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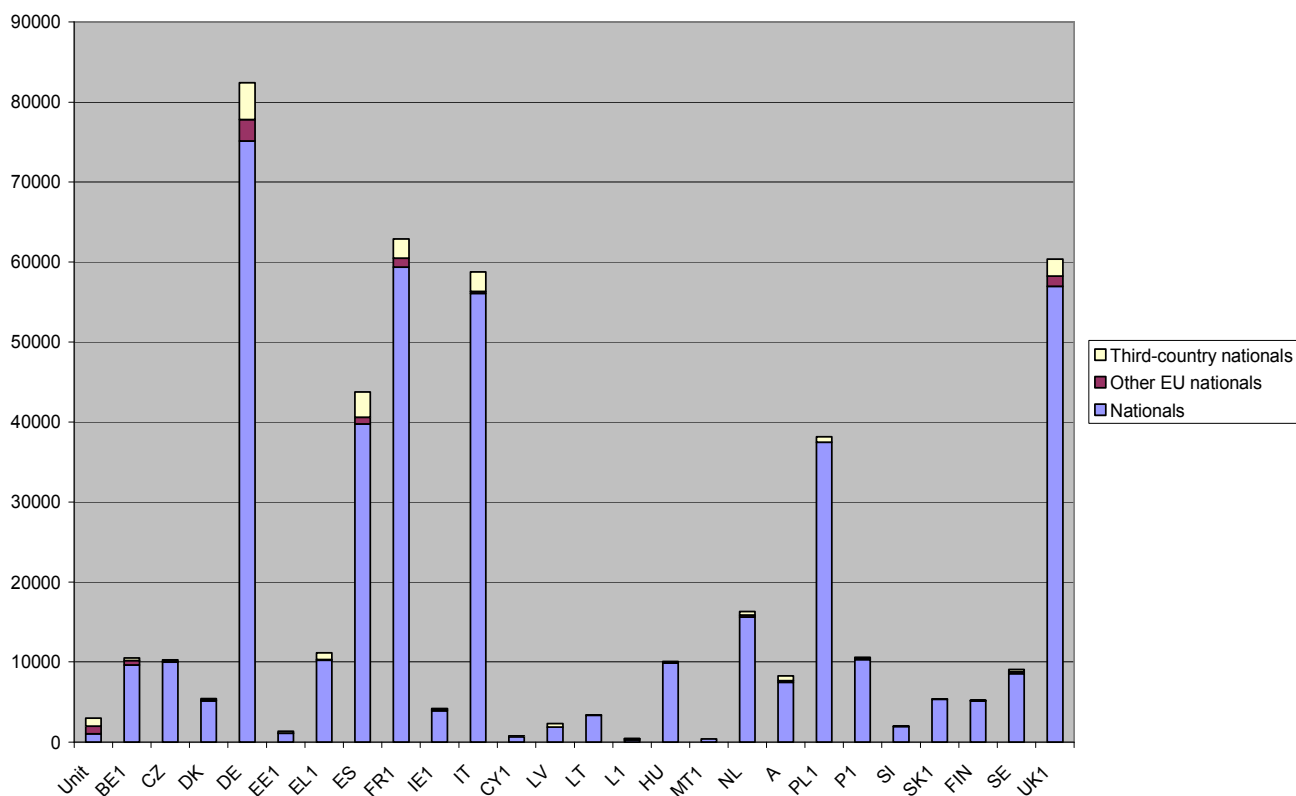
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A. Statistical information

Figure 1. Nationals and non-nationals in EU-25, January 2006

1.1. Source: National data and eurostat estimates, 2008

Table 1. Percentage of children with immigrant background aged 3 to 6 in the EU 27, 2006



According to parents' country of birth

Country	% of non nationals	Country	% of non nationals
EU-27	7.08%	LU	46.71%
BE	14.41%	HU	0.88%
BG	:	MT	1.13%
CZ	0.83%	NL	13.47%
DK	:	AT	22.24%
DE	:	PL	0.14%
EE	5.02%	PT	4.41%
IE	:	RO	0.05%
EL	8.98%	SI	2.78%
ES	9.05%	SK	0.44%

FR	9.18%	FI	2.50%
IT	8.53%	SE	:
CY	9.19%	UK	12.52%
LV	2.10%	HR	:
LT	0.87%	TR	:

Source: Eurostat, 2008

Table 2. Migrant¹ pupils in public primary schools in selected European cities, a.a. 2005/06

	Migrant pupils in schools	% student population
<i>Madrid</i> ²	23985	15.8 %
<i>Barcelona</i> ³	8637	13.2 %
<i>Berlin</i> ⁴	30638	19.5 %
<i>London</i> ⁵	305770	63.1 %
<i>Birmingham</i> ⁶	:	57.4 %
<i>Copenhagen</i> ⁷	9820	32.0 %
<i>Milan</i> ⁸	5985	11.4 %
<i>Rotterdam</i> ⁹	25.234	49.5 %
<i>Brussels (French community)</i> ¹⁰	13956	21.5 %

Table 3. Percentage of school population with an immigrant background, 2006

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- ¹ Please note that definitions are substantially different from a city to the other, see the footnotes.
- ² Source: <http://www-1.munimadrid.es/CSE5/control/menuCSE?boletines=N>. No definition of "migrant pupil" provided.
- ³ Source: <http://www.bcn.es/estadistica/castella/dades/anuari/cap05/C0502030.htm>. No definition of "migrant pupils" provided.
- ⁴ Source: http://www.berlin.de/imperia/md/content/sen-bildung/bildungsstatistik/blickpunkt_2005_06.pdf. No definition of "migrant pupils" provided.
- ⁵ Source: <http://www.dfes.gov.uk/rsgateway/DB/SFR/s000744/index.shtml>. These figures reflect the academic year 2006/07. Please note that this figure does not refer to "migrants", but to non-white ethnic groups.
- ⁶ Source: http://www.dfes.gov.uk/rsgateway/DB/SFR/s000744/UPDATEDSFR30_2007.pdf. Refers to ethnic groups. Data refer to the academic year 2006/07.
- ⁷ Source: http://www.integratingcities.nl/speeches/introduction_by_b_a_kjeldgaard_mc_3.pdf. Refers to "bilingual" pupils at June 2007.
- ⁸ Source: <http://www.comune.milano.it>. Children of both parents being born abroad.
- ⁹ Source: <http://www.cos.rotterdam.nl/smartsite229.dws?goto=2079392&style=2033&substyle=>
- ¹⁰ Source: <http://www.statistiques.etic.be>. The figure refers only to children with a foreign nationality (therefore does not include many second generation pupils).

% of 15 year old pupils (Source PISA 2006)	Natives			Second-generation students			First-generation students		
	Born in the country of assessment with at least one of their parents born in the same country.			Born in the country of assessment but those parents were born in another country.			Born in another country and those parents were born in another country.		
Reference year	2000	2003	2006	2000	2003	2006	2000	2003	2006
Belgium	88.0	88.2	86.7	8.6	6.3	7.0	3.4	5.5	6.3
Bulgaria	:	:	99.8	:	:	0.1	:	:	0.1
Czech Rep	98.9	98.7	98.1	0.6	0.5	0.7	0.5	0.8	1.2
Denmark	93.8	93.5	92.4	2.4	3.5	4.2	3.8	3.0	3.4
Germany	84.8	84.6	85.8	5.1	6.9	7.7	10.1	8.5	6.6
Estonia	:	:	88.4	:	:	10.5	:	:	1.1
Ireland	97.7	96.5	94.4	0.9	1.0	1.1	1.4	2.5	4.5
Greece	95.2	92.6	92.4	0.5	0.5	1.2	4.3	6.9	6.4
Spain	98.0	96.6	93.1	0.6	0.6	0.8	1.4	2.8	6.1
France	88.0	85.7	87.0	9.8	10.8	9.6	2.2	3.5	3.4
Italy	99.1	97.9	96.2	0.2	0.4	0.7	0.8	1.7	3.1
Latvia	77.9	90.6	92.9	1.5	8.3	6.6	20.6	1.1	0.5
Lithuania	:	:	97.9	:	:	1.7	:	:	0.4
Luxembourg	65.8	66.7	63.9	17.8	15.8	19.5	16.4	17.4	16.6
Hungary	98.3	97.7	98.3	0.1	0.1	0.4	1.6	2.2	1.3
Netherlands	88.1	89.0	88.7	7.4	7.1	7.8	4.5	3.9	3.5
Austria	90.4	86.7	86.8	3.7	4.1	5.3	5.9	9.2	7.9
Poland	99.7	100	99.8	0.0	0.0	0.1	0.2	0.0	0.1
Portugal	96.9	95.0	94.1	1.8	2.3	2.4	1.4	2.7	3.5
Romania	:	:	99.9	:	:	0	:	:	0.1
Slovenia	:	:	89.7	:	:	8.5	:	:	1.8
Slovakia	:	99.1	99.5	:	0.6	0.3	:	0.3	0.1
Finland	98.7	98.1	98.5	0.2	0.0	0.2	1.0	1.8	1.3

Sweden	89.5	88.5	89.2	4.7	5.7	6.2	5.9	5.9	4.7
UK	90.4	92.0	91.4	7.0	5.3	5.0	2.6	2.7	3.7
Croatia	:	:	88.0	:	:	4.8	:	:	7.2
Turkey	:	99.0	98.5	:	0.5	0.8	:	0.5	0.6
Iceland	99.2	99.0	98.2	0.2	0.2	0.4	0.6	0.8	1.4
Norway	95.4	94.4	93.9	1.5	2.3	3.0	3.1	3.4	3.1
Liechtenstein	79.4	82.9	63.2	10.2	7.6	13.1	10.4	9.4	23.6
Australia	77.4	77.3	78.1	10.7	11.7	12.8	11.9	11.0	9.0
Canada	79.5	79.9	78.9	10.8	9.2	11.2	9.8	10.9	9.9
New Zealand	80.4	80.2	78.7	6.4	6.6	6.9	13.2	13.3	14.3
USA	86.4	85.6	84.8	7.4	8.3	9.4	6.1	6.1	5.8
HK China	:	56.7	56.2	:	22.9	24.6	:	20.4	19.2
OECD average	91.0	91.4	90.7	4.3	4.0	4.6	4.7	4.6	4.8

1.2. Source: OECD PISA (2000, 2003, 2006)

1.3. Table 4. Evolution of percentage of school population with an immigrant background (2000-2006)

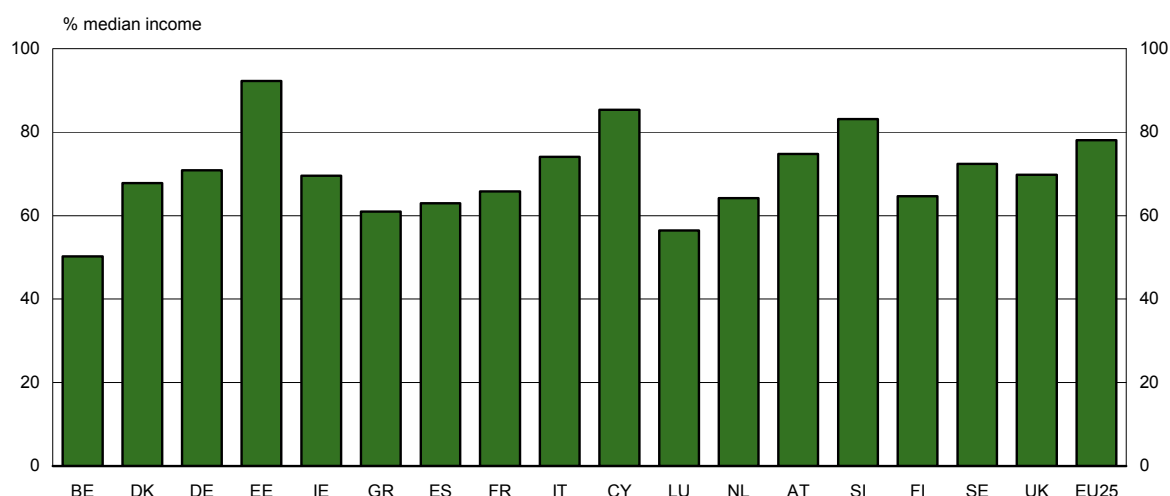
Comparison PISA data for 15 year olds and PIRLS data for 4th grade primary pupils

	PISA data for 15 year old pupils (2006)			PIRLS data for +/- 10 year old 4 th grade primary students		
	Natives	Second-generation students	First-generation students	Both parents born in the country	One parent born in the country	Neither parent born in the country
Definition	Born in the country of assessment with at least one of their parents born in the same country.	Born in the country of assessment but those parents were born in another country.	Born in another country and those parents were born in another country.			
Belgium	86.7	7.0	6.3	Flemish 79 French 56	Flemish 13 French 25	Flemish 8 French 19
Bulgaria	99.8	0.1	0.1	95	4	1
Czech Rep	98.1	0.7	1.2	:	:	:
Denmark	92.4	4.2	3.4	79	12	9
Germany	85.8	7.7	6.6	71	14	16
Estonia	88.4	10.5	1.1	:	:	:
Ireland	94.4	1.1	4.5	:	:	:
Greece	92.4	1.2	6.4	:	:	:
Spain	93.1	0.8	6.1	:	:	:
France	87.0	9.6	3.4	67	19	14
Italy	96.2	0.7	3.1	86	8	6
Latvia	92.9	6.6	0.5	58	21	21
Lithuania	97.9	1.7	0.4	89	9	2
Luxembourg	63.9	19.5	16.6	40	20	40
Hungary	98.3	0.4	1.3	93	4	2
Netherlands	88.7	7.8	3.5	77	11	12
Austria	86.8	5.3	7.9	72	11	17

Poland	99.8	0.1	0.1	97	3	0
Portugal	94.1	2.4	3.5	:	:	:
Romania	99.9	0	0.1	96	3	1
Slovenia	89.7	8.5	1.8	81	12	8
Slovakia	99.5	0.3	0.1	91	8	1
Finland	98.5	0.2	1.3	:	:	:
Sweden	89.2	6.2	4.7	73	15	13
UK	91.4	5.0	3.7	England 71	England 17	England 12
Croatia	88.0	4.8	7.2	:	:	:
Turkey	98.5	0.8	0.6	:	:	:
Iceland	98.2	0.4	1.4	85	13	3
Norway	93.9	3.0	3.1	82	12	6
Liechtenstein	63.2	13.1	23.6	:	:	:
Australia	78.1	12.8	9.0	:	:	:
Canada	78.9	11.2	9.9	Ontario 45	Ontario 18	Ontario 37
New Zealand	78.7	6.9	14.3	56	23	20
USA	84.8	9.4	5.8	66	16	18
HK China	56.2	24.6	19.2	44	26	29

Source: OECD PISA (2006), IEA PIRLS (2006)

Figure 2. Median income of children of parents born outside the EU relative to that of those with parents born in country of residence, 2004 onwards



Source: EU-SILC 2005

Figure 3. Education levels for immigrants, the second generation, and other native-born, 20-29 and not in education, by gender, latest available year

	Men			Women		
	Low	Medium	High	Low	Medium	High
Australia¹ (2001)						
Foreign-born	40	19	41	39	13	48
Native-born, at least one parent foreign-born	46	30	24	44	19	37
Native-born, both parents native-born	49	32	19	50	18	32
Canada² (2001)						
Foreign-born	22	18	60	19	16	66
Native-born, both parents foreign-born	16	19	65	9	12	78
Native-born, one parent foreign-born	19	21	61	13	16	71
Native-born, both parents native-born	27	20	53	20	16	65
Denmark (2004)						
Foreign-born	56	35	9	50	39	12
Native-born, both parents foreign-born	57	34	9	44	43	13
Native-born, at least one parent native-born	28	59	13	24	53	23
France (1999)						
Foreign-born ³	40	44	16	45	37	18
Native-born, both parents foreign-born	29	55	17	26	53	21
Native-born, one parent foreign-born	22	52	26	21	45	34
Native-born, both parents native-born	20	54	26	19	48	34
Germany (2005)						
Foreign-born	39	46	15	42	41	17
Native-born, both parents foreign-born	36	52	12	35	49	16
Native-born, one parent foreign-born	30	56	14	23	56	20
Native-born, both parents native-born	18	62	19	17	57	26
Norway (2004)						
Foreign-born	14	74	12	14	66	21
Native-born, both parents foreign-born	12	75	13	8	73	19
Native-born, one parent foreign-born	6	73	21	5	64	31
Native-born, both parents native-born	5	75	19	4	64	33
Sweden (2004)						
Foreign-born	24	47	29	20	43	37
Native-born, both parents foreign-born	21	57	23	15	53	31
Native-born, one parent foreign-born	16	58	27	12	51	37
Native-born, both parents native-born	11	59	30	8	50	42

Source: OECD 2007

Figure 4. Employment rates for immigrants, the second generation, and other native-born, 20-29 and not in education, by gender, latest available year

	Low		Medium		High		Total	
	Men	Women	Men	Women	Men	Women	Men	Women
Australia¹ (2001)								
Foreign-born	74	55	81	59	73	66	66	50
Native-born, at least one parent foreign-born	77	67	88	76	89	82	80	72
Native-born, both parents native-born	76	61	89	75	91	82	81	70
Canada² (2001)								
Foreign-born	75	49	78	59	84	71	81	65
Native-born, both parents foreign-born	74	62	84	76	90	87	86	83
Native-born, one parent foreign-born	75	59	86	77	90	86	86	81
Native-born, both parents native-born	71	50	84	71	89	84	83	76
Denmark (2004)								
Foreign-born	51	30	69	46	64	57	50	32
Native-born, both parents foreign-born	57	46	79	71	74	74	64	59
Native-born, at least one parent native-born	62	49	90	85	87	87	81	76
France (1999)								
Foreign-born ³	63	32	66	50	83	72	67	44
Native-born, both parents foreign-born	55	40	70	63	86	80	68	60
Native-born, one parent foreign-born	69	49	78	67	85	81	77	67
Native-born, both parents native-born	67	45	84	68	88	85	81	69
Germany (2005)								
Foreign-born	62	27	76	54	82	61	71	43
Native-born, both parents foreign-born	52	43	76	69	78	74	68	60
Native-born, one parent foreign-born	..	..	..	..	..	..	69	70
Native-born, both parents native-born	57	42	81	73	90	86	79	72
Norway (2004)								
Foreign-born	55	40	66	63	75	74	64	50
Native-born, both parents foreign-born	58	50	73	67	75	74	69	63
Native-born, one parent foreign-born	59	54	75	71	82	82	74	73
Native-born, both parents native-born	65	53	82	75	89	89	82	79
Sweden (2004)								
Foreign-born	45	37	66	59	53	53	52	46
Native-born, both parents foreign-born	52	50	75	73	77	79	68	69
Native-born, one parent foreign-born	58	54	80	76	82	82	75	73
Native-born, both parents native-born	66	58	86	82	87	88	83	81

	Low		Medium		High		Total	
	Men	Women	Men	Women	Men	Women	Men	Women
Switzerland (2000)								
Foreign-born	86	62	92	78	94	79	88	70
Native-born with foreign nationality at birth	78	71	94	89	93	89	91	86
Native-born with Swiss nationality at birth	76	68	95	88	95	91	94	87
United Kingdom (2005)								
Foreign-born	..	..	..	..	..	..	77	61
Native-born with other "ethnic background"	..	..	..	..	..	..	75	66
Native-born with "white British ethnic background"	..	..	..	..	..	..	87	74
United States (2005)								
Foreign-born	87	37	79	55	82	59	83	51
Native-born, both parents foreign-born	62	41	72	68	77	75	72	66
Native-born, one parent foreign-born	66	44	70	60	86	81	72	66
Native-born, both parents native-born	58	39	73	66	85	84	75	69

Source: OECD 2007

Table 5. Difference in average score between domestic pupils and migrant pupils, taking into account socio-economic background

Country	Difference in Mathematics score	
	A. Difference between native and foreign pupils	B. Difference between native and foreign pupils, with account for ESCS ¹¹
HK China	12	1
United States	28	4
Latvia	3	9
Luxembourg	38	13
Ireland	4	18
France	54	21
Greece	43	27
Norway	52	34
Germany	81	35
Austria	61	36
Spain	45	36
Netherlands	66	37
Denmark	68	39
Sweden	64	41
Belgium	100	60
Portugal	61	62

Source: OECD PISA 2003

¹¹ The index of economic, social, and cultural status (ESCS) captures a number of aspects of a student's family and home background. Based on student self-reports, it is derived from the following variables: 1) the highest international socio-economic index of occupational status of the father or the mother; 2) the highest level of education of the father or mother converted into years of schooling; and 3) the number of books at home as well as access to home educational and cultural resources.

Table 6. Average reading scores among 15-year-old migrant pupils attending schools with different densities of migrant pupils

	Density of non-native pupils				
	High (40 % or more)		Low (Less than 10 %)		
Country	Share of non-native pupils in schools with high density of non-native pupils	Avg. Reading achievements score for non-native pupils	Share of non-native pupils in schools with low density of non-native pupils	Avg. Reading achievement score for non-native	Score difference (Low-High Density)
Slovakia	3,3	282	76,2	452	170
Hungary	1,0	346	98,5	484	138
Portugal	5,1	335	60,8	469	134
Germany	28,1	359	28,6	491	132
Sweden	31,7	428	27,5	495	66
United States	14,8	431	43,1	496	66
Austria	26,0	389	35,8	454	66
The Netherlands	34,7	448	35,9	499	51
European average	39,7	431	37,5	472	41
Italy	6,7	391	82,0	432	41
Greece	16,	411	53,5	445	35
Belgium	15,9	399	61,1	432	34
Denmark	25,3	430	41,5	463	33
Iceland	6,2	408	80,0	432	23
Latvia	24,3	476	59,8	488	12
Norway	26,1	426	50,1	438	12
Spain	11,6	440	56,3	441	2
Turkey	3,8	467	96,2	453	-13
Finland	0,4	516	83,2	455	-61

Source: PISA 2003 dataset (a in Progress report on indicators 2007). Data not available for the Czech Republic, France, Ireland, HK China, Japan, and Korea.

B. EXAMPLES OF PRACTICES

Examples of comprehensive strategies for social inclusion through education

An historic example of comprehensive support to socially disadvantaged groups, focused on education, is **Head Start Program** in the USA (www.nhsa.org). The programme works through grants to local public and private non-profit and for-profit agencies, to provide comprehensive child development services for economically disadvantaged children and families, with a special focus on helping preschoolers develop the early reading and math skills they need to be successful in school.

The **Nationaler Integrationsplan** (National Integration Plan) in Germany was announced in 2007. One third of the budget will be devoted to measures to improve the educational success of migrant children.¹² The plan focuses on the dialogue among parts, particularly with the direct beneficiaries (migrants), and the commitment of each actor not only in networking, but also in cooperating with the others: Federal Government, Länder, local authorities, migrants, institutions and organizations from science, media, culture, sports, trade and industry, trade unions and religious groups.

The United Kingdom developed a targeted strategy aiming at raising the education achievement of pupils from ethnic minorities. The strategy includes measurable targets as well as training and resource centres for teachers and staff, and is endowed with a significant budget. The **Ethnic Minority Achievement Grant** (EMAG) has risen from £162m in 2004-05, to £179m in 2007-08 and will continue to rise to £207 million by 2010-11. **Ethnic Minority Achievement Services** (EMAS) support the strategy at the local level. Local EMAS consist of teams of experienced teachers who work in partnership with schools, parents and communities to address the educational needs of minority students and to raise their attainment. They monitor the progress of ethnic minority students, help schools in setting targets for educational progress, work with families and give advice in linguistic and cultural matters (<http://www.standards.dfes.gov.uk/ethnicminorities>)

Pre-school

The **Frühstart** (Early Start) Project of the Hertie Foundation in Frankfurt is an example of a civil society initiative for training of preschool educators dealing with migration (www.projekt-fruehstart.de). It integrated German language teaching, intercultural education and parents' work in the kindergarten. Nursery school teachers received intensive further training as a basis for successful language teaching and intercultural education. In addition to this, voluntary bilingual "parent companions", who had received previous training as well, took on a bridging function between the parents and the teachers.

Hippy (Home Instruction for Parents of Preschool Youngsters, <http://hippy.org.il>) was first developed in Israel as a measure of integration for immigrants to the country. It has been adapted and applied in several European countries. Hippy consists of a home visiting programme in which parents are motivated to learn and to exercise the language of the

¹²

<http://www.bundesregierung.de/Webs/Breg/DE/Bundesregierung/BeauftragtefuerIntegration/NationalerIntegrationsplan/nationaler-integrationsplan.html>. English version:
http://www.bundesregierung.de/nn_6516/Content/EN/StatischeSeiten/Schwerpunkte/Integration/kasten-1-der-nationale-integrationsplan.html.

immigration country with their children each day for about 15 to 20 minutes, and familiarize with the recipient school system. Additionally, pre-school training is provided to immigrant children from age 4 to 6.

Samenspel¹³ is a centre based programme that was developed in the Netherlands for migrant children and their mothers. Courses take place in the kindergarten rooms, but not within the regular kindergarten time activities. Children improve both the host and the parental language. Samenspel is directed towards mothers and around three years old children who often live rather isolated. They are invited to group meetings of mothers and their children of the same ethnicity with up to 16 persons. Two educators, one with a migration background from the same country as the participants, work with the group who meets weekly for three to four hours. Language learning is done in a playful way. Mothers receive learning and playing items which they can use and practise at home and are instructed how they can exercise and play with their children.

In **Sweden** preschools have their own curriculum since August 1998. The curriculum prescribes that preschools must contribute to providing children whose first language is not Swedish with the opportunity of developing both Swedish and their own first language, as well to gain knowledge of their country of origin's cultural identity.

Languages

In the French Community of Belgium, **bridge classes** aim to provide newcomers to Belgium with competences in French, civic education, math and sciences, in order to reach the level the most adapted to their age and former educational background. They are open to newly arrived migrants who are minors, have been in Belgium for less than one year, and come from transition countries or developing countries. Schools are supplied with 30 extra periods of teaching when opening a bridge class. Currently, 14 schools in Brussels offer this structure.

In Sweden, a pupil attending compulsory education and upper secondary education (in total, from age 6 to 19) has the right to **mother tongue tuition** provided that: one or both of the parents/guardians have a different mother tongue than Swedish, the language constitutes a daily form of communication for the pupil, the pupil has already a basic knowledge of the language and that he is willing to receive tuition. However, the school has an obligation in this respect only if there are at least five students to get the tuition and if there is an available teacher. For some of the five national minority languages there is specific regulation.

De-segregation

In the **USA**, the decision of the Supreme Court on the Brown vs. Board of Education (1954) case, which ruled that separate educational facilities are inherently unequal, paved the way to a range of measures to desegregate schools.

The most classical desegregation mechanism has been “**bussing**” – moving pupils from disadvantaged areas to schools with more mixed populations. In the 1971 Swann v. Charlotte-Mecklenburg Board of Education ruling, the Supreme Court decided the use of mandatory busing and student assignment based on race to attempt to further integrate schools. This measure has often proved controversial. A key element of criticism is that it may weaken service provision in disadvantaged areas and weaken the community at the local level. Above

¹³ http://www.daaladvies.nl/index.php?option=com_frontpage&Itemid=1.

all, experience shows that bussing needs strong local political support and careful implementation if it is to succeed.

"**Magnet schools**" represent an alternative desegregation measure. They initially formed part of Voluntary School Desegregation plans, designed the US in the late 1970's to curb the phenomenon of "white flight". The principle is to attract pupils from a variety of middle class neighbourhoods in a metropolitan area through the provision of interesting and rare curricula and activities. This may redress socioeconomic balance in the school. Examples and models of magnet schools can be found at <http://www.magnet.edu>

Teacher training

The Comenius project **Tessla** (2004-2007, www.tessla.org) focused on the support of second language acquisition in nursery and primary schools. It produced a publication titled *Building on language diversity with young children*, which gathers suggestions for curricula for initial teacher education and in-service training for educational staff. The work illustrates a range of approaches to understanding second language acquisition, with an emphasis on practical, school-based observation.

Innocent was also a Comenius project focusing on teacher training (2004-2007, www.innocent-project.de). In particular, the project aimed at developing skills to manage intercultural conflicts at school, to eliminate prejudices and create a multicultural spirit amongst teachers, to propose and disseminate pedagogic strategies and methodologies to help integration, and to encourage mobility of teachers. Innocent produced a 32 hours web-based training course under the theme *Integration of socially excluded and migrant workers' children into education through intercultural competence*, as well as a handbook and a CD-ROM for intensive training courses for teachers.

Learning Migration is a Comenius www-based network on intercultural education (2005-2008, www.learningmigration.com). The partners in Learning Migration are staff from schools and teacher training institutions, from educational authorities, NGOs, and from didactic research institutions. The project aimed at incorporating successful experiences in the field of mentoring, youth activities, adult education, etc., into the day-to-day teaching of multicultural classrooms.

Teachers from the same background as pupils

The **Swedish** rationale for recruitment to teacher education is that the teacher profession should reflect the composition of the population. This means that higher education institutions and their education departments have targets to recruit students with a foreign background (currently about 12 %).

Intercultural education

Since 1984 the **International Association for Intercultural Education** (www.iaie.org) has brought together professional educators interested in diversity and equity issues in education. Among other activities, the IAIE publishes the international journal *Intercultural Education*, aimed at supporting educational professionals in the critical analysis and the implementation of intercultural education, defined in the broadest terms.

The National observatory on migrant pupils of the **Italian Ministry of Education** developed **guidelines**¹⁴ for the integration of migrant pupils through intercultural education. The guidelines insist on the relevance and the implementation of multilingualism, Italian as a second language, actions to facilitate immediate integration, education to values of tolerance and respect, school leadership and outreach to community.

The Comenius project **La Maleta Intercultural** (<http://www.sebyc.com/iesrch/intercultural/index.htm>) developed a set of pedagogical resources organized per didactical units, to meet the teachers requirements in addressing intercultural challenges and topics. The outcomes of the project are downloadable online in Spanish and in English.

The network **ACCODEN** (<http://www.ceji.org/acodden/>), financed through the Socrates Accompanying Measures, focused on citizenship education for diversity. It built an inventory of existing policies and practices in this field in formal secondary education across some European countries; it also developed guidelines for the implementation of citizenship education for diversity. All the material is downloadable from the website in English.

The Centre of Intercultural Education of the Ghent University has offered thousands of teachers a new perspective on intercultural learning. **Complex learning in multi-cultural classes (CLIM)** is one of the pilot projects of the centre.¹⁵ CLIM has a student-centred approach. The teacher assumes the role of stimulator and supervises the project. Different aspects of diversity, concerning (sub)cultural and socio-economic backgrounds, gender, capacities, interaction modes and learning styles are tapped into this method.

Get-In (Gender, Ethnicity – Integration Through International School Projects www.get-in.info) was a Comenius network (2004-2007) to promoting the inclusion of ethnic minority pupils, girls especially, into the educational activities. The network focused on multicultural education, on ways to address all pupils by valorising diversity, as well as on a positive classroom environment, on a wide curriculum in which pupils could activate familiar connections, and on multilingualism. The network produced a *Manual for international school projects*, giving guidance on how to establish international networks, and on how to enhance intercultural education.

The project **INTERACT** (Intercultural Active Citizenship Education, 2004 to 2007, www.ces.uc.pt/interact/) focused on the intercultural element of citizenship and human rights education and it provided guidelines for teacher education in this area. The project aimed at i. finding out about the teachers' experiences, interests and opinions as citizens and their impact as educators with regard to their students' intercultural active civic participation and education; ii. comparing these findings with the objectives and activities recommended by European and national official documents on citizenship and human rights education aimed to foster intercultural education; c. identifying the main needs for teacher education programmes in this area.

e-twinning

¹⁴ Ministero della pubblica istruzione, *La via italiana per la scuola interculturale e l'integrazione degli alunni stranieri*, Osservatorio Nazionale per l'integrazione degli alunni stranieri e per l'educazione interculturale, October 2007.

¹⁵ <http://www.vredeseducatie.nl/change.htm>.

The Italian Ministry of education developed an etwinning project between Italian schools and schools in Algeria, Egypt, Jordan, Morocco and Tunisia. The project, called **Medtwinning**, aims at equipping schools with a new tool for intercultural education.

Mentoring

With **INTIZE**, secondary meets tertiary education (www.intize.org/index_eng.php). In an entirely student run project, students from Chalmers Technical University and Gothenburg's University offer pupils free private tutoring lessons in mathematics from the beginning of junior high school all the way through to high school. The majority of pupils come from underprivileged areas of the city, where there is often a lack of resources and prevalent social problems. Every mentor is responsible for four high school students. High school students in their second year also receive the opportunity to tutor the junior high school students.

Different models of mentorship have been experimented in a number of higher education institutions in Belgium. In one, the commitment of university students tutoring school pupils is extra-curricular, and it is either remunerated with a small salary, or maintained voluntary. Other higher education institutions offer tutoring as part of the course syllabus, particularly to students in teacher training. The **King Baudoin Foundation** gathered a set of guidelines to implement a tutoring system based on these examples (www.kbs-frb.be).

The longest working ethnic mentoring project is the **Moroccan Coaching Project** in the Hague. Youngsters of Moroccan descent in secondary schools are related with a volunteer of Moroccan descent to support them. The project is financed by the city council and schools and has been evaluated by Crul and Kral (2004). The central idea and organisational structure has been copied many times in the Netherlands, the largest project *Goal* being presently in Amsterdam, in which 1440 young people have been coached in the last three years.

A variation of the ethnic mentoring idea has been developed by the **Mercator Foundation** in Germany (www.stiftung-mercator.de). The project "Förderunterricht für Kinder und Jugendliche mit Migrationshintergrund" (Educational Support for Children and Youth with a Migration Background) does not only aim at the participating migrant participants, but also at the mentors. The mentors are students in teacher training and many of them have a migration background. They are supposed to gain experience in teaching migrant children and thus be better prepared for their future role as a teacher who will have to work with a student population that increasingly has a migration background.

After school support

Hungary has established, through the ESF, centres for afternoon classes and activities, named **Tanoda** (<http://www.tanodaszovetseg.eu/>). The centres are organised with the strong involvement of the so called Roma government. The Centres helps children with homework, but it also organise art and sport activities. For school subjects, courses are provided by the local school teachers, who can identify difficulties at school and provide pupils with an extra support in the afternoon. Children attend the Centre on a completely voluntary basis and it is normally them who publicize and invite their peers to join in. School performance and attendance has dramatically risen since the Centres started to work.

Mobilizing the community

Chinese youth in the United States is often represented among those immigrant groups that achieve above average in school. A major factor explaining the success of Chinese youth is the **institutionalization of supplementary education by immigrant groups**. These supplementary schools originate from Chinese language schools that were at the outset designed to teach Chinese culture and language in the immigration context. English rather than Chinese, mathematics, and the familiarization with the American education system are mostly practised in these schools. They are "after school" centres, and are organized either as non-profit or for profit organizations and are financed by students' tuition fees. These centres thus offer professional careers for educators from the immigrant communities as well.

Grants to families

An example of grants policies targeted on families is **Bolsa Familia**, experimented largely in Central and South America, and re-modelled both in other developing countries and in underperforming areas of industrialized countries. In severely underdeveloped areas, this grant provides mothers with approximately the 80% of the whole house income, conditioning the payment to the children's attendance to school and to vaccination programmes. For this reason, the model is known as Conditional Cash Transfer. The payment is channelled through a system of debit cards, so that leakages are greatly prevented. In order to be successful, this model must rely on a functioning system of accountability and information gathering on behalf of local and national authorities.

Co-operation with families

The project "Integration by Education, Innovative educational concepts for schools and youth organisations fostering the integration of third-country national students" (**Engagement macht Schule**) was funded by the European INTI Programme for the integration of third country nationals. It involved primary schools and youth centres from four different countries, between 2004 and 2005, in a competition for innovative integration projects. A jury selected 20 of them which have been published online (www.engagement-macht-schule.de). Parental involvement and empowerment, community outreach, extra-curricula activities for the promotion of multi-ethnicity, music education and peer tutoring are some of the ideas brought forward by the participants.

In Ireland, the **Home School Community Liaison (HSCL)** is a mainstream preventative strategy aiming at establishing collaboration between parents and teachers in the interests of children's learning, targeting in particular families and/or neighbourhoods identified as "at risk". Parents are main actors of the education process, but underprivileged parents would often have had a negative experience with school and would therefore hesitate in linking with school. The programme thus aims to recover trust on the side of parents and to establish a comfortable relation between them and the school. It foresees the presence in each targeted school of a home-school coordinator, who acts as a mediator and contact person. The coordinator would regularly visit homes and would intervene in crisis situations. Besides, parents are involved in the educational project (for instance, they are sometimes associated to teaching) and are also offered adult education courses. Thus, parents acquire an understanding of the work of teachers and build a better relationship with the school. In total over 200,000 pupils in 650 schools (282 second level and 370 primary schools) receive the services of a HSCL co-ordinator.

Adult education

Impath is a Grundtvig Learning Partnership involving research and exchange of good practices (2003-2006, www.aipc-pandora.org/proyectoPrograma.php). The project underlines the importance of the methodology of adaptation, which has to be carefully designed on the local milieu. The documentation describing the best practices gathered and applied is available online in English.

The Grundtvig Experiences in Supporting Entrepreneurial training to disadvantaged groups (**GRESE**, 2006-2007, www.grese.org) was supported by the Grundtvig programme. It implemented international exchange of training methods and shared problems, and tested the acquired knowledge on disadvantaged groups to encourage them to set up their own business.

BICOM aimed at promoting bilingual and intercultural competence in public health (2005-2006, www.bicom-eu.net). During a two-year exchange process leading clinic employees, linguists, and cultural scientists, public health-experts, adult education trainers and ad hoc-interpreters (employees or volunteers) came together to highlight multilingualism among clinic employees as a human resource. The end beneficiaries were migrant ad hoc-interpreters in medical health care and in social work, i.e bilingual or multilingual staff members, relatives of the patients or external voluntary mediators, mostly women (often second or third generation), due to their representation in health and social care. BICOM produced a booklet depicting local and national experiences, initiatives and approaches.

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