



# Integration of Refugee Children Toward Sociocultural Harmony

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## Collection of Best Practices



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## 1. Best practices in Türkiye

### 1.1. A MODEL IN THE CONTEXT OF SOCIAL EQUALITY: ÇABAÇAM

In Turkey, as well as institution based early childhood education services, right based, reformist and different models, which promote the culture of coexistence within inclusive education, are needed. Çanakkale Onsekiz Mart University Multitool Early Childhood Education Center (ÇABAÇAM), which is founded within the acceptance that the earliest intervention to social inequalities is early childhood education, offers early childhood education services since 2008. As a society based model, this early childhood education services represents collaboration of partners of university, non-governmental organizations and municipal administration.

By supporting both the children, their families and their immediate environments, the main aim of ÇABAÇAM, which has the characteristics of early intervention program (ÇASEMP), is to provide free education to Turkish and immigrant children (especially Syria, Afghanistan, Iraq), who are between the ages of 4-5 and who lives in disadvantaged conditions for various reasons and cannot benefit from pre-school education, on the basis of “equality of opportunity”. In addition, the other aim is to create an environment for pre-service teacher candidates studying in different programs of Faculty of Education, especially pre-school education, to strengthen their individual and professional practices by bringing theory and practice together.

As of 2015, through cooperation with the Çanakkale Branch of the Association for Solidarity with Asylum Seekers and Migrants (SGDD), migrant children and their families have started to receive education at ÇABAÇAM. Developed as a community-based early intervention program that supports the individual within the community and the community within the individual, the ÇABAÇAM Model aims to improve children's cognitive, social, emotional, and language skills, in the context of social equality. It targets parents, home environments, close surroundings, teacher candidates, in-service teachers, and generally all segments of society that interact with children.

Children and families of immigrants with different cultures and different languages learn from each other at CABACAM in a multicultural environment by experiencing their life stories and similarities. Especially Turkish, but also Arabic, Persian, English, and a combination of different languages and life stories are blended in CABACAM. Up until today, education has

been provided to 200 children between the ages of 4-5, to their families, and to over 500 pre-service teacher candidates.

## 1.2. IMPLEMENTATION OF THE COORDINATION OF TURKISH RED CRESCENT CHILDREN'S PROGRAMS IN THE EDUCATION OF MIGRANT CHILDREN

Children are undoubtedly the most affected by migration and Turkish Red Crescent Children's Programs Coordinatorship strives to reduce the difficulties faced by disadvantaged children, especially migrant children, to create conditions for access and continuation of education and to meet their needs in a holistic manner. Within the framework of collaboration, which is signed on May 2013 between Turkish Red Crescent and United Nations Children's Fund (UNICEF), Children's Programs Coordinatorship carries out psychosocial support, child protection, social adaptation, youth empowerment and educational support activities for children in the 4-18 age group in order to protect/prevent and raise their awareness. Among these studies, the activities of child protection and educational support aim to directly contribute to the education of migrant children, by focusing on the problems, such as combating child labor, providing language education, providing necessary guidance for schooling and eliminating the problems that are a barrier to school.

The activities of the Program are applied in 16 cities, 33 fields of activities (7 temporary shelter centers/camps, 16 community centers, 3 mobile child-friendly spaces, 5 mobile psychosocial support teams, 2 children and youth centers). From the start of the program, 4,301 volunteers are trained, 2,408,599 activities are realized with 644,136 children. In addition, 26,458 household visits are done and 10,077 cases, most of them are towards the children's access to education, are directed.

As previously stated, when we look at the barriers to access to education for migrant children, one of the main reasons is that children do not speak Turkish or cannot speak it effectively and adequately. In order to resolve this problem, Turkish language support was provided and 2,609 children have taken language lessons since 2013. Because the majority of disadvantaged children do not have access to tutoring or classroom facilities, in order to ensure equality of opportunity, homework support is provided to 7,135 children by The Project of "Öğretmen-im" (My Teacher). In addition, 14,602 activities were realized within the scope of the Project of Foreign Student Exam (YOS) with 964 children, who want to continue university

education. On the other hand, in order to develop children's personal skills and overcome adaptation problems, 238.666 Psychosocial Support Activity with 95.381 children, 372.600 Child Protection Activity with 140.607 children, and 6.625 Volunteering/Leadership Activities with 4.301 children was realized.

### 1.3. CHILDREN LIFE CENTER/ REYHANLI EDUCATION VILLAGE

One of the most important problems children face in war and migration is being unaccompanied. Services regarding Syrian children, who are in the group with special needs and unaccompanied, being carried out by Ministry of Family, Labor and Social Services, General Directorate of Child Services. Within the scope of this service, “Children Life Center” or “Reyhanlı Education Village” is a project, which is managed by Yetim Foundation. The name of “Children Life Center” is given in the scope of the protocol, which is started by Ministry of Family, Labor and Social Services. However, now, the name of “Reyhanlı Education Village” is used with the management of Minister of National Education.

This project is a civil society project with international partners and aims to heal the traumatic problems of parentless children, which are victimized by conflict and war in Syrian, in a safe environment so that they can grow up mentally and physically healthy. Reyhanlı Education Village Project, which is established by Human Rights and Freedoms (IHH) Humanitarian Aid Foundation and managed by Yetim Foundation, continues its activities within the framework of a protocol, which is signed in 2015, with Ministry of Family, Labor and Social Services and in cooperation with two organizations (Turkey-based Human Rights and Freedoms (IHH) Humanitarian Aid Foundation and Qatar-based Sheikh Thani Bin Abdullah Foundation for Humanitarian Service-RAF Foundation).

Children Life Center, which is designed for orphaned children, has 35 villa for boy children and 20 villa for girl children. Each 350 square meters and two-storey villas are designed to accommodate 18 children. Children Life Center, in which 990 Syrian orphaned children lives, entered into service in May 2017 and it is established on 100 acres of land in Hatay-Reyhanlı. In addition, there are one kindergarten, one primary school and Anatolian Imam Hatip High School, which continue their activities under the Ministry of National Education, in Reyhanlı Education Village.

#### 1.4. AÇEV: SUMMER KINDERGARTENS PROJECT FOR SYRIAN CHILDREN

Based on the problems that Syrian children face in adapting to school, AÇEV has started to work on the implementation of a short-term intervention program that will increase their readiness to start school and facilitate their adaptation to the culture. Summer Kindergartens Project for Syrian Children is implemented in summer 2016 in cooperation with İstanbul Provincial Directorate of National Education and with the supports of Plan International and Siemens.

The target group of the program is the children, who will start the primary school as of September 2016, of Syrian families, which migrated to Turkey due to the war in their countries and living in unfavorable socio-economic conditions in Esenler district of İstanbul. The program accesses to 128 children for 9 weeks between July and September 2016 and in two schools, in 8 classes and it is applied by 18 teachers, including one Syrian and one Turkish teachers in each class. The program is created by AÇEV and by adapting AÇEV's current Preschool Education Program (OEP) based on scientific data in line with the needs of Syrian children. The Program of OEP, which facilitates the start of primary school education by supporting children's physical, cognitive, language, emotional and social development, has been implemented for 13 years in Eastern and Southeastern provinces.

##### The content of the program

The daily program, which starting with “time to get ready for the day” at 9 am and ending with “time to read a book”, includes 9 time periods. The program includes weekly themes and topics, achievements and indicators to be acquired by children in developmental areas, and concepts aimed to be taught to children.

##### *Themes, topics and concepts*

The program is structured on 10 themes, which are the most common in early childhood education programs. These themes are: my school, me and my features, healthy life, seasons, animals, plants, where I live, nature and life/environment. Preparation for Primary School and subtopics belonging to a theme were placed on 5 days of the week. Emphasis was placed on ensuring that the activities presented under these theme headings were related to children's experiences on the one hand, and on the other hand, that they were meaningful and new activities that could attract their interest.



### *Outcomes and Indicators in Developmental Areas*

When the activities of program are planning, both the five developmental areas, outcomes, and indicators are taken into account and the balance between them has been observed.

The five areas of development in the program are: cognitive, physical (fine and gross motor skills), social-emotional, self-care and language development. In the area of cognitive development, it is aimed to support children's learning of concepts and numbers and to prepare children for school. In the area of motor development, it is aimed to support large and small muscle development such as developing small muscles, moving, playing sports.

In the area of social-emotional development, it is aimed to teach and develop the ability to recognize emotions and transfer them in appropriate ways, to establish positive relationships with peers and adults, and to teach and develop ways to interact socially. In the area of self-care, it is aimed to support self-care behaviors such as cleaning and healthy eating habits, meeting the needs of the body, and applying safety rules.

In the area of language development, the aim is to strengthen vocabulary and language structures. Activities that aim to support these development areas as a whole are included in the program because they ensure that children start school ready. It is stated in the activity which development area each activity supports and which skills (outcomes and indicators) this activity develops in children. These outcomes are distributed to nine periods in the daily schedule and one or more outcomes are targeted in one period.

According to the research results, children participating in the program compared to those who do not participate:

- are better in verbal skills,
- are better in numerical skills,
- are more successful in language development and storytelling skills,
- have acquired self-care skills,
- it has been determined that 91% of them enrolled in primary education (this rate is 54% for those who did not participate in the program).

## 1.5. PROTECTION AND LIVELIHOODS PROJECT (IMPLEMENTATION PERIOD: 2023-01 / 2023-12)

The "Protection and Livelihoods Project" is a significant initiative supported by the United Nations High Commissioner for Refugees (UNHCR), aimed at helping refugees in Turkey cope with challenges they face. The project provides various services to ensure refugee safety, protect basic human rights, and improve living conditions.

Key objectives of this project include:

- **Legal Support and Protection:** Providing legal advice and support to refugees, ensuring they understand their rights and how to access protection mechanisms. Assistance is provided in refugee status applications, residence permits, and other legal processes.
- **Livelihoods and Economic Support:** Strengthening refugees' livelihoods by providing economic support or organizing vocational training programs. This helps refugees achieve economic independence and develop skills to meet their own needs.
- **Access to Education and Health Services:** Creating or strengthening support mechanisms to facilitate refugees' access to education and health services. This includes ensuring children attend school, supporting adults' participation in the workforce, and meeting general health needs.
- **Community Empowerment and Integration Activities:** Organizing various activities to strengthen refugees' integration into society and enhance social bonds. Activities such as language courses, cultural events, sports programs, and vocational workshops enable refugees to find support within their communities and better adapt to local society.
- **Crisis Management and Emergency Aid:** Being prepared to respond quickly to refugees during emergencies and crises by providing necessary emergency assistance. This aims to protect refugees and meet their needs during natural disasters, health crises, or other emergencies.



## 1.6. HEALTH, COMPREHENSIVE MENTAL HEALTH, AND REHABILITATION SERVICES FOR SYRIAN MIGRANTS (IMPLEMENTATION PERIOD: 2023-09 / 2024-08)

The "Health, Comprehensive Mental Health, and Rehabilitation Services for Syrian Migrants" (SAMS) is an important program aimed at improving access to health services and meeting mental health needs of Syrian migrants in Turkey. This program is implemented by the Ministry of Health of the Republic of Turkey and supported by international organizations such as UNHCR.

Services provided under SAMS include:

- **Basic Health Services:** Providing emergency health services, family planning, and child health services tailored to the needs of Syrian migrants.
- **Management of Chronic Diseases:** Regular health checks and medication provision for chronic diseases like diabetes and hypertension.
- **Women's Health and Maternity Services:** Providing pregnancy monitoring, childbirth services, and postpartum care for women's health.
- **Mental Health Services:** Assessing and treating mental health issues such as post-traumatic stress disorder (PTSD), depression, and anxiety among Syrian migrants.
- **Rehabilitation and Physical Therapy:** Offering rehabilitation services and physical therapy for injuries or disabilities.
- **Psychosocial Support and Counseling:** Providing psychosocial support programs and counseling services tailored to Syrian migrants.



### 1.7. MATERNAL AND CHILD HEALTH PROJECT (IMPLEMENTATION PERIOD: 2023-01 / 2024-12)

The "Maternal and Child Health Project" aims to educate mothers and mothers-to-be on infant care and development, raise awareness among families in areas where they lack knowledge, and ensure the information acquired by beneficiaries through organized training sessions, activities, and field work is long-lasting.



Activities include:

- Providing guidance to mothers on mental health, nutrition, and infant care postpartum.
- Monitoring infant development to support the creation of a healthy society.
- Introducing appropriate toys and activities for infant development to families.
- Raising awareness among women on sexual health and reproductive health topics.
- Educating adolescent girls on puberty and changes in their bodies, empowering them.
- Providing scholarship opportunities to university student girls.

Source: <https://multeciler.org.tr/projelerimiz/#devamedenprojeler>

## 1.8. ACTIVITIES CONDUCTED BY KONYA METROPOLITAN MUNICIPALITY FOR IMMIGRANTS AND OTHER DISADVANTAGED GROUPS

In the activity reports of Konya Metropolitan Municipality, carrying out activities for the adaptation of foreign countrymen to city life has been determined as one of the strategic goals of the municipality. Creating a life guide for guests living in the city and creating a booklet to ensure the adaptation of new guests to city life have also been determined as strategic goals. Konya Metropolitan Municipality carries out its activities for immigrant children through KOMEK. KOMEK (Konya Vocational Training Courses), which has determined its vision as being the pioneer of innovations in the field of lifelong learning; raising productive, tolerant and responsible individuals; operates in many districts with the mission of providing individuals of all ages and education levels with the learning, work and life skills that will reveal their energy and talents, love their country, think scientifically, think rationally, gain problem-solving skills, and increase their quality of life and social welfare in line with the purposes of lifelong learning.

Konya Metropolitan Municipality provides assistance to 5500 families within the scope of social services. 750 of the families benefiting from these social aids are Syrian families. This aid provided by Konya Metropolitan Municipality is provided to citizens from 19 different countries with social cards for food and bread purchases. It is learned that no aid is provided, especially for unaccompanied immigrant children, apart from social aids.

“ *Empowerment of Syrians and Other Disadvantaged Groups Living in Konya with Education Programs* ” project aims to expand job opportunities for local and refugee women and reduce the economic, social and psychological negative effects that have become more devastating with the pandemic. The aim of the workshops that will serve disadvantaged women is to increase interest in technical and vocational education, to provide more contributions to individuals by developing vocational education content and to increase the workforce. It is aimed to develop modern/traditional production models with equipped workshops. The products produced will be put up for sale through the KOMEK Art Cooperative. Participating groups will benefit from various seminars and social events.

“ *Supporting Educators of Public Education Centers for Refugee Integration* ” project aims to support and train educators on issues such as refugees’ rights, overcoming language barriers, mental and psychological health, etc. so that they can help refugees integrate into their local communities. This project includes communication support; understanding refugees’ needs and

rights; guiding refugees on adaptation to city life and health services; understanding refugees' rights; developing social skills; and developing case studies in video format, resource support portal, learning modules, mobile platform and interaction tools for educators, youth workers, education leaders and support staff in key areas such as stress management.

*Social Cohesion and Empowerment of Refugees Living in Konya* To carry out studies with the idea of contributing to the social cohesion process of migrants, refugees and host people living in our city as a result of forced mass migrations with the project "Producing Together, Struggling Together". To focus on the goals of quality education, gender equality, decent work and economic growth, health and quality life, reducing inequalities, peace, justice and strong institutions among the sustainable development goals. To establish a textile workshop in order to increase employability, strengthen social cooperation and minimize the economic and psychological effects of the social isolation process. Believing that acting together in difficult times is a strong support and therapy for common culture and solidarity, common goals were targeted in the fight against the pandemic. The International Stuffed Toy Workshop was established; 54 female participants received a daily wage for the day they attended the training. Health training was provided to the trainees considering the pandemic process. Personal development seminars were organized for the participants by KOMEK during the training. Consultants provided information training on CV preparation, finding a job etc. for employment. Now material evaluation and recycling practices have been implemented.

Source: <https://www.komek.org.tr/index.php?lng=tr>

#### 1.9. AL FARAH CHILD AND FAMILY SUPPORT CENTERS PROJECT FOR REFUGEE CHILDREN

With the “Al Farah Child and Family Support Centers for Refugee Children Project”, which started in 2016 in cooperation with the United Nations Children's Fund (UNICEF), protection services are provided for refugee children, young people and their families, and child-friendly activities are carried out to ensure their development in the most efficient way, along with the necessary guidance.

The “Al Farah Child and Family Support Centers” established within the scope of the project provide comprehensive services for the emotional strengthening of vulnerable refugee children,

youth and families, the promotion of social cohesion and the acquisition of knowledge and skills needed in daily life. In this context, the centers, which support national and local child protection systems, play an important role in identifying, managing and directing the urgent protection needs of the most vulnerable and hard-to-reach refugee children.

With the project, in which families are informed about the registration processes carried out by the Presidency of Migration Management of the Ministry of Interior of the Republic of Turkey and support is provided to facilitate their access to services, 5 centers located in Istanbul (including Kırklareli and Edirne), Ankara, Adana, Gaziantep and İzmir (including Manisa and Aydın), which are the provinces with a dense refugee population, serve as “child and family friendly” safe environments to provide support to refugee children and their families.

In the relevant centers, expert child protection officers, health educators, disabled experts, psychologists, file workers, youth workers and mobile teams provide services with the support of translators. In addition to these centers, services including needs and situation assessment, protection and psychosocial support activities for beneficiaries under the age of 18 are provided in Bursa, Kayseri (including Nevşehir, Kırşehir and Niğde provinces), Mersin and Van Field Offices.

The project team working in the field offices in the border regions also reaches out to children in irregular migration in the provinces of Balıkesir, Çanakkale and Muğla and provides support. In addition, the Mediterranean Mobile Team in Antalya organizes various events for children and women in the region.

In the project where services are provided in municipality buildings with translators and file workers within the scope of the cooperation with Adana Metropolitan Municipality, Gaziantep Metropolitan Municipality, Izmir Metropolitan Municipality and Istanbul/Avcılar Municipality, 3 additional mobile consultancy vehicles continue their work in the neighborhoods where refugees who cannot reach the offices live densely.

Source: <https://sgdd.org.tr/proje/multeci-cocuklara-yonelik-al-farah-cocuk-ve-aile-destek-merkezleri-projesi/>

#### 1.10. ACTIVITIES OF CIVIL SOCIETY ORGANIZATIONS IN KONYA

*ELBİR Assistance and Solidarity Association* works with the aim of eliminating the victimization of people affected by the oppressions committed against humanity and natural disasters; it was established in Konya in 2014 with the aim of providing humanitarian aid to all people who have been forced to migrate due to the oppression and hardships they have suffered in their country, who have been injured, homeless, or disabled due to natural disasters, and especially to ensure that people who have had to migrate to our region live in a more comfortable and peaceful environment. The association is one of the prominent civil society organizations that actively works especially for Syrians in Konya. It is stated that the association gives priority to the families of children who have lost their mother or father or both and who continue their lives with another close relative. Electricity, water, food support and clothing aid provided during holidays, stationery and clothing aid related to school are also given to these families as a priority. In addition, the association tries to help with a translator when necessary in case of problems with the school and difficulty in reaching an agreement. In addition, it tries to provide convenience by dealing with the procedures of making an appointment from the hospital upon request. Among the aid activities that prioritize families with orphans and motherless children are the circumcision program organized on September 2 and the picnic activity with the participation of unaccompanied children. In addition, the association helps orphans/motherless children who are disabled and children with cancer in hospital procedures, in purchasing medicines that the state does not cover, and in carrying out bureaucratic procedures.

*Dost Eli Association* primarily provides food and clothing aid to families in need, and does not limit the services it provides to people to these, and carries out various aid activities in the fields of emergency aid, social aid, education and health based on the experiences gained, both domestically and internationally. Dost Eli Association's domestic activities also include refugees. The association provides the necessary humanitarian aid support for refugees who seek asylum in Turkey due to civil war, persecution or other reasons in countries around the world. Emergency aid support covering mandatory and urgent needs (food, clothing, cleaning, stove, fuel, shelter) is provided for refugees according to their needs. In the studies carried out, information is shared in the aid provided by both the state and other NGOs by acting with the provincial coordination center, and thus it is stated that there is regular and planned aid. Another issue expressed is that individuals must have complete legal documents as refugees in order for



aid support to be provided. In addition, aid is sent to refugees living in refugee camps in the border regions of our country according to their needs, and efforts are made to improve their living conditions. The Dost Eli Association provides clothing and stationery support to migrant children in Konya during school years and states that orphans are a priority in this process. However, it has stated that there is no activity specifically for unaccompanied migrant children. They state that they can do their part upon a request from the relevant official institution that operates for the group in question.

*Ribat Humanitarian Aid Association*, which aims to support and assist orphans in need until they reach the level of being able to stand on their own feet, carries out aid activities to support orphans who are vulnerable to all kinds of dangers. Activities such as opening water wells, food aid, and cash aid are used to reach those in need abroad and this aid is provided through collected donations. Ribat Humanitarian Aid Association has stated that there has been no application or demand for aid for unaccompanied children in Turkey. Although the association has orphan programs, it does not have programs for unaccompanied children.

*the International Blue Crescent Foundation* has been working to reduce the suffering of all people, regardless of their ethnicity, religion, language, political views, gender, age, sexual orientation, genetics or physical characteristics, and to contribute to the elimination of hunger and illiteracy. The foundation's work worldwide and nationwide focuses on four main areas: social development, risk reduction, rehabilitation and humanitarian aid. It also cooperates with global donors, universities and research centers . The International Blue Crescent Foundation prioritizes the needs of the most vulnerable and disadvantaged groups when designing and implementing programs, and pays attention to community values in its activities while respecting the cultural fabric and environment. The International Blue Crescent Foundation organizes Turkish courses for adults and activities for children (such as creative thinking, mother-child, peer bullying) in Konya. During the visits, it was learned that they try to ensure that children are included in education by providing information and assistance for schooling and providing support to prevent child labor. As a result of the interviews, they stated that they had not encountered unaccompanied children in Konya and that they did not carry out any activities targeting this group, but they were willing to take part as stakeholders if institutions and organizations produced projects and activities related to unaccompanied children.

Source: <https://ibc.org.tr/TR/main>

<https://www.ribatinsaniyardim.org/>

<https://dosteli.org.tr/>

<https://www.elbirdernegi.org/>

### 1.11. CONDITIONAL CASH TRANSFER FOR EDUCATION

Conditional Cash Transfer for Education (CCTE) program is an important social assistance program implemented in Turkey to increase children's access to education. Launched in 2003, the program was expanded to include refugee children with the support of the European Union in 2017. The program is implemented in cooperation with the Ministry of National Education, the Ministry of Family and Social Services, the Turkish Red Crescent and UNICEF.

The Conditional Education Assistance Program is a comprehensive and multifaceted social assistance program that aims to reduce economic and social barriers to education in Turkey. The success of the program lies in its approach that not only provides economic support but also supports the long-term social and academic achievements of children.

The aim of the program is to encourage children to attend school and ensure that refugee children in particular receive regular education. In this process, additional social support and child protection services are provided to eliminate factors that prevent children from continuing their education. To date, more than 356.000 refugee children have benefited from this program.

#### **Program Goals**

- **Access to Education:** To ensure access to education for children who cannot attend school due to financial difficulties.
- **Eliminating Absence Problems:** Encouraging children to attend education regularly.
- **Integration of Refugee Children:** To ensure that refugee children in Turkey are included in the education system and to facilitate their integration into society.
- **Child Protection:** Reducing risk factors that hinder education, such as child labor and early marriage.

#### **Application Process**

This program is managed by the Ministry of Family and Social Services, and payments are made with the support of the Turkish Red Crescent and UNICEF. Payments are provided on the condition that families send their children to school regularly. Children's school attendance is monitored by the Ministry of National Education.

- **Financial Aid:** Monthly financial aid is provided for children in primary and secondary education. These payments vary according to the child's education level and gender.
- **Additional Support:** Special guidance is provided to families through social workers and interpreters for children at-risk.

### **Impact of the Program on Refugees**

CCTE plays an important role in increasing the participation of refugee children, one of the most vulnerable groups in Turkey. Especially Syrian refugee children can receive regular education, their social adaptation is strengthened and their participation in society is facilitated through this program.

- **Number of Children Affected:** More than 356,000 refugee children have been supported so far under the refugee component of the programme.
- **Holistic Approach:** In addition to encouraging refugee children to participate in education, additional social protection measures are implemented to support families.

This program has increased the rate of attendance in education, and has provided a noticeable improvement in the enrollment rates of girls in particular. It is also considered an effective model for the integration of refugee children into the Turkish education system. International funding and cooperation have increased the sustainability of the program.

### 1.12. DESIGNERS OF FUTURE PROJECT

The Designers of Future Project is a comprehensive education project for local and refugee children and youth living in Sultanbeyli and its surrounding areas, such as Sancaktepe, Kartal and Pendik on the Anatolian side of Istanbul. The project aims to empower children and youth on both an individual and social level by providing them with skills appropriate to the requirements of the age.

#### **Purpose and Scope**

This project aims to develop scientific, technological, cognitive and social skills. It also aims to help participants:

- To support their well-being,
- To contribute to them becoming individuals who contribute to society,
- To eliminate disadvantages by providing equal opportunities,
- To prepare the ground for them to realize and use their potential,
- To raise individuals who will lead the transformation of the economic and social structure in the medium and long term.

## Activities and Programs

Within the scope of the project, activities are organized in different areas for children and young people:

- **Science and Technology Education:** Contemporary technological education such as robotic coding, artificial intelligence applications, and basic engineering skills are included.
- **Social and Cognitive Skill Development:** Personal development training such as communication skills, problem solving and leadership is offered.
- **Psychosocial Support:** Psychological support services are provided especially for individuals who have experienced trauma.
- **Social Integration and Equal Opportunities:** Social events are organized to increase harmony between refugees and local communities.

## Impact of the Program

- **Economic and Social Transformation:** The project aims for participants to contribute to economic development and positive changes in the social structure as well-equipped individuals.
- **Strengthening Social Cohesion:** Strengthens ties between local and refugee communities and promotes a culture of living together.

### 1.13. PROTECTION PROJECT FOCUSING ON CHILD PROTECTION, GENDER-BASED VIOLENCE (GBV) AND ECONOMIC EMPOWERMENT

The Child Protection, GBV and Economic Empowerment Project, implemented with the support of UNHCR, aims to support victims of gender-based violence, children at risk and families among refugees. This project covers a wide range of activities aimed at facilitating individuals' access to protection mechanisms and ensuring economic and social development.

## Purpose of the Project

### Accessibility of Protection Services

- Identifying individuals with special needs and effectively conducting case management processes.
- Directing individuals who are victims of violence to safe shelter, legal support and psychosocial rehabilitation services.
- Identifying children at risk and including them in protection programs.

### Economic Empowerment

- Increasing access to employment opportunities for individuals who are disadvantaged due to violence and other risks.

- Providing education and employment opportunities.

### **Social Awareness and Participation**

- Adoption of community-based protection approaches in all areas of activity.
- Increasing knowledge and solidarity among local communities through awareness seminars.

### **Activities and Services**

The project offers a comprehensive range of activities and services:

- Individuals' recovery processes are supported through psychosocial support and counseling services.
- Monitoring children's access to education, health and fundamental rights.
- Developing special programs for children at risk.
- Directing refugees to vocational training courses.
- Empowering individuals who cannot meet their basic needs with financial support.
- Meeting needs in vital areas such as shelter, health and education.
- Information and awareness seminars are organized to increase social participation.

### **Impact of the Program**

The long-term goal of the project is to provide a way for social harmony and sustainable life by ensuring that individuals are economically and socially empowered. The aim is to create a safer and more stable environment by increasing access to protection services for individuals at risk. In addition, the project contributes to women and children gaining a stronger place in society by promoting gender equality.

Sources:

<https://multeciler.org.tr/eng/>

<https://www.unicef.org/turkiye/en/press-releases/unicef-and-eu-announce-third-phase-conditional-cash-transfer-education-ccte>

## 2. Best practices in Slovakia

### 2.1. THE “UKRAINIAN STUDENT” PROJECT

From July to December 2023, the National Coalition for Digital Skills and Jobs of the Slovak Republic implemented the “Ukrainian Student” Project. The aim was to assist children, who were forced refugees in Slovakia due to Russian aggression in Ukraine, in acquiring funding for new digital devices. In the pilot year of this national project, thousands of Ukrainian children fleeing the war received the necessary support.

In less than half a year, the “Ukrainian Student” Project recorded nearly 10,500 registrations, of which approximately 7,750 came from Ukrainian children studying in Slovak schools, 2,228 from children continuing their online education at Ukrainian schools, and 419 from Ukrainian children under 18 who subsequently studied at Slovak universities.

Thanks to the project, more than 9,300 Ukrainian children received new digital devices. The eligibility of the applications was confirmed through checks specified within the project criteria.

During the duration of the project, 3,436 Ukrainian students evaluated their Slovak language skills, and 835 students evaluated their digital skills.

Principals and teachers at Slovak schools and universities, as well as other educational institutions and citizens of Slovakia, actively participated in informing Ukrainian families about the project. They assisted with communication with the National Coalition, vendors, project registrations, and preparation of necessary documents. The project was also supported by many non-governmental organizations, centres, and government agencies in the Slovak Republic, such as the Human Rights League, LDZ, Mareena, Charita, noviny.sme.sk, TA3, and others.

To improve communication with the Ukrainian community in Slovakia, the Digital Coalition expanded its team with Ukrainian colleagues who provided consultations through a call centre, email, and Telegram groups. They also created the project's website, ensured advertising, and other activities to support communication with the target group.

More than 450 retail stores with specially trained staff were available to children involved in the project and their legal guardians, assisting them in selecting and purchasing digital devices.

The “Ukrainian Student” Project demonstrated that the European Union understands the needs of Ukrainian children who fled the war and often did not bring digital devices with them. This



project was a major step toward equalizing conditions for all children and supporting digital education in Slovakia.

The “Ukrainian Student” project was funded by the European Structural and Investment Funds, Integrated Infrastructure Operational Program, Priority Axis 14 – Care, and implemented by the National Coalition for Digital Skills and Jobs of the Slovak Republic in cooperation with the Ministry of Investments, Regional Development, and Informatization of the Slovak Republic.

Source: <https://ukrajinskyziak.sk/>

## 2.2. SUPPORT FOR UKRAINIAN DISPLACED PERSONS IN EDUCATION

As a result of the war conflict in Ukraine, many children and students have come to Slovakia, lacking suitable conditions to cope with their challenging life situations and having limited access to quality education.

The National Institute for Education and Youth (NIVaM), which also addresses issues such as inclusion and national minorities, in cooperation with the humanitarian organization UNICEF, launched the project “Support for Ukrainian Displaced Persons in Education”. The aim of the project is to provide teachers and schools with support in integrating foreigners into the Slovak education system.

The main activities of the project include:

- direct counselling and support for schools in various regions,
- professional development for educational institutions, teachers, and principals with a focus on integrating Ukrainian children and students,
- expertise aimed at early and pre-primary education (creation of methodologies and training).

The support within the project focuses on targeted assistance directly in schools, which allows to respond to the individual needs of schools and regions and to systematically coordinate the assistance with local governments, which guarantees the flexibility of measures and targeted assistance.

Direct support to schools is provided by regional coordinators who are starting to operate in the NIVaM regional offices (Bratislava, Košice, Trnava, Trenčín). They assist with the enrolment of children and students into schools, communicate and help with the recognition of documents for teaching and professional staff in education, and provide methodological support and advice for schools and teachers.

Schools integrating children and students from Ukraine can order publications for the education of foreign children, which were created within the Erasmus+ project “Slovak for Foreign Children – A Tool for Teachers and Parents in the Inclusion of Foreign Children in the Educational Process in the Slovak Republic”. These materials are comprehensive aids used in teaching the Slovak language to foreign children and expatriates and were developed in cooperation with the Private Language School iCan.

The project also prepares professional events on various topics, such as methodological guidelines, practical tips for activities in schools, and expert topics on the integration of foreign children.

The preparation of professional materials is also part of the project. These materials, available in Slovak and Ukrainian, are available for download.

Source: <https://nivam.sk/podpora-cudzincov/>

### 2.3. REGIONAL TEACHER SUPPORT CENTRE (RCPU) FOR THE KOMÁRNO REGION

The Institute for Education Innovation n.o. has partnered with the Ministry of Education, Science, Research and Sport of the Slovak Republic to establish the Regional Teacher Support Centre (RCPU) for the Komárno region. The centre aims to guide, support, and assist teachers in their professional development, helping them realize their potential and ensuring that their students learn with enthusiasm and achieve satisfactory results. Through mentoring, workshops, networking, and other forms of support, the centre will be a pillar for teachers on their path of change and continuous improvement.

#### Mentoring

Mentoring is a key area of teacher support as it provides targeted assistance tailored to the individual needs and conditions of each teacher. Mentoring is not a means of controlling or evaluating teachers' work but a tool for uncovering and developing their potential.

The benefits of mentoring for teachers include:

- support, motivation, and success, as well as the enhancement of professional and personal strengths,
- a partner in the form of a mentor who offers regular meetings, classroom visits, reflections, professional conversations, and assistance in solving work-related problems,
- easier adaptation to changes.

The Regional Centre provides individual and group mentoring for both novice and experienced teachers, as well as individual mentoring for principals and vice-principals. The mentoring program is led by trained mentors and teachers.

### **Workshops**

Another element offered by the Regional Centre is workshops, which teachers can choose based on their preferences or the requirements of their schools. The workshops also focus on areas requested by the Ministry of Education, Science, Research and Sport of the Slovak Republic, such as curriculum, inclusion, digitalization, and innovation.

The structure of the workshops is designed to equip participants with as many practical insights and skills as possible, which they can immediately apply in their teaching.

### **Networking**

The Regional Centre connects teachers, schools, school administrators, and various institutions to inspire each other with best practices, address shared challenges and issues of schools in the Komárno region, and build open schools. The goal is to support meaningful learning for students.

The Regional Teacher Support Centre in Komárno represents a comprehensive support system for teachers, enabling them to continuously develop and improve the quality of education.

Source: <https://rcpukn.iiv.sk/sk/>

## 2.4. MANUAL FOR THE INCLUSION OF FOREIGN CHILDREN IN THE EDUCATIONAL PROCESS IN THE SLOVAK REPUBLIC

The issue of educating foreign children arises primarily from the demands associated with international migration. An increasing number of foreign children attend primary schools in Slovakia, which presents challenges in integrating them into the educational process. These challenges stem from the different linguistic and cultural background of the students and pose a significant task for schools. This process involves not only the principal and teachers but also all educational and professional staff, other school personnel, and the classroom community.

The Manual for the Inclusion of Foreign Children in the Educational Process in the Slovak Republic (Manual) is intended for administrators, both teaching and non-teaching staff, and legal guardians. The Manual focuses on explaining fundamental terms such as foreigner, foreign children, migrant, refugee, asylum seeker, and similar concepts, as well as the legislative foundations of the issue, which directly affect the education of foreign children in Slovakia.

The Manual aims to serve as a practical guide for preparing schools for the arrival of a student - a foreign child, offering possible approaches and practical recommendations for admission to primary school and subsequent adaptation to the school environment. It also includes an interpretation of the legislation governing the conditions for educating foreign children and its application in practice.

Part of the Manual is a set of materials and forms for primary schools in various languages, which is intended to help schools convey basic information to the student - the foreign child and their legal guardian. Translations of these materials are available on the website of the State Pedagogical Institute.

The Manual was created based on both domestic and foreign literature, direct practice with students both in Slovakia and abroad, and communication with educational and professional staff to determine their needs when working with foreign children. However, no manual, methodology, or guide can guarantee successful teaching. Therefore, the choice of appropriate strategies for individual schools is voluntary and flexible, without pressure to implement specific procedures.

Source: <https://www.statpedu.sk/files/sk/o-organizacii/projekty/erasmus-slovincina-deti-cudzincov/manualy/manual-inkluziu-deti-cudzincov.pdf>

### 3. Best practices in Slovenia

#### 3.1. USING MACHINE TRANSLATION AND CREATING MEANINGFUL MESSAGES

In the "Magical Language Garden" activity, we started by dividing students into smaller groups. Each group received a smartphone with a translation app and cards with the names of objects in a chosen language. The students used the app to listen to the pronunciation of the words and find corresponding pictures placed around the classroom. The groups competed to see who could find all the objects first and correctly explain their meanings. The activity was very successful, as the students actively engaged and used technology to learn new words with interest.

After the game, we conducted a reflection session where we discussed new words, different cultures, and potential issues with using machine translators. The students shared their experiences and highlighted some interesting translation errors, which was useful for further learning.

Next, we conducted a role-playing game called "At the Market." Students took turns acting as buyers and sellers, using known words to buy and sell different types of fruits and vegetables. This activity helped reinforce their vocabulary and encouraged the use of language skills in practical situations.

The third activity was a didactic game in a digital environment called "Matching Pairs." Students had to connect pictures with the appropriate words, which contributed to the automation of vocabulary usage. All activities were well received, and the students were motivated and engaged.

In the second activity, "Creating Meaningful Messages," we distributed cards with words to the students. Each student chose three words and combined them into a meaningful message, which they then glued into their notebooks. We followed this with an exercise where students circled the appropriate words and drew what they read. Finally, they formed meaningful sentences from the given words.

Both activities successfully encouraged creative thinking, vocabulary development, and language skills. The students actively participated and learned through play and practical tasks. The implementation of these activities demonstrated that a combination of traditional and digital methods is highly effective in language teaching.

### 3.2. COOKING WORKSHOP

Before cooking, we discussed the basics of food preparation, kitchen hygiene, and safety with the students and the teacher. The students learned how to properly wash their hands, tie back their hair, and prepare the workspace for cooking. We also talked about the importance of healthy eating and choosing local, fresh ingredients.

The task was for the students to prepare a local dish – vegetable soup. Together, we chose a recipe and read it carefully. The ingredients needed were: 2 roughly chopped carrots, 1 roughly chopped onion, 2 stalks of celery, 1 large tomato, 1 small parsnip, 6 sprigs of parsley, 1 clove of garlic, 1 bay leaf, 3/4 tsp dried thyme, butter, and 200 ml of water.

Each student received a copy of the recipe and wrote down the ingredients on a sheet of paper. We then discussed the necessary tools, such as knives, cutting boards, pots, and measuring cups. The students were divided into smaller groups, each responsible for preparing certain ingredients. The students washed their hands, tied back their hair, and began preparing the ingredients, washing their hands and knives several times during the process, and asking for adult help with more challenging tasks.

We placed the carrots, onion, celery, tomato, parsnip, parsley, garlic, bay leaf, and dried thyme in a large pot, covered them with water, and slowly brought the mixture to a boil, skimming off the foam as needed. We then reduced the heat, partially covered the pot, and simmered the soup for about an hour. The students took turns stirring the soup and monitoring its progress.

While the soup was cooking, we discussed the various types of vegetables that can be used in cooking and their nutritional values. The students also learned some basic cooking techniques, such as properly chopping vegetables and using spices to enhance the flavor of dishes.

When the soup was ready, we organized a tasting session. The students set up tables, placed bowls and spoons, and invited their classmates and teachers to try the soup. Each group presented their prepared dish and shared their cooking experiences. The tasting session was an excellent opportunity for the students to proudly present their work and receive feedback.

Additionally, we organized a family gathering where we explored the culinary traditions of different cultures. Parents and students brought various dishes from their home kitchens,



contributing to the diversity of the event and allowing the students to experience new flavors and customs.

The activity was very successful. The students learned the basics of cooking, the importance of hygiene, and collaboration in the kitchen. They developed their skills through practical tasks and had fun. The tasting session and family gathering were excellent conclusions to the workshop, where the students proudly presented their work. The activity encouraged creativity, collaboration, and cultural diversity, enriching the learning process and providing a positive experience for all participants.

### 3.3. USING THE STOP MOTION APP AND EXPANDING VOCABULARY

We began the activity with an explanation of the biographical method in theater pedagogy, which emerged in the 1970s and found a special place in the educational environment. We discussed the role of the memoirist and how the subtle narratives of individuals and groups can encourage the audience to learn about the lives and experiences of others. We then moved on to the practical part using the Stop Motion app.

The students learned what Stop Motion animation is and how it works. Each student received a smart mobile device and downloaded the free Stop Motion Studio app. First, we defined the motif of the animation, created a script or storyboard, and then prepared the figures, props, background, and necessary technical equipment such as a camera, tripod, and light.

The students started by taking the first five photos without moving the figure. They then gradually moved the figures and captured individual movements. During the filming, they had to ensure that the device remained stationary. After finishing the filming, they pressed the play button to see the rapid sequence of frames that created the illusion of movement. They concluded the story with five photos of the final position of the figure. If desired, they could also add sound. They saved, exported, and shared the finished masterpiece.

As an example, we watched the film "Good Morning, Maribor!"

([https://www.youtube.com/watch?v=tp3P6sTYj28&ab\\_channel=EnimationDRFK](https://www.youtube.com/watch?v=tp3P6sTYj28&ab_channel=EnimationDRFK)).

Next, we conducted theater games to expand vocabulary, focusing on clothing. We prepared the classroom by designating a stage and audience area. Each student had the opportunity to perform, learning to respect the actors by not laughing and being quiet during the performance.

We started with the theater activation "Magic Object," where the teacher showed an imaginary object (e.g., ball, broom, notebook, spoon). The students used the object in different ways (e.g., the ball as a balloon, the notebook as a TV set, the spoon as a phone). Other students guessed what the object represented.

This was followed by the puppet-theater production "Robert Dresses Up." The students performed a scene where a lady hung laundry on a line and then fell asleep. Her "leg" turned into a boy named Robert, who was cold. The lady took clothes off the line and dressed Robert, repeating the names of the clothes and forming simple sentences. During the scene, she asked the audience, "What is Robert wearing now?"

The students then participated in a dice game, where they rolled the dice, named the clothes, and described them with simple words. This was followed by a didactic game in a digital environment called "Pairs of Clothes," where students searched for pairs by combining speech and pictures.

Finally, we conducted an improvisational theater called "Robert Needs New Clothes," where students visited an imaginary shop and bought clothes for Robert, using simple sentences to express their wishes (e.g., "I would like to buy trousers").

The activity was very successful. The students learned the basics of animation, expanded their vocabulary, and enjoyed the theater games. The activity encouraged creativity, collaboration, and cultural diversity, enriching the learning process and providing a positive experience for all participants.

#### 3.4. LEARNING EMPATHY THROUGH READING AND CELEBRATIONS AROUND THE WORLD

We began the activity with the game "The Chair to My Right is Empty," where students sat in a circle and named a classmate they wanted to sit next to. This game had an important social motivational element, as we quickly formed a sociogram of the group, helping us identify popular and less popular children and those who might be isolated.

Next, we played "Who am I?" where students drew themselves and their interests on a piece of paper. They attached their drawings to a world map based on their country of origin. The students had the opportunity to talk about their drawings, and we discussed national identities, languages, and the importance of accepting individuals and their differences. This helped the students understand that they have different customs and celebrations.

The next activity was "Celebrations Around the World," where students received A4 sheets folded into three equal parts. In the first part, they drew or wrote about the most important holiday for them and their family, in the second part, how this holiday is celebrated at home, and in the third part, the most recognizable aspect of this celebration (e.g., food or object). After each drawing, the students presented what they had drawn or written.

In the main activity, we worked with the learning material and discussed the world map and different languages spoken around the world. The students shared how greetings are said in their native languages. The students then walked around the classroom and politely greeted each other in different languages.

The teacher then read a text about a 7-year-old girl named Tina, who lives in Germany and attends the 2nd grade. In Tina's class, the students, with their teacher, decided to prepare a special day - a Day of Play. On Monday, the students brought their own toys and board games to school. Tina's classmate Ana didn't bring any toys, so Tina lent her toy bunny to Ana.

After reading, the students answered questions related to the text and illustration and discussed the students' feelings and actions. The students answered questions such as: How old is Tina? Where does she live? Which grade does she attend? Who organized the special day? What did the students call it? What do you think the students played with at school? Who did Tina notice was sad? What did Tina do? Why?

The teacher then encouraged the students to think and color a symbol indicating how Ana felt and explain their answers.

This was followed by role-playing, where students actively participated and resolved problems that arose during play. The focus was on finding solutions, and students presented their solutions for situations such as: students not accepting a classmate into the game, two students arguing over who gets the ball, a student mocking a classmate.

The teacher then instructed the students to figure out which toys the children brought to school on the Day of Play.

To conclude, the students used feeling cards. Each student used a clothespin to indicate how they felt and explained their choice. The cards included different emoticons (happy, sad, worried, joyful, surprised, angry, shy).

Additional activities included reading and answering questions about the text using dice. The students rolled the dice and answered questions based on the number rolled, such as: What is the title of the chapter in the book? Who are the main characters in the book? How could the story continue? What surprised you in the story?

The activity was very successful. The students developed empathy, understanding of different cultures and celebrations, and improved their social skills through play and creative activities. The activity encouraged collaboration, creativity, and respect for differences, contributing to a positive learning experience for all participants.

## 4. Best practices in Germany

### 4.1. THE BERLIN SUMMER SCHOOLS

The Berlin Summer Schools - Language Support, Education and Participation for Refugee Children and Young People is a programme of the German Children and Youth Foundation (DKJS), funded by the Berlin Senate Department for Education, Youth and Family. It is coordinated by the DKJS and implemented by independent youth welfare organisations and non-profit organisations in Berlin.

The summer schools combine both formal and informal learning: in addition to explicitly promoting language skills, the programme includes exploring the city, sports and creative workshops such as dance, circus or theatre projects.

During joint activities and excursions, the children and young people put their newly acquired language skills into practice and discover new interests and abilities. They get to know leisure centres and important contact points and experience Berlin as a place to live. The holiday schools teach the ability to work in a team, have fun learning together and individually and provide a sense of achievement on a wide variety of levels.

Understanding and speaking German is the key to education, social participation and integration for newly arrived and refugee children and young people.

At the Berlin holiday schools, young people with little or no knowledge of German can improve their German. Experienced educational teams for German as a foreign or second language support them. The holiday students receive individual support according to their language level.

Another important aim of the holiday schools is to strengthen the self-concept of young refugees. This means giving them the opportunity to realistically assess their own abilities and successfully develop them further. To this end, the holiday schools offer a wide range of activities, from sports to artistic and cultural activities. The girls and boys can try things out and help shape them. Through interaction with their peers and pedagogical caregivers, they develop an awareness of their abilities, interests and possibilities. This encourages them to use their newly learnt language and participate in social life.

#### 4.2. HOW SCHOOLS DEAL WITH MIGRANTS

The primary school, which wishes to remain anonymous, is attended by 59 pupils in a small community in a rural area. At the beginning of the school year, Year 1 started with 20 German pupils from the neighbouring villages. Over the following months, refugee children from Syria, Afghanistan, Serbia and also from Arab and African countries joined the class at irregular intervals. The teacher now looks after between 26 and 28 first-school children.

The new arrivals speak no German, only a few speak some English. Some of the children have experienced terrible things during their flight, don't want to speak and are emotionally upset. The lesson begins with a German lesson: some pupils already know most of the alphabet, some know a few letters and one pupil is probably illiterate. But somehow the lesson has to go on: With continued commitment, a willingness to help each other and a positive approach to life (at school) together.

All beginnings are difficult. Many interviewees in primary schools reported chaotic conditions at the beginning. Particularly in rural regions, where many schools have had to deal with declining pupil numbers for years, there has now been an explosion in the number of pupils.

Inclusion and intensive classes. In primary schools, integration usually takes place in an existing class with additional German lessons, while parallel classes are often created at secondary

schools. In so-called intensive classes, lateral entrants are temporarily taught separately with a focus on learning German, before moving to the corresponding mainstream class over time.

Language barriers and cultural differences Integration and building friendships is often difficult in the early stages, as some children only stay for a short time before the family is deported again or they move to another reception centre. And although children are very open to a foreign language, the language barrier is and remains an enormous challenge in communication. The emotional state of the refugee children also plays a major role in primary school. It is therefore understandable that the children need time to find their way into everyday school life. Many of them are very eager to learn and curious.

It should not be concealed that conflicts also arise in everyday school life due to the origin, religion and culture of the different ethnic groups. Insults and physical assaults cannot always be avoided, as can be seen at school. However, there are also beautiful moments of integration in practice: children playing together in the schoolyard, helping each other in class, growing language skills and the beginning of friendships.

#### 4.3. THE DEMEK PROJECT

**The DEMEK project** - Learning German in multilingual classes is a training tool. It was developed by the Cologne district government in cooperation with the Centre for Multilingualism and Integration (ZMI) in order to provide support for the planning and implementation of language-sensitive teaching in both written and oral lessons. The focus is on the implicit teaching of grammar. The project handbook offers primary schools with multilingual pupils and pupils from educationally disadvantaged backgrounds targeted support in the area of language learning by providing materials for language rounds, games, songs, movement and clapping games, for example.

The following story can serve as an example of how the project can be applied:

Esra attends a primary school. She was born in Germany, her parents come from Turkey. She speaks Turkish with her parents at home. She switches between Turkish and German with her siblings. She repeated third grade at primary school.

Esra is very silent in the classroom. If she doesn't understand something, she would rather ask her neighbour than speak to the teacher. She does not take part in class discussions, is unwilling to present work results and often asks questions about work instructions. She says that she feels comfortable at school and that all her classmates and teachers are nice. Esra obviously has problems with declension and prepositions, and there are many gaps in her vocabulary. Her handwriting is clear and orderly. Esra reads fluently, but does not necessarily understand everything. It is noticeable that she swallows word endings when speaking. Esra receives special support at school. This primarily includes her participation in self-study lessons in the main subjects. Esra urgently needs support in learning German. The longer she waits, the more difficult it will be to overcome her deficits, as a fossilised language is difficult to break down. The principles and materials of the DemeK programme are a great help in the classroom.

Esra receives individually compiled material that she works on herself. Her parents particularly appreciate her reliability and perseverance. Her parents have arranged for Esra to receive extra tuition in German, Math and English.

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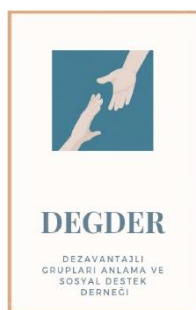
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## Coordinator



## Partners



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