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Research Study on the Current Methodologies used within Second Chance Programmes



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Introduction

This document is built using the WP2/Intellectual product 1 framework for the project: “ROBIN - Reinforcing competences to build Inclusion through a new learning methodology”. Its structure, design and contents are prepared in line with the research plan previously developed and agreed amongst partners. From a practitioner’s perspective, the current research study on the methodologies used within second chance programmes forms a single composite output (O1), bringing together the findings of desk research and expert’s interviews, as outlined in the project application. The report is based on information provided by all partner organizations, which reflects the situation in each country.

The study summarizes the current methodologies used by educators in second chance programmes in each partners’ country. A comparison of second chance programmes delivered in **Romania, Austria, Bulgaria, Spain and Italy** is presented, focusing on similarities and differences between them. The principle aim of this research is to identify the strengths and weaknesses of the current system, providing recommendations for inclusive teaching methodologies. The conclusions will inform future reports concerning the current status of second chance programmes at the European level.

This research study was carried out through three stages:




-  1st: Desk research at the national level
-  2nd: Interviews with experts/decision-makers at the national level
-  3rd: Preparation of a cross-national report on the current methodologies used within second chance programmes.

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Desk research and analysis

1. National programmes and policies (including strategies and legislation) for the inclusion of children on the move¹ through education (Romania, Austria, Bulgaria, Spain and Italy)

The primary issue, in connection with the national specifics, concerning integration of children is that the right of access to education for everyone is guaranteed by the law. This right is confirmed in different type of laws, depending on the national legislation, but they all provide children with the opportunity to participate freely in the educational system. This is regardless of their residency status, and whether they belong to minority groups, are migrants, children with special needs etc.

To some extent, there are similarities among educational integration structures of the 5 countries in this report (Romania, Austria, Bulgaria, Spain and Italy). In all of these countries the processes are initiated on a state level, in line with EU principles and legislation. Central management of national guidelines is given by the Ministries of Education and Social Affairs². The documents regulating educational integration in these 5 countries vary, but are mostly strategies, laws, programmes, procedures, plans, etc. In all of the countries there is some autonomy for implementation of the rules defined in these documents. The level of this autonomy differs between countries, for example, Spain offers high levels of flexibility whilst in Austria the system is carefully regulated. Romania, Bulgaria and Italy offer a fair degree of independence when choosing how to apply the national policies.

The institutional frameworks for educational integration are diverse, not only in terms of structure, but also the institutions responsible for the application of the integration of children on the move at the local level. In some countries, such as Bulgaria, there is no specific authority implementing and supervising the educational integration process. Rather, this is managed by the Regional Inspectorates of Education and headmasters of local

¹ Migrating children (up to 18 years old)

² Note that there is some variations in institution names for each country.

schools. In Romania the situation is similar, although a specific unit deals with inclusive education.

A conceptual clarification is necessary in order for the following information to be adequate and comprehensive. The processes of educational integration for children on the move in the researched countries are not isolated cases. Programmes and measures are applied to multiple groups of children exposed to risk: migrants, ethnic minorities, children from recently repatriated families, and children with special needs. Often, there is significant overlapping of the approaches and measures applied to the groups mentioned.

Regardless of the terminology, some significant risks faced by children were confirmed in all partner countries. Children who have difficulties with the language spoken in the country they are currently living in are more exposed to risk of marginalization from social and cultural life, and to drop out of formal education. Considering this, specific steps and measures should be undertaken in order to integrate these children effectively, not only on paper but in practice. In order to cope with these risks, partner countries have outlined the following structures:



In Romania the Ministry of Education and Scientific Research supports both young people and adults who left school early or, who do not have any professional qualifications, through "The second chance" programme. This is organized in partnership with Local Public Administration through School Inspectorates and are run by public institutions and NGOs who provide alternative curricula for school leavers without basic qualifications. The most commonly disadvantaged groups include: people from rural communities, minorities, people with migrant background, and children left behind by parents. Migrants can legally access public schools and second chance programmes.

The main legal documents which outline this are: the Constitution of Romania, a Strategy related to the prevention of early school drop-out; National Education law; Order 5248/2011 on the implementation of the "Second Chance Programme"; and OMECTS 5925/2009.

The educational integration system in Romania focuses on:

- Early prevention measures: Summer kindergartens (for 3-6 years old children), which aim to decrease the risk of early school drop-outs, before problems are likely to arise.

These programmes improve both professional and educational support for children, and aim to assist students in attaining better school results by reducing obstacles to educational success.

- **Interventional measures:** These ('School after school' Family program) aim to eliminate early school drop-outs, by improving the quality of education and professional training within educational institutions. They offer specific support to young people or groups of youth who are at risk of dropping-out, responding to early warning signals.
- **Compensatory measures:** These aim to support the reintegration of school drop-outs into the educational system and offer training to people who left school early, which provide them with the qualifications necessary to access the work market.

Beneficiaries of protection measures, alongside minors seeking asylum, are evaluated by a committee on their Romanian language skills in order to access schooling for the corresponding academic year. Previously, minor asylum seekers were not legally required to undergo linguistic evaluation in order to access to the education system. A free foundation course, organized by the Ministry of Education in collaboration with the General Inspectorate for Immigration, is offered to minor beneficiaries of protection measures during the school year, in order to access the national education system. Immigrants enrolled in Second chance programmes may be adults or minors with undocumented qualifications, as well as those who are illiterate or indicate obvious problems in school.

In Austria children from families seeking asylum are among the most vulnerable.



They are often at risk of dropping out of school early and measures are frequently taken to reduce this risk. The Ministries of Education and Social affairs are responsible for this. The key documents that outline the implementation of second chance measures in Austria are: the National Action Plan for Integration; the 2003 National Action Plan for Employment; the 2013 National Reform Programme; the 2007 Youth Training Guarantee Act (JASG); and the 2012 Initiative for adult education (Initiative Erwachsenenbildung). The national strategy to prevent early school drop-out (ESL) includes measures at a structural level (reforms and improvements within the education system); measures at specific school

level (initiatives on school quality and development of teaching and learning environments); and measures to support students at risk (youth coaching as a new, nationwide measure to support students at risk). There is a focus on prevention and intervention, and a number of compensatory initiatives are already in place. The Ministry of Education has created a specific unit to implement, coordinate and monitor policies against ESL (“Verhinderung_von_frühzeitigem_Schulabbruch inklusive Jugendcoaching”). A coordinator for the schooling for refugee children is based in the Ministry of Education, who oversees the integration of refugee children into Austria school system.



In Bulgaria the Ministry of Education manage the system for educational integration. The Regional Inspectorates of Education are responsible for the implementation of these measures, in collaboration with schools. The main legislative sources are: the Law of Public Education; the Regulation of implementation of the Law of Public Education; the Law for school Education; the Law for Child Protection; the 2014-20 National Lifelong Learning Strategy; the 2015-20 National Strategy in the field of Migration, Asylum and Integration; the Strategy for Educational Integration of children from ethnic minorities; the Law for asylum and refuge; and the 2011-13 National Programme for Integration of Migrants in Republic of Bulgaria.

The National Child Protection Agency is engaged in the integration of children seeking or having received asylum status, especially unaccompanied youths and minors. The National Child Protection Agency is responsible for: engagement in and coordination of the development of the national policy for child protection; the development control, and realization of national and international programmes for implementation of child protection; supervision of national policy implementation on child protection; ensuring methodical guidance and control on respecting children’s rights; supporting the activity of juridical persons with non-profit making in connection to child protection; licensing the provision of social services to children.



In Spain the legal system is both politically and administratively decentralized, which affects legislation and public policies concerning education. Concerning national legislation on the schooling of immigrants, the Organic law 2/2006 is of highest importance. This provides legal protection for the needs of the migrant students under the precept of

“students with specific education support needs”. Article 9 of the Organic Law 2/2009, on the rights, freedoms and social integration of foreigners in Spain establishes that foreigners under the age of 16 have the right and the duty to be educated. This includes access to basic, compulsory education which is free of charge.

Only two specific national plans related to the education and integration of immigrants in Spain are localized. The first plan is the Strategic plan for citizenship and integration 2007-2010 which proposes a series of objectives and programmes. It has outlined a number of measures aimed at enhancing the learning conditions of migrant children. The second is a Strategic plan for citizenship and integration 2011-2014, however its implementation was abandoned after the new center right government came into power. In practice, the administrators of each autonomous region are in charge of the development and implementation of specific programmes addressing the immigrants’ inclusion and education within their respective territories, following the mandate of the law. However, very few of these specific plans could be found. The great majority of Spain’s autonomous regions don’t have integral plans in place in order to act in a unified way within the education centers, though there are some local plans such as: the 2012-15 Plan for attention to immigrant students in the framework of inclusive and intercultural school; the Plan of Attention to foreign students and minorities, etc. These plans all aim for the progression of working language skills, to enable students to continue their education process.



In Italy the Ministry of Education is responsible for educational integration. The following laws are focused on the inclusion of children with migrant background in the school system: the Italian Constitution; Ministerial Directive of 27 December 2012, on “Measures for pupils with special needs and local organizations for school inclusion”; National guidelines on the integration of foreign students; The law 107/20157 on the reform of the national educational and VET system. In general, the legislative framework is built on the autonomy of the educational institutions.

The Italian educational system (legislation, regulations, and best practices at national and local level) related to the inclusion of the “children on the move” is based on three general principles.

The first is universalism, which sees education as a right of every child. Further, school education is a duty that adults must respect and protect. All children must have equal opportunities of access, educational attainment and guidance. The second principle is known as ‘common school’, and entails the inclusion of pupils of non-Italian background in public schools, within the normal classes, to avoid segregation within places of learning. The third principle concerns relations between people, connected to promoting intercultural perspectives and facilitating dialogue between cultures for all students at all levels of teaching, curricula, discipline, relationships, and class life.

In connection with the three principles, the Ministry of Education gives some guidelines and action lines concerning respect for cultural diversity and towards the integration of migrant children, which can be divided in three macro-areas: **Action for integration**, which is addressed directly towards pupils and their families without Italian nationality. This aims to grant them equal rights and resources for study and access to the education; **Action for interaction**, which encourages interaction between students and between students and teachers; **Actors and resources**, which promotes a renewed vision of teacher education that is more sensitive to “otherness”. In this sense, intercultural education is seen as an innovative way of teaching and encourages innovation by teachers.

Despite the variations in the structures and application of educational integration systems, the main principles are in conformity with legislation and guidelines from the European level. Differences in implementation of policies and depth and effectiveness of application do arise in practice. Nevertheless, the efforts of all partner countries are aligned with common values, aims and objectives for respecting children’s rights, upholding equal access to education for all children, and providing opportunities for social integration and a better quality of life for all.

2. Description of Second Chance programmes/Second Chance schools in partners countries (Romania, Austria, Bulgaria, Spain and Italy)

Having outlined the general inclusive educational system and decision making bodies in the partner countries, this second section of the report defines the main pillars in the Second Chance programmes of Romania, Austria, Bulgaria, Spain and Italy. It explores the following questions: Who is applying in practice the Second Chance/integration programmes? Where are they taking place? Which groups of students (age, profile, etc.) are they suitable for? What do they consist of? Is there any monitoring, supervision or validation of the results? Are they really effective?



In Romania the integration of children on the move in the educational system begins with an assessment by an evaluation committee of an individual's Romanian language skills, in order for them to access formal education for the corresponding academic year. Minor beneficiaries are offered a free preparatory course during the school year, organized by the Ministry of Education in collaboration with the General Inspectorate for Immigration, in order to gain entry into the national education system. The "Second Chance programme" aims to support children, youths and adults in their efforts to reintegrate into the education system, and is open to all those who have not yet completed certain levels of education.

At the end of the Romanian initiation course, organized by a committee of a Romanian language teacher, a school pedagogue and, where appropriate, two teachers of mathematics, minors may be included in the Romanian education system. The committee responsible for assessing immigrants are not necessarily trained to or specialized in assessing immigrants. Thus, it is unclear whether the people conducting these evaluations have specific skills for this task. Under the law, they take into account the language skills, age, previous studies (or those declared on oath where there are no documents) and test scores on the Romanian language and mathematics (for those who have no papers).

Where students demonstrate "clear school maladjustment", three actions are taken: 1). Moving the student to a lower class; 2). Referral of student to language courses; 3). Supervision and assistance from a special needs teacher. The integration measures are decided by each school unit depends on their willingness and goodwill. So far, we have not

identified any specific material used to support and guide the interaction between teachers and immigrant students.

The educational integration programme is organized on 2 levels: primary and secondary education. It has a flexible duration and the average length of schooling can be reduced, depending on the competences proven and individual progress in both basic education and vocational training. The programme is organized by modules, enabling a flexible schedule to suit the needs of learners (weekdays, afternoon or evening, on Saturdays or during school holidays etc.); A minimum of 8 / 12 and a maximum of 15 students are enrolled per class. The program duration is flexible, though the average duration is of **two years** for a student who has not completed any years of primary school.

For primary school the school management decides on a course, based on the needs of the pupils. These can be:

- During the day or evening (involving attendance every day, morning or afternoon)
- Intensively (during weekends)
- Interim (during school holidays)
- Simultaneous to schooling

Enrollments can be made at the beginning of each school year or, in some cases, at the beginning of each school semester (September and January) in schools that are implementing Second Chance primary education.

For secondary school, only people over 14 years old who have already graduated from primary school can be enrolled. The program duration is flexible although the average duration of schooling is **4 years** (this may decrease or increase, depending on the skills of each student). The school management may decide the structure of the course, based on the needs of the pupils, which can be:

- Intensively (during weekends)
- Interim (during school holidays)
- Simultaneous to schooling

Enrolments can be made twice per year in September and January, in schools which implement Second Chance secondary education.

Where individuals hoping to join the "Second Chance" programme do not have identity papers, they are accepted, with the condition that they start procedures for obtaining

documents which should be finalized by the end of the fourth level. The school may turn to local authorities or the police to request assistance in obtaining missing identity documents for enrolled students. The graduates of the "Second Chance" programme have the right to continue their education in public schools.

In every school offering the "Second Chance" programme, the Board of Directors appoints a Coordinator for each programme – one for the primary and one for secondary. At the school level, the coordinator is monitored by the county inspectorates and the coordinator of "Second Chance" at a county level.



In Austria, Second Chance programmes aim to prevent individuals leaving school early, promoting youth coaching as a means to keep or reintegrate young people in the education and training system. The target group includes pupils who are at risk of not attaining any qualifications from the secondary level (lower or upper), young people below the age of 19 who are not currently in education, employment or training (NEETs), as well as young people up to the age of 25 who require special educational support.

The **youth coaching** programme aims to advise, support and assist young people, and to ensure their sustained integration into (upper secondary) education and training systems. Where this is not yet possible, young people should reach alternative objectives or sub-objectives. Youth coaching providers closely cooperate with schools (to identify at-risk pupils) and with different institutions (such as the Public Employment Service, training workshops, projects for young people with mental health impairments) which may be suitable for young people during or after their coaching period.

In general Second Chance education is an integral part of the Austrian education system, and facilitates:

- 'Catching up' on educational qualifications, from basic education to lower secondary education, up to continuing higher/tertiary education
- Opening up cross-over points/permeability in the secondary and tertiary Sectors

For catching up with the graduation of compulsory school, courses are offered, followed by compulsory school exams. Preparatory courses have to meet the examination regulations for ordinary school in order to be approved (by government with consultation of the responsible

regional school authority). The curriculum and schedule of the courses have to be at least equivalent with those of ordinary schools. The teachers and examiners have to provide proof of qualifications and recognized certification for teaching at public schools from an approved post-secondary educational institution, or a relevant study plus at least 12 month experience in teaching and/or training. All examinations, with the exception of one, can take place at adult education institutions that have obtained authorization to conduct examinations. A type of examination taken as an external student to obtain qualifications from a New Secondary School or a Lower Secondary School is also available.

Examinations can also be taken as an external student and can even be carried out by means of independent study. Where this is the case, the examination is taken at a school and not at an adult education institution. Schools for Adults, Evening Academic Secondary Schools and Tertiary Continuing Education are also available.

Another means to include pupils at risk of early school leaving are **production schools**. Here, young people have the opportunity to gain practical experience in job-related processes and requirements, as well as insights into ‘what professional life is about’. It combines school learning and practical work experience. The aim is to motivate young people to engage in learning, and to provide them with the experience necessary to make informed decisions on their future careers. Production schools often offer workshops for ‘learning by doing’, vocational guidance, socio-pedagogic support, practical experience and assistance in improving basic education skills.

There are special requirements for these teachers, requiring professional and pedagogical qualifications, experience for the professional trainers (in the programmes for vocational training) and individual coaches to people with special needs.



In Bulgaria the educational integration of children on the move overlaps with the integration of the other children considered at risk. Concerning refugees, the National Refugees Agency, in collaboration with Bulgarian Red Cross and other non-governmental organisations, ensure assistance to the adaption of refugees to life in Bulgaria, organise Bulgarian language courses, and ensure social, medical and psychological assistance. This Agency constructs integration profiles of the people, who have received

asylum. These profiles contain personal information-name gender, age, family status, country of origin, educational data, professional qualification, etc. The agency offers professional support and individual assistance with children, and provides special training for people who work with them.

There are standardized tests which determine the grade and stage of education of refugee children, and those who cannot present documents for graduation in their countries of origin.

Unaccompanied children receive special support, to ensure the respect of child protection policy and to reduce their contact with those who may pose a risk.

The second chance educational system provides the following opportunities:

- **Night school**- for people over 16 years old, with which mostly adults (over 20) are involved. The people who study in night schools are generally divided in two main groups: ex-prisoners and early school leavers. The most common reasons for dropping out of school are: pregnancy at early age; financial difficulty; marginalization according to ethnicity; parental decision; travel abroad; and working from an early age.

Private night schools are also available. Some of these offer classes for students between the 5th and 8th grade and for high school students. These schools also offer e-learning.

- **Independent education.** This offers students 3 examination sessions (1 regular and 2 supplementary sessions). Regular consultations are provided to students.

- **Individual education.** This is primarily undertaken by students who cannot attend regular classes due to illness.

- **Studying by correspondence** – Available only for students over 16 in vocational high schools

- **Opportunity to repeat a school year**

- **Penitentiary schools**

These opportunities aim to provide education to people at all ages, with different social backgrounds and with specific personal needs.

The process of educational integration is, in practice, delivered by schools, where Headmasters decide how to manage the learning activities. The process is supervised by the Regional Inspectorates of Education. There are no specific requirements for the teachers and

trainers who work with children on the move. The courses offered are mainly organized under different projects.

Theoretically there is a multi-disciplinary approach towards child welfare, however in reality, the resources of the professionals are frequently not sufficient to cover all children who need their help. Teachers assistants may help children during the classes. They assist children who face language difficulties and help to integrate children into the wider student body. They are also entitled to act as a social mediator- to ensure school attendance and to regularly visit the child's home and family, in order to keep in touch with their parents. The role of the assistants is a challenging one, and their role is complicated to implement effectively in practice.

Practically the integration of the children on the move starts with teachers' volunteer support for learning and improving the level of Bulgarian language and continues with cultural support by teachers, class-mates and pedagogical advisors at school.



In Spain Second Chance education measures take two forms, formal education and non-formal education.

An official education proposal alternative to Compulsory Secondary School, **Basic Vocational Training** (Formación Profesional Básica, FPB) can be accessed by youths aged 15-17, who have had difficulties in graduating from regular school (eg. Those who have repeated a school grade on several occasions). The FPB diploma is equal to the Secondary Education Certificate in order to access to private and public employment. However, holders of the FPB diploma don't receive the Secondary Education Certificate automatically, but must pass a Secondary Education Final evaluation. In general, students are referred to FPB through a proposal from the professors' team from the school that the student attends, with the parents' agreement. To access the FPB course the student must have attended the third grade of regular school or, in exceptional cases, the second grade.

The FPB training, apart from the specific professional education, includes course in applied science, communication and social sciences, to allow the students to develop lifelong learning competences and to open opportunities for post-compulsory secondary education.

The professional modules of the FPB teachings consist of theoretical-practical knowledge areas, which aim to build professional, personal and social competences in participants. The duration of the FPB cycle is 2 academic years, equivalent to 2000 class hours.

The Government, following a consultation with the Federal Council of Vocational Training, has established basic requirements to be met by education centers in order to provide vocational education courses. The Administrations of Autonomous regions, can establish specific requirements in this matter within the scope of their competences. Regional Education Administrations are responsible for the creation, authorization, and management of education centers.

The national Government is responsible for updating and amplifying Vocational Training courses offered, through the establishment of new Basic Vocational Training (FPB) titles and of corresponding basic curricula. Autonomous Regions can develop their own FPB titles for their locality, with the approval of the Ministry of Education. At a regional level, the Regional Department of Education is responsible for the coordination and supervision of education centers that offer FPB, and is in charge of the authorization of the school centers which offer FPB programmes. These centers must meet requirements of the Royal Decree concerning the teaching body, spaces and equipment on offer.

Regarding non-formal education, Barcelona and Bilbao have pioneered the implementation of Second Chance Schools (SCS) in Spain. The Second Chance School in Bilbao was the first to offer the program in Spain. Over 35 weeks these students attended an average of 35 hours of training in labor integration, social skills, language skills and computing, among other subjects.

Currently the Second Chance School in Gijón³ provides an example for the national strategy. The center welcomes youths aged 14 to 25 at risk of social exclusion. Individualized itineraries structured in a work plan are established for students. This offers students an orientation and counselling service, training in informatics and foreign languages. The structure of the Second Chance Programmes is flexible, as there is no official body in charge of determining any basic requirements.

³ Note that the City Council of Gijón (Spain) is the only public administration countrywide that has a Second Chance School attached.

The professionals working in Second Chance Education have different backgrounds; professional instructors, teachers, educators, labour counselors, psychologists, and social workers, who respond integrally the needs of the participants in the program.

There is no official institution in charge of coordinating Second Chance Schools in Spain as these are not part of wider public schooling. However, some steps have been already taken towards the institutionalization of Second Chance Schools and Programmes.

Besides Gijon, Second Chance Schools identified during the research are run by private organizations and have no attachment to public administration with regard to their Second Chance activities.



In Italy Second Chance Schools are not officially recognized and as such there is no legal definition of what they encompass. Formal education in Italy is legally compulsory for at least 10 years, and is aimed at achieving a secondary school diploma or a three year vocational qualification before the 18th year of age. This means that education is compulsory for students from 6 to 16 years old. The education and training of people without a secondary school diploma is provided by provincial centers, CPIA and Vet institutions.

Provincial centers for adults' education substitute Territorial centers and the schools that provide evening lessons for adults. The target groups of these centers are people over 16 years old. They could be generally separated into the following groups:

- adults who do not have completed compulsory education and want to obtain a secondary school diploma;
- adults with a secondary school diploma who want to obtain an upper secondary school diploma;
- migrant adults who want to attend first literacy courses and to learn the Italian language;
- young people from 16 years old with the secondary school diploma but who are not able to attend first choice school.

The courses implemented by these centers are: secondary school courses, upper secondary school courses and Italian language courses. While the secondary school and Italian language

courses are provided directly by the CPIA, the upper secondary school courses are provided by VET institutions (professional and technical schools, art high schools).

An important role in the rehabilitation of pupils at risk of leaving school early is played by several associations and organizations working in this field. Some of these associations work with children with a migrant background and those at risk of social exclusion. They usually provide support in the learning process of these pupils through after-school activities and Italian language courses.

The Second Chance programmes in Italy are mostly based on intervention projects. The first is for students attending the first year of secondary school with special educational needs. Schools and local organizations collaborate to offer education support and facilitate the learning process. In specific situations, the project can be extended also to second and third year students. The second line of intervention is directed both to: 1) young people aged between 14 and 16 years old with a basic knowledge of the Italian language, who have repeated the same school year several times and do not possess a secondary school diploma; 2) disadvantaged minors at risk of leaving school early, and are in need of support to obtain the secondary school diploma and to continue their education and professional paths. In particular cases, specific interventions are targeted towards students experiencing disadvantaged situations, both in society and in school.

After school Italian language courses for migrant children are available, but in the frame of the non-formal education sector and are realized by non-governmental institutions.

3. Current learning methodologies used in second chance programmes

Following an outline of the main structures of educational inclusion programmes, first the decision-making authorities and policies, then the structure of the education system regarding inclusion and concrete measures/approaches, this section will explore the main tools for educational integration. These are the main learning methodologies used by actors in Second Chance programmes.

The success of educational inclusion is dependent on the learning methodologies used, although the outcome is connected to other factors, for example: pedagogical approach, psychological support, cultural adaptation etc.



In Romania the “Second Chance programme” consists of a modular curriculum, assessments of basic competences and the acknowledgment of occupational competences from different contexts to ensure a flexible and individualized program for educational integration. The "Second Chance" curriculum applies a multidisciplinary approach which is orientated to the needs of each student, taking into account the age, skill set and psychological needs of students. Students are evaluated on their existing qualifications by an evaluation committee, following which, children enrolled in primary school take classes in:

- Romanian Language and Literature (level IV)
- Foreign Language (levels I-IV)
- Mathematics (levels I-IV)
- Knowledge of the environment (level III)
- Sciences (levels IV)
- History/ Geography (level IV)
- Civic education
- Romani language

For children enrolled in secondary school, the 1st year is spent in a basic educational training program, and appropriate vocational training during the 2nd year. At the end of 3rd year, students are given the opportunity to undergo a 720 hour practical training programme, and are awarded a professional qualification level 2 once the 4th year of training is completed.

Courses offered to students include: Language and communication (Romanian and foreign languages); Mathematics and sciences, and Vocational Counselling and orientation.

Students are evaluated at the end of each module. For primary school

- Levels 1 and 2 – students are assessed on foundational Romanian language and mathematics skills
- Levels 3 and 4- students are assessed on all subjects all subjects, throughout, and at the end of the school year
- Marks are given accordingly: insufficient - sufficient- good- very good.

For secondary school:

Assessments are carried out at the beginning and end of the school year, and at the end of each module.

- Credits are given following assessment. An assessment guide, performance standards and training standards are provided which determine individual students' marks from 1-10 (10 being the highest).
- Formal and informal recognition is given to students' previous qualifications through the assessment process;
- Recognition is given to skills previously acquired informally by students through the assessment process;
- Skills acquired during the programme are assessed and recognized;

Based on this initial assessment and evaluation, individualized training programmes are established.



In Austria, 'catch up' courses for basic qualifications are multidisciplinary, competence oriented and focused on building foundational skills and knowledge to enable further learning and access to further general or vocational education.

The curriculum is tailored to individual student needs, providing an assessment of competences, an orientation to living conditions, and focusses on equal opportunities and diversity, autonomy of learners, flexible teaching and learning arrangements (learning in groups, partner work, individual self-learning phases, practice oriented learning formats and exemplary learning). Learning programmes aim to build general competences, as well as media skills, conflict resolution, self-

confidence, and support for self-evaluation, for example through the creation of individual portfolios. On paper, professional skills such as team-work, supervision, reflection, feedback and self-evaluation should be included, but in practice these are not comprehensively implemented.

For students enrolled in the compulsory educational system, the approach primarily aims to prepare students for compulsory school examinations, so the curricula is built accordingly. For students who wish to catch up on compulsory school education qualifications, examinations must be taken in six subjects. There are four compulsory subjects (German, English, Mathematics and Careers Orientation) and students have a choice of two elective courses of four (Creativity and Design, Health and Social Care, Nature and Technology and one foreign language).

All examinations, with the exception of one, are held at authorized adult education institutions. External students may obtain qualifications from a New Secondary School or a Lower Secondary School through these exams. Students do not need to attend formal training courses but can prepare for exams as external students or through independent study. In the case of individual study, the examination is taken at a school and not at an adult education institution.



In Bulgaria, the courses that make up Second Chance programmes are the same as in standard school curricula, but take a different format. Courses are taken in groups and may be taken daily, at night and through long distance learning, depending on individual needs. Educational plans are tailored to each student and consultations are offered to help build the right plan for individual students.

Educational plans include classes, exams and regular assessments in different subjects. Individual plans are approved and signed by the Headmaster of the school.

Individual learning plans are simple records which outline information on the subjects studied, weekly schedule and annual number of classes, and description of the organization of the learning process, assessments, exams and correspondent grades (given on a scale from 2 to 6), and any exceptions.

For children on the move, language problems are considered the greatest priority, and language classes are organized as the first step to address this. Language classes are organized by individual headmasters of schools and teaching methods are determined by individual class teachers and Bulgarian language teachers. Voluntary help is often provided

and some are dependent on volunteers from non-governmental organization. Generally, students are taught speaking and reading skills using exercises to develop vocabulary and grammar. The approach aims to provide children with a strong hold on the Bulgarian language in order to facilitate social adaption and give students the chance to learn other subjects together with regular students.

Regular assessments (monthly or weekly, depending on the teachers' methods) are made once children are enrolled in the standard school system. The compulsory education degree is given once exams are passed at the end of the 4th and 7th grades. For high school these exams are held at the end of the 12th grade.



In Spain, educational integration also begins with children's language adaptation.

Outlined in the Spanish national plans for education and integration of immigrants, previously mentioned in this report, new arrivals may undergo language training for a duration of 3 months to 1 year.

The approach of these plans aims to quickly and easily integrate immigrant children through: an enhanced involvement families in educational integration; individualized evaluation process for students; and more intensive engagement in joint initiatives.

In Spanish schools, basic vocational training, professional, personal and social competences of the lifelong learning skills are taught in theoretical-practical knowledge areas. A full FPB cycles takes 2 academic years (2000 class hours) to complete, in the following subjects:

- Communication, social science and applied science.
- Modules from the National Catalogue of Professional Qualifications.
- Training at a work center.

In line with policy and legislation, the pedagogical and organizational criteria of educational integration programmes is dependent on the needs of individual students and aims to promote team work, through tutoring and educational guidance. Learning methodologies are adapted to the needs of individual students in order to develop lifelong learning competences, and so facilitate the students' transition to working life and/or continuation within the education system. Learning methodologies should provide a general overview of

necessary skills and weave together skills developed in each of the professional modules taken.

Students needing specific educational support receive particular attention. Educational Administrations promote methodological measures which attest attention to diversity. School centers may exercise autonomy, in order to provide a style of teaching that is most appropriate to the characteristics of the students. Particular attention is paid to language development, through the Communication and Society module, for students who display difficulties in oral expression, which is taken into account during the evaluation stage.

Individual work plans and timetables are built for students in a non-formal environment. The plan includes, apart from the orientation and counselling service, training in informatics and foreign languages.

Variable programmes also offer the following options :

Mentoring and assessment

- Mentors to provide student support
- Personalized evaluation of the learning process

Key educational actions

- Mathematical and linguistic skill workshops
- Preparation for intermediate-level specific vocational training programmes
- Individualized psycho-pedagogical support
- Spanish language courses for non-native speakers

Key skills

- ICT: computer literacy
- Basic English
- Social skills and health awareness workshops
- Leisure and cultural activities

Occupational training

- Professional workshops
- Occupational workshops which offer professional certification
- Internships

Employment guidance

- Basic Professional Training workshops
- Support in finding employment
- “Ad hoc” job offer evaluation
- Individual and group coaching (curriculum design, interview preparation)

Social assistance

- Counseling on the access to social grants/documentation for migrants
- Support with personal and family problems
- Referral to further resources: conciliation, housing etc.



In Italy, learning methodologies for educational integration tend to be informal processes. There is an emphasis on the learning process itself, rather than the attainment of formal qualifications. The Italian Second Chance school projects and programmes share several common features, such as:

- Individualized learning plans
- Networking and work opportunities with professionals (school personnel, private social operators, volunteers, researchers, laboratory experts, social workers, trainers etcetera)
- Psycho-pedagogical support
- Flexible learning times and locations
- A focus on self-awareness and independent learning to build life skills; Self-motivated continuation of training; support in realization of identity and (re)construction of self-esteem, responsibility and belonging to the social community;
- A focus on relationship building involving families;
- Hands-on learning through active pedagogy and experimentation
- Training in conflict mediation and good conduct; enhancement of learning and informal skills; tutoring; use of self-evaluation
- Small class sizes with a greater than average teacher to student ratio in order to offer personalized and innovative teaching, flexible and multiple pathways and greater elements of vocational training.



Training programmes in Italy may combine school and work placements, which are divided into four modules, for a total of about 400 hours of activities. The intervention is based on a psycho-social approach that uses group work to stimulate pupils' personal and social change. Through dynamic learning, group work experiences are simulated to improve mutual understanding and group work, to build the internal cohesion, and build a 'sense of belonging'. A participatory evaluation system is aimed at monitoring, assessing and evaluating two levels of action: 1) the training path, the catch up trajectory and the re-motivation of pupils; 2) intervention and prevention of early school leaving. Four tools should be used in student activities: 1) a questionnaire administered intermittently to evaluate the classroom activities, whereby students monitor the progress of classroom and laboratory activities; 2) a monitoring and evaluating questionnaire administered throughout and at the end of internships; 3) an observation chart to be used by all trainers involved in the project, to track the behaviour of students; 4) a final evaluation questionnaire.

4. EU funded and national projects

The previous sections have presented a general overview of educational integration programmes in partner countries in general, affecting the policies and programmes on a state level. This section explores specific educational integration projects implemented by non-state organisations and institutions, which are both EU funded and nationally funded. The activities implemented by these organisations are crucial to the research as they influence target groups and contribute to the wider inclusion of the children in education. The list of projects presented here is not exhaustive but it aims to give a general overview of the types of project undertaken in partner countries. The list is presented chronologically in order to provide a general overview of the trends in programmes undertaken at a European level.

Name and number of the project - PHARE Project RO 0104.02 – Access to Education for Disadvantaged Groups with a Focus on Roma / Europeaid/113198/D/SV/

- ✓ *When was implemented?* September 2002 – October 2004
- ✓ *Target group of the project:* Roma minority groups
- ✓ *Short description:* The project aimed to support the implementation of the MECS strategy, which intends to improve access to education for disadvantaged groups, with a special focus on Roma. It aims to fight social exclusion, promote human rights and uphold equal opportunities. It aims to improve pre-school education practices in order to increase early enrolment, particularly for children from the Roma minority. It also aims to improve school performance for these children and decrease the number of Roma children who leave school early, before they have completed the basic/compulsory education. Further, the programme aimed to provide “second chance education” for young people who have dropped out of school but wish to return later to finish the compulsory education.

Name and number of the project- Return// Reintegration of drop outs in the educational system (BG)

- ✓ *When was implemented?* 2006
- ✓ *Target group of the project* – Early school leavers
- ✓ *Short description of the practice and links:* Capacity building aimed at all members of school; teachers, students, and parents. The main aim of the project is to work with the families of children who have dropped out of school, to encourage them to

return to school. The project aimed to provide school aids and to develop a system for giving primary social assistance to early school leavers.

Name and number of the project - PHARE Program 2003 //005-551.01.02 (RO)

- ✓ *When was implemented?* October 2004 – March 2007
- ✓ *Target group:* Teachers and trainers
- ✓ *Short description:* This programme aimed to increase the quality of preschool education, to encourage early enrolment in the compulsory education system, which the project considered an essential feature for the development of youth living in vulnerable communities. The programme intended promote the continuation of mandatory education for youth enlisted in the second chance program

Name and number of the project - “Integrated Educational Centers “POSDRU /91/2.2/S/61179 (RO)

- ✓ *When was implemented?* 2007 – 2013
- ✓ *Target group of the project -* Students
- ✓ *Short description:* The project planned to offer integrated services (educational and social) to 1020 youth from 19 centers in Romania. The service included Second Chance activities, school after school activities, and summer kindergartens to facilitate youth integration into schools.

Name and number of the project – From immigration to integration // BG EIF 2012/01-04.01 (BG)

- ✓ *Target group of the project –* Foreign citizens and temporary residents in Haskovo city, who held immigrant status
- ✓ *When was implemented?* 2012
- ✓ *Short description -* This project aimed to improve social inclusion for immigrants in the region. The main activities of the project were: Preparing a guide for immigrants listing municipalities, NGOs and private companies which may facilitate social inclusion; Conducting research into the integration expectations of migrants and their perception of Bulgarian society; Building a database of educational contacts (centers and institutions) for migrants in Bulgaria

Name and number of the project- Reintegration of the drop outs from school in the area of Sliven city(BG)

- ✓ *Target group of the project –*25 students who had dropped out of school
- ✓ *When was implemented?* Year 2012- 2013

- ✓ *Short description of the practice and links:* The project organized Bulgarian language classes, intercultural activities and sport activities. As a result of the project 15 of the 25 targeted returned to school.

***Name and number of the project-* Reintegration of the drop outs from school in Berkovitsa municipality (BG)**

- ✓ *Target group of the project* –25 students who had dropped out of school
- ✓ *When was implemented?* 2012-2013
- ✓ *Short description of the practice and links:* The project's primary aim was to encourage Roma children to go back to school by implementing a series of activities which facilitated their access to education. These activities also worked to fuel the motivations of parents to send their children to school. Regular support was provided to teachers working with these children.

***Name and number of the project-* Back to school - Reintegration of the drop outs from school in Kameno municipality // BG051PO001-4.1.06(BG)**

- ✓ *Target group of the project* – Early school leavers
- ✓ *When was implemented?* 2012-2013
- ✓ *Short description of the practice and links:* The project intended to encourage early school leavers to return to school and to prevent them from dropping out of the educational system again. Additional learning classes were organized in order to target children from Roma minority groups to return to school and to perform well in the educational system.

***Name and number of the project-* Reintegration of the drop outs from school in Ihtiman municipality // BG051PO001-4.1.06(BG)**

- ✓ *Target group of the project* – Early school leavers, teachers and parents
- ✓ *When was implemented?* 2012-2013
- ✓ *Short description of the practice and links:* The project worked to develop a child friendly atmosphere in order to prevent students from dropping out of school. It also worked to develop support mechanisms to support these students to reintegrate into the educational system.

***Name and number of the project* – PROSA – Projekt Schule für Alle (AT)**

- ✓ *When was implemented?* 2012- Ongoing
- ✓ *Target group of the project:* Young people on the move
- ✓ *Short description:* The association “Bildungsinitiative Österreich – viel mehr für Alle!” (“Education Initiative Austria - much more for All”) organizes basic and compulsory

education courses for young people on the move. Its educational activities triangulate social work, PROSA school courses and social inclusion/community work. Additional cultural activities and targeted individual learning support are offered, including remedial education in groups, individual tuition and guidance given by 'learning buddies'.

Name and number of the project - LION28- Learning, Living, working with Neet-group (IT)

- ✓ *When was implemented?* 2012-2014
- ✓ *Target group of the project:* Children and young adults, who are not enrolled in education and are not in work.
- ✓ *Short description:* LION built upon the good practices and shared experiences of professionals at European level. The project built local networks with housing corporations, municipalities, educational institutions, businesses and welfare institutions in order to identify opportunities for young people and so open up educational and professional opportunities (mobility experiences for trainers, tools and training for teachers, etc.). The project aimed at recording and developing good practices in order to enhance teachers' and trainers' capabilities to build a positive educational environment.

Name and number of the project- Portal- support for professional realization (BG)

- ✓ *Target group of the project* – 100 young people (up to 29 years old) from Pazardzik municipality
- ✓ *When was implemented?* 2013
- ✓ *Short description of the practice and links:* The project principally aimed to integrate young people into the different forms of education provided by the Vocational school of clothing. Additional classes and individual plans were provided for those who participated in the project, in order to facilitate their returning to the educational system.

Name and number of the project - VOLARE: Volunteering actions for the reinsertion into education (ES)

- ✓ *When was implemented?* 2013-2015
- ✓ *Target group of the project:* students of Second Chance Schools- young people, aged between 16 and 25 years old, who had prematurely dropped out of the mainstream education system and wished to pursue reintegration in education and/or labor.
- ✓ *Short description:* The project intended to promote participants' engagement in volunteer work: not only as an act of civic solidarity, but as a learning process, to strengthen skills and to create a networking opportunity for students. The project was launched with the understanding that participating in volunteering projects increases

individuals' likelihood of finding a job, as well as expanding personal and social development. Throughout the project, activities were organized to raise students' awareness about the benefits of volunteering, to foster a greater understanding of different kinds of volunteering, and to develop the basic skills required to volunteer and to familiarize participants with NGOs established in their cities. Later in the project, a pilot volunteering experience was organized in schools. An example of the student volunteering activities was the "Toy operation" campaign, in which toys were collected and distributed to families in need at Christmas time. Another example was a volunteering day in which participants helped a local charity to refurbish its new facilities.

Name and number of the project- Capacity building of the institutions and application of mechanisms for protection of those who seek for asylum(BG)

- ✓ *Target group of the project* – Institutions working with refugees
- ✓ *When was implemented?* 2014
- ✓ *Short description of the practice and links:* Research was conducted on the social integration of refugees, local policies and good practices in 5 European capitals. A round table discussions was organized on the topic "Integration of the refugees-problems and opportunities for local authorities".

Name and number of the project – "Education – The Chance for a society of knowledge" (RO)

- ✓ *When was implemented?* April 2014 – November 2015
- ✓ *Target group of the project* – Early school leavers
- ✓ *Short description:* This project was implemented by the Minister of Education- with external funding. It was aimed to support students at risk of dropping out of school and their parents; those enrolled in second chance programmes, to reintegrate into the school system; and those involved in training of teachers in counseling, psycho-pedagogy and health. The project worked to develop a transdisciplinary guide and innovative TIC tools to be included in Second Chance program, and developed the 'Family School Program', an after-school programme that supports youth in risk of dropping out of school.

Name and number of the project - DISCO29 -Digital Second Chance Opportunities (IT)

- ✓ *When was implemented?* 2014 -2016
- ✓ *Target group of the project:* NEETS
- ✓ *Short description:* This project focuses on improving the quality of second chance education, particularly the development of a centralized online platform where

digital assessment tools, good practices and trainings are available. This targets both an online and offline European community of teachers/trainers, involved in second chance education. In this community teachers and trainers can share, discuss, develop and assess their practices and ideas. This project worked to initiate a bottom-up movement based on social network activity and user involvement.

Name and number of the project - CHEARS: Europe Citizen: Healthy, Employable and Responsible (ES)

- ✓ *When was implemented?* March 2014 - March 2016
- ✓ *Target group of the project:* Youths at risk; Educators
- ✓ *Short description:* The goal of this project was to provide a quality educational experience for, and contribute to the social development of the youths at risk of exclusion, as well as to assist the professional development of educators. As part of the project, international events (seminars) were organised to promote networking, the exchange of good practices and validation of non-formal learning skills.

Name and number of the project - SMART30- Second Chance Schools Working with Systematic Measurement of Outcomes (IT)

- ✓ *When was implemented?* 2014-2016
- ✓ *Target group of the project:* Providers of second chance education
- ✓ *Short description:* The SMART project aims to develop a quality framework for second chance education. The program reviewed existing good practices which provide evidence of success factors and identify the training needs of teachers/trainers, in order to implement quality systems that can measure success. An online Systematic Measurement System has been developed, providing quality indicators and measurement tools to facilitate ongoing self-monitoring and self-evaluation through a "bottom -up" approach.

Name and number of the project - NEETS at RISK: EARLY identification INDIVIDUALIZED targeting and TAILORED intervention for young people at risk of NEET – flexible pathways and an effective methodology for the transition into the labor market.// Erasmus Plus Program// (ES)

- ✓ *When was implemented?* 2014-2016
- ✓ *Target group of the project:* Students or trainees (aged 15 to 24) who are enrolled in schools or training systems, at the end of their compulsory education, but at risk of becoming NEETs; Persons aged 15 to 24 years who have dropped out of education systems (as well as unemployed persons); and VET providers/schools, employment services/counselors, education and training system policy representatives,



enterprises and social partners, local or regional authorities with VET and employment responsibilities, and families and communities.

- ✓ *Short description:* This project is focused on the development of a set of preventive measures, based on existing methodologies, in order to reduce the risk of young people becoming NEET. An overall intervention programme has been developed, tailored to national and local levels, piloted in Portugal, Spain and Italy. This included the active participation of relevant and committed stakeholders: teaching staff, education and professional counsellors, local, regional and national authorities, companies, etc.

5. Inclusive learning methodologies used in partners' organizations

(For early-school leavers, children migrating, migrant youths or youths at risk of migrating, or those at risk of leaving school early)

In response to existing policies, strategies and programmes, some partner organizations have implemented their own measures and activities connected to integration of children into their national educational systems. In this section of the report, these activities are listed in relation to the topic.



In 2005, **Terre des hommes** (in Romania) developed a pilot-project entitled “Movement, Games and Sport for the psychosocial development of Children” (MGS) in Iran, Columbia and Sri Lanka; places affected by war and natural disasters. Between 2008 -2012, the MGS methodology was improved before it was implemented as the “Move Project” in Albania, Moldova and Romania. MGS is an informal education methodology that aims to develop the psychosocial and operational abilities of adults actively involved in working with children: animators, psychologists, students, social workers, and teachers. Improving an adult’s personal, social, methodological and technical skills improves the quality of their work. This, in turn, increases the wellbeing of vulnerable children and enhances their capacities for resilience. The training is very practical, based on the experiential learning method of games as a psychosocial tool for working with children. The MGS methodology simultaneously develops the mind, body and soul, promotes teamwork, builds self-confidence, encourages the expression of emotions, and encourages creativity. Competition and exclusion is excluded from the methodology, which instead promotes cooperation and inclusion through sports, games and creative activities. This reinforces the resilience of vulnerable children and improves their psychosocial wellbeing. Due to the psychosocial and inclusive approach, MGS has shown good results in making schools more ‘friendly’ for vulnerable youth, in preventing school drop-out and in building the trust between young people, the community and the educational system. Traditional games hold particular for child protection, which establish the community’s identity, building a sense of belonging and improving the self-esteem of its members. Especially useful in emergency situations, where young migrants face vulnerable experiences, traditional games

provide a guaranteed continuity of values for the communities concerned and so can become anchors of resilience.



Austrian partner- **die Berater** works to organise trainings to assist integration into the labour market and to improve people's skills and capabilities. For example, they offer: supra-company vocational trainings as an alternative to regular apprenticeships, e.g. in the sphere of trading and selling sector. Although this programme does not directly address the needs of children on the move, it is available for and used by them. The overall training duration of this programme is 12 months. Traineeships are held during different phases of an apprenticeship, either at the beginning or in the second or third year. For each of the trainees, an individual training plan that outlines the contents and location of training is produced. The contents of each training plan are adjusted to the apprenticeship trade of the trainee and are based on a framework curricular. The organization also supports other educational resources, such as: application management; language and communication; finding places for apprenticeships or internships; working conduct etc. These training plans can be further adapted and extended to the needs of the project's target group by implementing provision of further activities e.g. health-nutrition and leisure activities, physical education and activating exercises, dealing with money, conflict management, dealing with social networks online etc.



Bulgarian partner- **Know and Can Association** is provides different informal education training courses which are available for children on the move. Trainings on 'soft skills', Bulgarian language, career counselling and vocational guidance are provided by the organisation. Besides the courses, the organization works with teachers, pedagogical advisors and psychologists who have contacts with and have supported children on the move and children from ethnic minorities.

Know and Can also implements actions in the formal education sector. The organization is currently working on a project connected to the prevention of early school leaving. This is relevant to children on the move because, as previously stated in the report, they are at risk of dropping out of school due to various reasons (language barriers, culture differences, etc). The EU4SCI project is a Strategic Partnership that will explore the potential uses of the "CSI

effect” in schools, to address problems (e.g. school dropout, low interest in STEM) and challenges (encouraging interdisciplinarity) identified in the school system across Europe.

The project aims to develop and implement innovative practices, tools and methodologies in schools, enhancing the quality and relevance of education, and more specifically promote the appeal of science-related subjects. By promoting the attractiveness of science-related subjects through exciting activities connected to the “CSI Theme”, and by engaging teachers and pupils of different ages international projects, EU4SCI plays a role in decreasing early school dropout and integrating pupils and teachers in a more inspiring school environment.



The Spanish partner organisation - **INTRAS** works actively with young people at risk of social exclusion due to various different reasons: social/family backgrounds ; learning difficulties ; behavioral disorders and/or mental health problems, among others.

INTRA has run the official Initial Professional Qualification Program (PCPI) over several years for young people who failed to complete their secondary school education (aged 16-21). Over this time, INTRAS’s staff members learned that there a different approach was necessary in order to involve this target group in educational processes. Whilst the curricula is no doubt important, non-formal educational activities are considered equally important in INTRAS’ PCPI scheme. Often, the children involved in the programme lack basic and essential social skills, which make them even more vulnerable. INTRAS believe it is their role to equip children with the tools they will need in their adult lives.

Each student receives a personal record of their learning process. The learning methodology is flexible, in order to respond individual student capacities and needs. Teachers may suggest different activities to students, but do not dictate the learning plan, so that students can choose the areas in which they want to develop skills themselves. This methodology centres the student in making decisions about their own lives.

Informal learning methodologies have an important place in the organization’s work. INTRAS organizes many leisure-based activities which are useful in the development of personal and social skills, such as verbal and non-verbal communication, self-confidence, team work, empathy. The organisation aims to create an inclusive environment for these informal activities which facilitate interaction between vulnerable young people and their peers

attending mainstream education. The majority of these activities are excursions and sports activities, organized in collaboration with other educational centers. On a day to day basis, the organisation encourages students to community interaction for participants, not only with their peers but also with all the workers of the educational center and the rest of the Foundation's staff.



CSC has extensive experience in education projects, particularly concerning the education of disadvantaged people and minorities. CSC has been working in the field for many years, offering training and educational opportunities through the development and experimentation of informal methodologies, for example, the Reciprocal Maieutic Approach (RMA). Alongside other innovative educational methods, RMA is one of CSC's main tools in meeting their objectives to support youth and adult education.

The Reciprocal Maieutic Approach (RMA) is an interactive method of "popular self-analysis" for the empowerment of communities and individuals that was developed by Danilo Dolci in the 1950s, and is now used by the Centro per lo Sviluppo Creativo. It is defined as a "process of collective exploration that takes, as a departure point, the experience and the intuition of individuals" (Dolci, 1996). The RMA was developed by Dolci following the Socratic concept of Maieutic. It derives from the ancient Greek "μαιευτικός", pertaining to midwifery: every act of educating is like giving birth to the full potential of the learner who wants to learn, as a mother wants her child to emerge from her. The philosopher is seen as a "midwife of knowledge" that does not impose information on students, but helps the student to find things out for his or her self through dialogue. Dolci built on this unidirectional approach, developing a more experiential and reciprocal learning relationship. Dolci's RMA as practiced is therefore based on asking, exploring, and sharing creativity. As the name suggests, RMA is a "reciprocal" process, usually practiced in groups whereby one person asks questions to which the others respond. Through intense discussion, the maieutic process focusses on the ability of individuals to discover their own interests and to freely express thoughts based on personal experience and discovery. This way of educating fosters both individual and group creativity. Individuals are required to undergo self reflection in the workshops, to be open to

themselves and others, and to undertake a journey of joint discovery, analysis, experimentation, and collective creative education.

This methodology can be applied and adapted to different contexts and target audiences. CSC applies it in training, local activities, and projects at local and international levels.

The project BOEMI - Building Our Employment skills through Music Investigations and new media, provides an example of CSC's use of the approach, in which RMA is used to teach Music and, using new media and informal education approaches, provides a tool for youth development, which increases the skills and employability of young people.

RMA was also used by CSC in their project, Inventing the Future: RMA for conflict transformation. This explored different ways of analyzing conflicts and finding strategies to solve them, which helped young people develop the skills necessary to manage conflict situations in a nonviolent way.

Another project, EUMOSCHOOL – Emotional education for early school leaving prevention lead by CSC, aimed to develop, test and implement a new and innovative curricula of emotional education within school environments, to provide an effective intervention model to reduce early school leaving. The project adapts the Italian methodology “Didattica delle Emozioni”© (Didactic of Emotions, DoE) to the EU level.

In the PANORMUS project, CSC provided innovative informal training programmes, which aimed to prevent early school-leaving and social exclusion, and to support families and workers through socio-cultural growth training programmes. Panormus offered students three levels of workshop-type training, which gave students the opportunity for intergenerational, interethnic and intercultural exchange, in order to facilitate integration.

Currently, CSC is working on another educational project called OTHERNESS which aims to promote tolerance, to teach students to express and understand different viewpoints, encourage self-confidence, and to feel empathy for others in encouraging a greater sensitivity to otherness. This is realised through the development of a training programme for teachers along with the distribution of a manual and digital tools for students.

6. Best practices

The previous section presented a variety of strategies, measures, and projects, funded on European or local level were mentioned above. This section identifies those which have been most effective in the partner countries. This is based on partners' perceptions, which account for the specifics of each national education system and any cultural differences.

An individual approach is one of the most important aspects of working with children at all is, particularly for children at risk. Children on the move are face challenges from living in a new environment, in terms of language, culture and way of life, and so need specific support, which cannot be generic but must consider their personal needs and development.

Therefore, Bulgaria provides one example of good practice, where individualized plans are made for students enrolled in second chance programmes. These plans are adapted to the needs of each child and contain comprehensive information on the subjects studied, weekly and annual numbers of classes, descriptions of the learning process, schedules adapted to the student's needs, assessments, regular exams and records of grades and exceptions.

Language is another important dimension in ensuring the adaption of children on the move and children from ethnic minorities. Children require specific measures for learning the local language in order to communicate, integrate and begin learning other subjects. Therefore, the linguistic focus of the Spanish and Bulgarian programmes are identified as the best practices for educational integration.

In Spain linguistic integration takes the form of "Language Couples" (Parejas lingüísticas). This is a practice that has been implemented in the school "Institut Angeleta Ferrer I Sensat" in Sant Cugat del Vallès, Spain over the last five years. It intends to break down barriers to learning faced by newly migrated students, offering them a space to aid integration, not only through the development of language skills but also in understanding the traditions, customs and lifestyle of their new environment. This project was developed in response to increased geographical mobility of families with school-aged children.

Every recent arrival is assigned a colleague to provide assistance and support, so that the new student may feel welcomed and accepted (activities usually take place outside school hours). By matching peer students, attitudes and values are exchanged between equals, not by professors, in order to facilitate integration.

In Bulgaria Caritas have implemented a special program for children with a migration background, to assist them with learning the Bulgarian language. It consists in development of special standardized tests for validation of the level of Bulgarian language. Language programmes for adults are also available. The programme has produced various materials, intended to form part of a wider integration programme for refugees and asylum seekers in Bulgaria.

In Italy, a language training programme, Italian Together, is identified as a best practice. This is an interactive programme proposed under the EU “learning platform for teachers”. It aims to facilitate Italian language abilities for migrants. At the end of the programme, participants undergo an assessment test and have the opportunity to give feedback. It targets teachers and uses various forms of educational material (e.g. Videos, books, CDs, Links to external resources, game).

Whilst language skills are essential, the qualification and skills of, as well as tools available to, the professionals who work with these children is of utmost importance. The role of educational staff is critical for the development of children on the move, as integration is impossible alone. Migrant children need to be guided and supported by people who are simultaneously knowledgeable about the system and the needs of children. Good practices in connection to this issue were identified in Romania and Austria.

In Romania, documents for practitioners serve as effective tool for those working with children. One of them is the ‘Train of trainers’ manual for teachers directly involved in Second Chance programmes. During the implementation of PHARE RO 0104.02, 1500 teachers were trained in educational inclusion. The manual offers information on inclusive education, examples of practical exercises and information related to different topics. Its focal chapters cover: the training of trainers, development of the culture and practice of inclusive principles in school, evaluation of students, community relations in schools,

remedial education, inclusive curricula, intercultural education and anti-discrimination practices.

Another good qualitative tool used is the Transdisciplinary Guide 2015, which was developed during the “Education – A Chance to access the knowledge society” – POSDRU 2007-2013-project (MECS - Management Unity of Projects with External Funding). This is presented to beneficiaries using digital TIC tools. Teachers have been trained to implement this. TIC tools have been considered very useful in the learning processes of vulnerable youths, as an alternative to traditional tools. Each of the chapters in the guide details the activities, how these can help students to fill knowledge gaps, and activities for evaluation. The guide focuses on 5 topics: Back to school; People and Places; Hobby and Free time; A healthy life and Private Budget.

Two publications, both practical guides, were identified as good practice in Austria. These publications do not directly address children on the move but people who require a second chance for inclusion, so can be applied to people with a migrant background. Mosberger, B. et al (2013) have published a practical handbook outlining job and labour market orientation in a multi-cultural context. It could serve provide a foundation for labour market orientation in the ROBIN curriculum. The comprehensive methodology section (Chapter 5) for trainers of vocational and labor market orientation courses presents methods specifically aimed at the integration of "migrants". The publication also provides a point of reference for those interested in diversity-competence trainings and management tools. It aims to represent appropriate methods for the widest possible audience of migrants from different origins. The methodology is structured as such: 1) a brief outline of the theoretical framework of the method; 2) a discussion on the purpose of and ways to implement the method, 3) general comments and tips from the authors and experienced trainers. The Toolkit is divided into sub-chapters or topics. Each one could be relevant for the ROBIN curriculum. The sub-chapters include: methods aimed at raising the awareness and sensitivity of trainers to diversity issues; methods which provide an introduction to career orientation and career guidance (participants learn to identify personal goals and professional expectations); information which is often missing for people with immigrant backgrounds; Self-recognition of abilities, strengths and potentials, and an analysis of how these correspond to a particular

profession (these methods are also used to understand the structure of the labor market); support in job searching and application issues; and methods to aid diversity awareness.

The other publication identified is Steiner, K. et al (2012). This manual is based on the proven practice of trainers. A theory section presents terminology related to marginalized, poorly educated people, and discusses the most important research in this area. Moreover, instructive guidelines for educational work with academically disadvantaged individuals are presented, complemented by a checklist for trainers. The key issues faced by educationally disadvantaged participants are addressed in training and guidance measures from the perspective of trainers, including: Methods for learning student profiles, orientation, positioning and reframing; potential working conditions and career choices; methods for motivating individuals to participate in training and education and to promote learning motivation; methods to communicate learning techniques.

Beside the tools used by teachers and trainers, additional assistance is considered very valuable for educational integration. This is identified as good practice in Bulgaria. In some cases, schools provide teaching assistants to students between the 1st and 12th grade with special learning needs. Assistants help students from minorities or children on the move to adapt, overcome language barriers, and to motivate them to go to school. They regularly visit students' homes/families.

Another best practice in providing support to children in accessing education is implemented in Italy. This support is provided by The European Association of Cities, Institutions and Second Chance School and has been established in Heerlen (The Netherlands). This association is an international network organization in the field of teaching and enabling young people who lack skills or qualifications to successfully access education programmes or enter the labour market. It aims to organize the exchange and of experiences between: cities and regional bodies who have set up, or participated in, setting up a Second Chance School within the EU framework; to assist cities and collective bodies who wish to set up a Second Chance School; and to promote the European concept of Second Chance Schools more generally.

In Bulgaria, other informal educational support is frequently provided. This takes shape through out of school lessons to assist children on the move. This practice is mostly run by volunteers from different NGOs. In one of these projects, 70 volunteers provided after school lessons (from 14:00pm to 16:00pm) to students. The project was implemented with the support of Caritas, CVS Bulgaria and the Bulgarian Refugees Agency. The project targeted children on the move from 5 to 17 years (especially children with migrant backgrounds).

Effective integration of children into educational systems requires not only the efforts of teachers, trainers and the children themselves, but also from other regular students. Peers of children on the move can have a very positive effect on their adaptation to new environments. This approach is evident in Spain, in the project 'Our book of emotions' (Nuestro libro de emociones). The Secondary School "IES Antonio Machado", Alcalá de Henares, Madrid developed an activity to promote interaction between students with very different personal situations and social backgrounds.

Students were included from different educational programmes, mainstream secondary schools who had repeated the course at least two times (the majority of whom are immigrants) and students from Initial Professional Qualification Program in leatherwork (a specific programme for students with mental and/or physical disabilities). This activity aims to create a harmonious climate of coexistence and to build mutual respect between students from different programmes, illuminating their potential for, and improving their capacity to, work together on a joint project.

The activity consists of 3 phases. During the first phase, each group attends a workshop organized and run by a tutor. The workshops focus on the recognition and expression of emotions. Students select a series of emotions and define their meaning. In the next session different groups of the students join together. Each group presents the emotions selected in the previous session and explain why they chose these emotions. Foreign students present the emotions in their native languages. The final session takes place in the shop where the Professional Qualification Program students learn to work with leather. All students work together, to make leather covers for dairies, to be filled with the emotions most relevant to themselves. The educational staff in charge of the activity claim that it has enhanced the

motivation of participating students towards school work. Students have learned to value and respect each other.

Children's integration requires more than just initial measures at the beginning of their settlement in a state, concerning language and cultural adaptation. Integration should be a process that provides students with the opportunity to find a job and to enable a normal life in the country. In line with this, some measures related to unemployment should also be considered. One of the best practices identified in Austria is an online research platform where useful and proven methodological material for trainers in the labour market context can be found.

Another good tool that supports the prevention of unemployment is available in Spain. It is implemented by the 2015 program "Joven Océpate", part of the Regional Youth Guarantee Initiative (Asturias, Spain). It was conceived as a preventive and early assistance measure aimed at improving the employability of and the job placements available to local youngsters aged 16 to 25 years old, who have not achieved the Compulsory Secondary Education Certification. Moreover the programme encourages youths to continue their education, improve their professional skills, and gain professional certificates (level 2) or intermediate level vocational training studies. The program took place in 23 districts within the Asturias Region and consisted of 60 mixed professional- educational projects. During six months the young participants undertook:

- Basic training to acquire key skills
- Vocational training (professional certification, level 1)
- Employment, with an apprenticeship contract

Participants received remuneration proportional to their working hours in each phase of the program. Moreover, after completing the program, participants received an orientation and assistance in accessing the labor market for a further six months.

A final important factor in educational integration is the structure of the inclusive educational system itself. Where clear and continuous steps for the adaptation and integration of children are provided, the results are much more effective.

Identification of the strengths and weaknesses of the current systems. Similarities and differences of the methodologies and approaches in the partner countries.



In order to compare the similarities and differences between methodologies and approaches used for educational integration of children on the move used in Romania, Bulgaria, Austria, Spain and Italy, once again we must highlight the conceptual differences. In this report programmes and measures addressing children on the move have been described alongside all types of second chance programmes, as they are frequently overlapping.

Considering this, the prime similarity shared by educational systems in partner countries is a lack of practical programmes and schools designed especially for children on the move. These children tend to be enrolled either in mainstream schools together with the other students, or in generic second chance programmes, together with other marginalized students: ethnic minorities, who may leave school prematurely for various reasons (early school leavers), children with special needs and others. This could be identified as common weak point in the systems, because measures implemented on different groups of children should be adapted to their personal specific needs. According to interview data from experts, it is impossible to apply the same methodology to all kind of children at risk. Spain is the only country where there have been attempt to create special schools for children on the move, however this is not a common practice in the whole country. For all countries in this report, children tend to be enrolled in the regular schools after some initial adaptation courses.

Differences are evident in the approaches to inclusion, which vary amongst the countries included in this report. In Romania, some regular schools are also recognized as second chance schools. In Bulgaria, children are enrolled directly in regular schools (second chance classes are mainly provided to drop outs). In Austria and Italy, too, children are enrolled in classic schools. In Italy, second chance schools are not recognized officially. This is a contrast from Romania, where the second chance school statute is legal.

The enrollment of the children in regular schools could be assessed as weakness from a learning methodological point of view, as it fails to address specific educational needs. However, it could also be a strength, because it fosters fast social inclusion and effective integration into the local student body.

Regarding the second chance system as a whole, the structure is relatively clear in all the partner countries which is identified as a clear strength.

Gaps have been identified in the initial evaluation of competences and language skills for children who intend to enroll in second chance programmes/educational systems. In Romania there is clear evaluation procedure described above. However, this is an exceptional case. Language assessment is set in the strategies of all researched countries, but the methods used differ and are often unclear. In some countries, in Spain for example, there is an age limit for enrollment.

The same could be deduced for preliminary language classes. In all the countries analysed, preliminary language classes are provided. However, schemes and procedures of these differ. It is a weakness that there is no clear programme, curriculum, set number of classes and results evaluation procedure for language skills across all countries.

Another gap identified in these educational systems exists where, for most of the countries, a separate institution practically supports schools to carry out second chance measures. Further, experts interviewed in Romania, Bulgaria and Italy stressed a lack of cooperation amongst existing institutions concerning the educational and social integration of children.

In this regard, a significant gap between the state policies/strategies and their practical realization was identified in almost all the countries researched (especially Romania and Bulgaria).

In some cases, the efficiency of state institutions, but also in the actions of the local authorities could be held accountable for this. In all the countries researched significant autonomy was found, especially in Spain. Bulgaria, Spain and Italy also applied relatively different measure for each region, and even each school. Austria presented the most strictly structured system in this sphere. Autonomy within these systems can be defined as a

strength and a weakness at the same time, as indicated in the expert interviews. It presents a weakness when: rules are applied differently; there is no supervision and no clear results showing the efficiency of this application. On the other hand, autonomy can be viewed as a strength when local authorities, schools, and even teachers have the freedom to adapt these measures to the specific needs of their students.

A variety of measures were seen to be implemented in partner countries in order to meet the needs of the different groups of the children. In Bulgaria and Romania, these measures mainly address not all children on the move, but those from ethnic minorities (namely Roma).

One of the most positive measures implemented in these countries is the use of individualized plans in some second chance programmes. This provides the opportunity to adapt methods to suit the personal needs of the student, which is considered extremely important.

Another approach connected to the individual approach is the consultation of students. In Spain, each student is assigned a tutor, and consultations are conducted systematically. However, in Italy, no tutors assigned. In Bulgaria consultations are set, but according to experts, students remain passive during these meeting *and “are there because they should be, not because they want to”*. Meetings are not regular and concern the learning material, not tutoring as a whole.

Regarding educational plans, these are often the same as the curriculum for regular students. It is frequently seen by experts to be a negative issue, because children on the move need time to adapt to their new setting, and even after the adaptation period their development and knowledge cannot be guaranteed as equal to that of regular students.

The flexibility of learning plans also varies amongst the partner countries. In Romania, Bulgaria and Spain, a high flexibility of schedules was detected. At the same time, Italy and Austria indicated low organizational flexibility.

Another important factor in children’s education is the requirement for the staff who work with them, which in all countries researched are not clearly defined, especially concerning

teachers/ trainers working with children on the move. The requirements for teachers are broadly defined in some countries and mainly address professionals working in second chance programmes. In Romania these requirements take the form of recommendations. Only initial training of the staff is conducted (when they initially start working in the second chance). In the other partner countries the training of trainers is mostly organized in the frame of projects or initiatives at a national or European level. In terms of the contents, in Spain, courses are connected to learning particular subjects, unlike Bulgaria where they mostly address the pedagogical approaches to be used.

In this respect, the instruments used by staff are also important. A common weakness was defined where there is a lack of strongly criticised the tools used in the educational system. Interview data showed that in most of the partner countries, it is difficult for teachers to support all students individually. At the same time, most experts interviewed consider the role of individual teachers in determining the methodologies used for inclusion.

In some countries (Bulgaria, Romania, Italy) the research detected both a lack of skills and also motivation of the staff, which is an issue that needs addressing.

Perhaps as a result of this, a large amount of the work in the sphere of integration of children on the move is done by non-governmental organisations, volunteers and others, who are not part of the formal educational system. In Romania and Bulgaria, the majority of language training and other support are organized by NGOs.

Experts interviewed in all partner countries, especially in Austria and Bulgaria stated that not enough work is done with the parents of children in educational integration programmes, which can have a negative influence on the inclusion process. Spanish and Bulgarian experts stressed on the importance of advertising and distributing second chance measures. At present, most people are not aware of the educational opportunities available for children at risk.

Last but not least, none of the countries in the sample held concrete statistics regarding the number of children on the move enrolled in the educational system. Statistics concern mainly children in minority groups, early school leavers and children with special needs.

Recommendations



Considering all the strengths and weaknesses described and the findings from expert interviews, the following list of recommendations is made to move forward with educational systems and new learning methodologies:

- R** A greater emphasis on non-formal interactive activities is required to improve students' performance
- R** School staff need to be trained on how to implement these programmes and methodologies; and teachers need to be prepared to work with mixed and diverse groups of students
- R** The programmes and its benefits should be promoted in disadvantaged areas in order to enrol greater numbers of children
- R** More tools and guides for teachers and handbooks for students on independent learning are required to support them beyond the classes
- R** Consultations with students should be provided on a weekly basis
- R** Individual and close relationships between the teachers/trainers and young people should be encouraged
- R** More extracurricular activities connected not only to language learning but also for stimulation of social integration should be organized. Joint activities of children from unprivileged groups and local children should be arranged in order to forge a sense of community
- R** Teachers should be better equipped in order to effectively adapt programmes to the individual needs of the students. A teaching and counseling approach focused on the needs, wishes and abilities of individual pupils is desirable.
- R** New methodologies should be accredited in order to offer credits to teachers and thus recognizing their developed competences and abilities.
- R** The formation of professional networks where practices, ideas and experiences can be shared could have positive effects

- R** More subjects should be included in the curriculum. Some basic skills on a variety of subjects should be provided alongside vocational guidance and support, so that students can acquire new skills related to specific jobs (this could also include the provision of health-nutrition and leisure activities, physical education and activating exercises, dealing with money, conflict management, dealing with social networks on the Internet etc.)
- R** An interdisciplinary approach should be encouraged
- R** The link between school and labour market should be strengthened at a later stage
- R** A regular presence of young people in class is necessary in order for integration measures to succeed
- R** Excessive demands and over-expectations should be avoided. Goals should be achievable
- R** More emphasis should be put on working together with parents
- R** Supervision measures should be provided. Professionals need opportunities for reflection and support
- R** Accurate assessment methods and learning purpose should be envisaged
- R** Supporting measures should always combine training (and/or coaching) with psychological support from qualified and experienced professionals
- R** Practical tools for improving linguistic competence and an assessment of these should be provided
- R** Individual work opportunities for students who have difficulties with the language should be ensured
- R** The creation of some kind of centers (connected to the schools) where children could be supported (in their studies), trained and guided in their social life would have a very positive impact
- R** Methodology should include concrete advice for educators to work in multi-ethnic environment
- R** Cooperation amongst institutions, trainers, students and all actors involved in the field should be enhanced
- R** Methodologies used should be attractive and should clearly present their effectiveness to students



R Cultural diversity should be respected throughout the integration process. An appreciation of different histories, religions and cultures should be shown


R Many experts stressed the fact that it is challenging to create a methodology which is suitable for both different environments and for different groups of children, but they all shared that efforts in this direction need to be made. These actions will certainly have very positive results that would contribute to the improvement of the adaptation and educational integration of children on the move.

Experts interviewed

No	Name	Position	Country
1	Robert Penciu	Deputy School inspector at the School Inspectorate of Bucharest and present Coordinator of Second chance at county level	Romania
2	Sergiu Moga	School Inspector on Second chance	Romania
3	Mioara Marcu	School Inspector on Second chance	Romania
4	Mihai Gretian Melita	School Director no. 71 in Bucharest	Romania
5	Mănatu Tamara	Former school director of George Calinescu school in Bucharest, present teacher at Second chance	Romania
6	Ani Draghici	School Inspector, Trainer in Second chance, coordinator of Second chance at Dolj county level	Romania
7	Calugarescu Angela	School director at Sadova school- in Dolj county	Romania
8	Neda Anca Irina	School director at Valea Stanciului- Dolj county	Romania
9	Doris Muhr-Koban	Consultant at National labour market service for youth (AMS für Jugendliche), Vienna	Austria
10	Marianne Brenneis	Tender office, die Berater Vienna	Austria
11	Elisabeth Ernst	Coordinator of mobile park attendance of children and youth parliament, Wiener Familienbund – Viennese family association – Vienna	Austria
12	Ulrike Düh	Supra-company trainer and integrative apprenticeship measures, die Berater Burgenland	Austria
13	Ingrid Feuerstein	Trainer on preparation courses for the retaking of main school graduation, BFI Vienna	Austria
14	Ivelina Spasova	Headmaster of 6th Secondary school “Graf Ignatiev”	Bulgaria
15	Iveta Petrova Germanova	Senior expert in organization of secondary education/ Regional inspectorate of	Bulgaria



		education-Sofia/	
16	Mariya Sotirova	Senior expert on Bulgarian language and literature in Regional Inspectorate of Education-Smolyan city	Bulgaria
17	Nina Aleksieva	Senior expert on vocational education in Regional Inspectorate of Education-Smolyan city	Bulgaria
18	Violeta Zaharieva	Headmaster of Vocational High school for Production Technologies	Bulgaria
19	M ^a Paz Zuluaga	Director Education Center FP Basic Vocational Training	Spain
20	Rosa Jiménez	Education Coordinator	Spain
21	Roberto García	Director Education Center	Spain
22	Luis Felipe Castillo Centeno	Teacher Initial Professional Qualification Programme	Spain
23	Rosana Serrano	Education Coordinator	Spain
24	Emanuele Cardella	Trainer at Centro Astalli	Italy
25	Enzo Volpe	President of the Santa Chiara Association	Italy
26	Irene Pizzo	manager at CESIE	Italy
27	Francesca Vacanti	project manager at CESIE and coordinator of the project SMART	Italy
28	Tiziana Giordano	project manager and trainer at CESIE, who has experience in working with children including the ones with migrant background	Italy
29	Patrizia Pappalardo	president of Ubuntu-International Center of Cultures	Italy

 All interviews were conducted in the period January 2016-February 2016 by phone, in writing, and through face to face meetings. The answers of the experts are incorporated above in the Report

Useful resources/links/ Bibliography

*The following documents and links were suggested by the project partners in their national reports**

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- National Analysis of the phenomenon of the children left behind (Social Alternatives Organization and Unicef, 2008)
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- Impact Study related to the implementation of the Educational Programmes that decrease the phenomenon of drop out among the project Education – The Chance for a society of knowledge - 2015
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