge through experience and reflection on experience.
- To develop a gradually more formalized knowledge through induction.
- To practice acquired skills.
- To create an inclusive environment through reciprocal comprehension.

5.2.3. Target students' profile

Level: 3rd year students.

Aged 16 – 17.

A restaurant and bar service class with immigrant and non-immigrant students.

5.2.4. Aimed acquisitions

The main aim of this learning unit is to assist the young student to become an active, professionally flexible citizen, who is conscious of the life skills which are needed in the processes of lifelong learning.

The students will be able to:

- Communicate in Italian and English both on a professional and personal level;
- collaborate and participate, interacting in group understanding each other's differences and respecting them;
- become active citizens behaving in a responsible and conscious manner;
- learn to learn by organizing their own way of learning in different situations and in different times;
- improve their professional skills and develop entrepreneurship.

5.2.5. Brief description of the activity

The activity is set in the restaurant dining room that is in itself an inclusive environment because here the students work together as part of a team. The activity is divided into two parts:

The first is a peer tutoring activity in which the students are allocated to a group according to individual strengths and abilities. The student who has the role of tutor explains to the other students of his group how to prepare a cocktail using English as a vehicular language. The teachers facilitate and monitor progress while ensuring that each student is an active participant in the process. The benefits of this type of work are:

- Students receive more time for individualized learning.
- Direct interaction between students promotes active learning.
- Peer teachers reinforce their own learning by instructing others.
- Students feel more comfortable and open when interacting with a peer.
- Peers and students share a similar discourse, allowing for greater understanding.

The second is a role-play activity which includes some specific requirements, that allows students to explore realistic situations by interacting with each other and so face specific social and relational issues. This way, students can develop their oral skills and at the same time learn about other cultures and habits. In this activity a waiter serves a foreigner and they learn about their countries' eating habits and at the same time practice their professional role.

5.2.6. Time, material and budget required

Time: three lessons of two hours each.

Material: bar and restaurant equipment and ingredients.

5.2.7. Evaluation of the teacher

The type of evaluation that better corresponds to this kind of activity is the formative evaluation because it creates a balance between the observation of the results and their formative dimension, that are complementary. This assessment is student centred and considers the teaching-learning process as a whole and so activates a reflection on it, in order to respond to the individual necessities. Therefore, it takes into account not only the final achievements but also the process that has led to them.

5.2.8. More information

<https://www.youtube.com/watch?v=QSuGAH02ZJk>

<https://www.youtube.com/watch?v=Ed8qlpUxYb8>

<https://www.youtube.com/watch?v=1wuHHFpAVPs&feature=youtu.be>

<https://www.youtube.com/watch?v=y3TztvWA-fE&feature=youtu.be>

<https://www.youtube.com/watch?v=e8NBLFXkpKA&feature=youtu.be>

5.3. Szczecinska Szkola Wyzsza Collegium Balticum (Poland)

5.3.1. Name of the activity

Guardian Angel (informal support for class newcomers)

5.3.2. Scope of the activity

Class-based activity

5.3.3. Target students profile

Applicable on every level, to all new students, no matter if immigrant or not

5.3.4. Aimed acquisitions

The activity aims to give individual peer support to a new person in a group. It should help to make first steps in school facilities and emotionally to feel more secure and not left alone.

5.3.5. Brief description of the activity

Guardian Angel is not a precisely defined method, neither a very formal procedure. It is just an effective way of peer-assistance based on a common-sense belief that it is easier to make friends individually, first with just one person, and later, gradually, with the group. Guardian angel is someone appointed by a form teacher or, on higher levels, a volunteer, whose task is to support a new student in his struggle to adapt in a new reality. Such person, in a very natural way, takes responsibility of explaining all details of the school rules, showing directions when moving around school, engaging a newcomer in the group social life, especially on the

breaks, or helping with teachers' instructions and all other matters that at the beginning may cause stress or misunderstandings.

Guardian Angel is often a student of the same nationality, but what is even more important, it should be someone of a special type of personality: caring, helpful, patient, sensitive to others' feelings, understanding and empathic.

5.3.6. Time, materials and budget required

The activity does not require any special resources, as far as time is concerned, there is no time needed for preparation, the whole activity lasts usually not longer than two weeks.

5.3.7. Evaluation of the teacher

The effectiveness of Guardian Angel is difficult to measure. In many cases it works well and helps a lot to break ice and to provide a good start, however it is not always possible to choose a Guardian Angel correctly, not knowing what type of personality a newcomer will be. Anyway, Guardian Angel is a way in which the whole class may learn responsibility for others and openness to people feelings and needs.

5.3.8. More information

<http://www.sis.info.pl/>

5.4. IES Ruiz de Alda (Spain)

5.4.1. Name of the activity

CRAZY OLIMPIC GAMES

5.4.2. Scope of the activity

School-based.

5.4.3. Target students' profile

For all levels of Secondary School (High School) and all students.

5.4.4. Aimed acquisitions

- Develop their sensitivity and critical spirit.
- Foster respect for the cultural diversity of this world.
- Improve human relations among the students of each group. Contribute to improve the work environment of each group Know other races, other cultures, other religions.
- To approach the cultural manifestations of different peoples and countries as a sign of expression of the vital impulses of its inhabitants.
- Develop in our students the concept of citizens of the world from a solidarity perspective with the less favored.

5.4.5. Description of the activity

Each educational level will represent a continent according to the same distribution as we did the previous two years. In this way when passing (the majority of students) to a higher level each year, the possibility of repeating continents and therefore countries is discarded:

1st ESO: Europe / 2nd ESO: Africa/ 3rd ESO: America / 4th ESO: Asia/ 1st and 2nd Bachiller: Oceania.

This distribution pretends that at the end of their stay in the Institute, a student who has stayed there from 1st of ESO to 2nd year of Bachillerato, has had the opportunity to meet and identify with at least 6 countries on 5 continents.

The students of each group will seek, all the information they consider of interest about the country chosen by them. Geography, history, races and ethnic groups of its inhabitants, economy, language or languages that are used, music, ecology, literature, architecture, customs, gastronomy, sports and popular games that are practiced, crafts, painting, religion, myths and beliefs, popular dances and dances, etc.

There is a day for the Universal Countries Exposition and all the groups will have the space of the class decorated with the flag and the different information they have collected about their country. Four people of each group will represent to their Country in a parade, they can wear typical clothes. The flags will have the same size previously established, they can even perform popular dances, play sports or games, that come from their Country, they will have asked for a bigger space a week before of the exhibition, to show their popular dance, play the sports or games.

5.4.6. Time, materials and budget required

Three months collecting information about the country and elaborating the posters and preparing the content for the Universal Exposition and the Great Parade of Countries.

Each course the groups change the country that they look for information about and represents, such as it is indicated lines before.

The materials are simple: - cardboards, paints, multimedia projector, clothes, music, digital board...

The budget is reasonable for a School budget.

5.4.7. Evaluation of the teacher

The students of each group do a test about the country they have been collecting information and the teachers observe their pavilions and give them a punctuation.

5.5. Mihrapli abdulkadir Can Anadolu Imam Hatip Ortaokulu (Turkey)

5.5.1. Name of the activity

House-warming party.

5.5.2. Scope of the activity

School-based activity.

5.5.3. Target students' profile

For all immigrant newcomers.

5.5.4. Aimed acquisitions

- To practice Turkish in social activities
- To introduce their lifestyles to their new environment

- To develop communication skills between locals and immigrants and break down prejudices
- To make immigrants feel more confident in their new home.

5.5.5. Description of the activity

Immigrant students give a house-warming party at school at the end of their first month. They invite all local students to their party. Immigrant students are divided into three parts by their teacher for preparation. First group is responsible for making presentations that are displaying their homeland. The second group performs their traditional music and dances. And the third group tries to introduce their kitchen by cooking and serving their traditional meals. During these shows all students create a peaceful atmosphere.

5.5.6. Time, materials and budget required

These activities take three days. Each activity group need one day to perform their shows. Especially dancing and cooking activities require some financial help and school provides it.

5.5.7. Evaluation of the teacher

The results of these activities cannot be measured by a test. However, it can be observed by students' attitudes to each other. Immigrants and local students can find something more to discuss and share.

Coordinator:



Partners:



Szczecińska
Szkoła Wyższa



TdG
Torre dei Giovani



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STEMS Project Guidebook

Project STEMS originates from the necessity of adoption to continuous changes in the world of globalizing education, multiculturalism/multilingualism, and increasing immigration rates.

The project addresses the social inclusion/integration of immigrant students at school, supporting their integration to school and education system in the host country.

This guidebook is an Open Educational Resource for teachers created as part of the STEMS project. It presents useful information, practices, sample lessons about diversity management, multilingualism, mentoring and supports teachers.

