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Holistic refugee and newcomer education in Europe: Mapping, upscaling and institutionalising promising practices from Germany, Greece and the Netherlands

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Abstract

Education is one of the most important fields to promote the integration of refugee and newcomer children and youths in host countries. However, holistic education for refugee and newcomers has so far not been established into mainstream education systems in European countries. Projects and pilot programmes have developed across Europe to test holistic approaches. Some of them have started very recently as a response to the arrival of high numbers of refugees and newcomers, while others have been established for a longer period and have started to expand. This paper first provides an overview of key research gaps in refugee education. It then provides a mapping of promising holistic education practices in Europe, with a focus on Germany, Greece and the Netherlands. Based on this, the paper explores key conditions to upscale and institutionalise promising practices of holistic refugee and newcomer education.

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Key concepts

Asylum seeker

An “asylum seeker” is a person who has applied for asylum and is waiting for a decision as to whether or not they will receive refugee status. Determination of refugee status can only be of a declaratory nature. Indeed, any person is a refugee within the framework of a given instrument if they meet the criteria of the refugee definition in that instrument, whether they are formally recognised as a refugee or not (UNHCR, 1977[1]).

Dublin III Regulation

The Dublin III Regulation establishes the criteria and mechanisms for determining the Member State responsible for examining an application for international protection lodged in one of the Member States by a third-country national or a stateless person (European Parliament and Council of Europe, 2013[2]).

Immigrant

From the perspective of the country of arrival, an “immigrant” is a person who moves into a country other than that of their nationality or usual residence, so that the country of destination effectively becomes their new country of usual residence (IOM, 2021[3]).

Inclusive education

According to the Education and Training 2020 Policy Framework for Promoting Inclusive Education, “inclusive education aims to allow learners to achieve their full potential by providing good quality education to all in mainstream settings. Inclusive policies actively seek to support learners at risk of exclusion and underachievement by responding flexibly to the circumstances and needs of all learners, including through individualised approaches, targeted support and cooperation with families and local communities” (European Commission, 2020[4]).

Inclusive teaching

Inclusive teaching can be defined as “the ways through which teaching is developed and carried out to promote learning and well-being of all students in the classroom. In this process, key elements such as pedagogy, curriculum and assessment, and core competences, including critical reflection, global competence and a growth mindset, play fundamental roles” (Brussino, 2021[5]).

Institutionalising

Institutionalising or institutionalisation refers to the process through which new practices or innovations are included into the context of focus and become prevailing practices in an organisation, system or society (Nworie, 2015[6]; Siarova and van der Graaf, Forthcoming[7]).

Integration vs. inclusion of immigrants

In education, integration can be understood as the process through which diverse student groups (e.g. refugee and immigrant students, students with special education needs) are placed in mainstream education settings with specialised support on condition that they can fit within the pre-existing environments, structures and attitudes (UNESCO, 2017[8]). In the migration domain, migrant integration is mainly used as an empirical or descriptive notion referring to the "process of settlement, interaction with the host society, and social change that follows immigration" (Garcés-Mascareñas and Penninx, 2016[9]).

Inclusion in education can be acknowledged as "a matter of adopting a socio-ecological approach regarding the interactions between students' capabilities and environmental demands, stressing that educational systems must adapt to and reach all students – and not vice versa" (Amor et al., 2018[10]). Inclusion is understood as a dynamic process that is in constant evolution based on context-specific factors and culture aiming at valuing diversity and promoting active participation of all students (UNESCO, 2017[11]; UNESCO, 2020[12]).

The difference between integration and inclusion is that integration refers to the process of placing diverse groups of students in mainstream classrooms, while inclusion involves a much deeper level of participation in mainstream learning settings. Despite the differences between these two concepts, they are often used interchangeably, both in policy and research discourses. Therefore, while acknowledging the differences between the two terms, the paper uses them interchangeably to carry out a review of existing work in the area and map promising practices.

Migrant

A migrant refers to any person who is moving or has moved across an international border or within a State away from his/her habitual place of residence, regardless of (i) the person's legal status; (ii) whether the movement is voluntary or involuntary; (iii) what the causes for the movement are; or (iv) what the length of the stay is (IOM, 2021[13]).

Multilingual education

Multilingual education refers to any school programme in which more than one language is used in the curriculum to teach academic subject matter or in which the language of schooling does not match the language of the home or community. The reasons for incorporating the languages, the specific languages chosen, the structure of the programme, and the relation between the school languages and the community, can vary widely and influence educational outcomes (Bialystok, 2016[14]).

Reception centre

A reception centre is a "location with facilities for receiving, processing and attending to the immediate needs of refugees or asylum seekers as they arrive in a country of asylum" (UNHCR, 2006[15]). In most European Union (EU) countries, "first reception centres" are differentiated to indicate the location of first arrival and processing of asylum requests before applicants are transferred to a more permanent location.

Refugee

A refugee is a person who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality and is unable to or, owing to such fear, is unwilling to avail themselves of the protection of that country (UNHCR, 1951[16])

Unaccompanied child/minor

An unaccompanied child/minor is a minor separated from both parents and other relatives and are not being cared for by any other adult who, by law or custom, is responsible for doing so (International Committee of the Red Cross, 2004[17]).

Upscaling

Upscaling refers to the process of expanding the effects of a practice not only to a larger group of beneficiaries, but also to achieve longer-term changes in practice and belief (depth), continuation of intervention effects after initial implementation (sustainability), and strong ownership of the reform (Coburn, 2003[18]; Siarova and van der Graaf, Forthcoming[7]).

Welcome class/integration class

Welcome classes or Integration classes are specialised classes for newcomer students. Students remain in these classes between a few months up to two years until their competences in the language of instruction and their adjustment to the new education system is considered as sufficient to participate in mainstream classes. The way these classes are arranged varies between countries and regions.

Introduction

Since the substantial rise in numbers of refugees and asylum applicants between 2014 and 2016, European countries have increasingly been concerned with developing strategies for effectively integrating new arrivals into society. In 2020, 141 000 people seeking asylum in Europe were below 18-years-old, about one-third (31%) of first-time asylum applicants in the European Union (EU) (Eurostat, 2021[19]), and nearly 10% of them were unaccompanied minors (European Commission, 2021[20]). Considering the high number of children, adolescents and young adults among refugees and asylum applicants, education is one of the most important fields of integration, because: i) children and youth have a universal human right to education; ii) adequate education is a key for socio-economic success and for overcoming disadvantages in receiving societies; and iii) young refugees have particular social and emotional needs that quality education can help them address (Fazel et al., 2012[21]).

The rising numbers of refugee and newcomer students in Europe have led to a high degree of classroom heterogeneity in terms of linguistic and cultural background as well as educational experience. At the same time, school populations are no longer as stable as before, because more students move from one educational system to another within and across countries (Herzog-Punzenberger, Le Pichon-Vorstman and Siarova, 2017[22]). Some areas of the EU have more heterogenous student populations than others. If valued and managed effectively, diversity can function as a rich educational resource. Among others, it can help cultivate linguistic competences, active citizenship and creativity of all students (Siarova and Tudjman, 2018[23]).

Good quality education fosters social inclusion, economic growth and innovation in the context of student diversity (Koehler and Schneider, 2019[24]). Several studies have investigated the conditions under which refugee students can succeed in education in Europe and how equal chances in education can be created, e.g., what can be considered as “good education”. Evidence shows that for an educational practice to be of “good quality” for all students, including refugee and newcomer students, it must target their diverse academic, social and emotional needs (Cerna, 2019[25]). Therefore, a holistic approach to refugee and newcomer education, i.e. a comprehensive educational approach that addresses students’ academic, social and emotional needs, can support the inclusion of these students in host countries’ education systems. The relationship between student needs, individual, interpersonal and school-level factors, policies and educational integration is set out by the holistic education model developed by Cerna (2019[25]) The model specifies that educational integration can take place if all student needs are met. Different factors at the individual, interpersonal and school levels determine the prevalence of specific student needs. In turn, policies and practices shape these factors. At the same time, these factors influence policies and practices for integration (Cerna, 2019[25]).

Holistic education has so far not been established into mainstream education systems in European countries. At the same time, educators and academics have recognised the potential of fostering integration of refugee and newcomer students in education and society. Projects and pilot programmes have developed across Europe to test holistic approaches. Some of them have started very recently as a response to the arrival of high numbers of refugees and newcomers, while others have been established for a longer period and have started to expand.

This working paper identifies and analyses good practices of holistic education for refugee and newcomer students in European countries, with a particular focus on Germany, Greece and the Netherlands. The three countries were chosen to represent different contexts of the education of refugees and newcomers as well as the overall situation of refugees and newcomers in Europe. The paper then looks at ways to upscale and/or institutionalise promising practices in refugee and newcomer education linking research to practice. Section 1. provides an overall analysis of gaps in research on refugee education in Europe. This is followed in Section 2. by an in-depth analysis of identified good practices of holistic education in the three countries of focus. The analysed practices are by no means the only good practices in Germany, Greece and the Netherlands. The authors understand that there is a multiplicity of good practices in each of these countries. However, firstly, in the scope of this analysis, it was not possible to conduct a complete mapping of all good practices in the three countries; secondly, a selection had to be taken among the practices for which information was accessible. The selection of good practices was further informed by expert interviews and selection criteria (see Section 2.2). The analysis of each practice is based on the review of secondary sources (e.g. reports, project presentations, evaluations) and interviews with stakeholders involved in the practices. The analysis investigates the scope, measures and goals of the practices, the way the practices include holistic elements, the contexts they operates in, success factors and their impacts. Section 3. analyses the potentials and elements for upscaling and institutionalising good practices in holistic education for refugee and newcomer students. A concluding Section reviews priorities for further research in this area as well as to upscale and institutionalise promising practices.

1. Gaps in research on refugee and newcomer education in Europe

Research has investigated various aspects of refugee and newcomer education in Europe. To understand the complexity of the topic and develop appropriate policy and practice responses, it is key for research findings to comprehensively cover all dimensions of the topic. This Section analyses the groups, themes, education settings, dimensions and time frames that so far have not been analysed comprehensively by refugee and newcomer education research in Europe. In doing so, the Section identifies needs for future research.

1.1. Under-analysed groups

There is sufficient evidence that pre-primary education has a high relevance for the successful integration into primary education, especially in the case of children with an immigrant background. However, pre-primary education is generally not part of compulsory education. Therefore, refugee and newcomer children of **pre-primary age** are mostly not part of integration programmes and are not comprehensively considered in education research (UNHCR; UNICEF; IOM, 2019[26]).

Generally, the later students arrive in a destination country, the further their academic and broader well-being outcomes will lag behind non-immigrant students in that country (OECD, 2012[27]). Data from the 2018 OECD's Programme for International Student Assessment (PISA) confirms that late arrivals, i.e. students with an immigrant background arrived after the age of 12, have lower academic, social and emotional outcomes than early arrivals and native students (Cerna, Brussino and Mezzanotte, 2021[28]). The age group between **12 and 18-years-old** largely encompasses pre-adolescent and adolescent years, which are particularly important years to promote the academic and broader well-being of refugee and newcomer students as well as students in general. Education research indicates that the variability of young people's academic levels – which then influence their learning needs – increases as they progress through school (Cascio and Staiger, 2012[29]). Therefore, during students' adolescence, more personalised approaches to education should be applied while "one-size-fits-all" approaches become increasingly problematic (Backes and Bonnie, 2019[30]). Hence, educational approaches for late arriving adolescent refugee and newcomer students must create connectivity to their educational background and at the same time consider the diverse needs of adolescent students in general. In 2020, almost one-third (31%) of first-time asylum applicants in the EU were minors below 18-years-old, 20% of them were aged between 14 and 17 and 80% below 14 (Eurostat, 2021[19]). Due to the significance of education for this large group of new arrivals, it is necessary for research to comprehensively analyse the achievement conditions and outcomes of refugee and newcomer students between 12 and 18-years-old.

In most European countries, compulsory education ends between the age of 15 and 18. The end of compulsory education often means that refugee and newcomer students are not admitted to mainstream schools. This is difficult because many of them have not completed their school education due to periods of lost education during flight and before leaving their countries of origin (Koehler et al., 2018[31]). Due to

this fact, refugee and newcomer students above the age of compulsory education are often excluded from school integration programmes and are hardly considered in research (UNHCR; UNICEF; IOM, 2019[26]).

Another research gap in refugee and newcomer education concerns refugee and newcomer students with **special education needs**[1]. These students compose a group of individuals of a considerable size as they often belong to various disadvantaged groups simultaneously. They face multiple barriers in the access to education and services. These include the inexperience of education and service providers in working with students with special education needs and with refugees and newcomers. At the same time, only a limited amount of research has focused on the needs of this group of children and youths in receiving countries (Besic and Hochgatterer, 2020[32]).

1.2. Under-analysed themes

Research has established that **access to education** for young refugees and newcomers in Europe is often delayed or not available at all (Tánczos and Koehler, 2018[33]). Article 14 (1) of the Directive 2013/33/EU of the European Parliament and of the Council of Europe provides that children of asylum seekers and minor asylum seekers should be granted access to the education system "under similar conditions as nationals of the host Member State", while Article 27 of the Council Directive 2011/95/EU provides that minors granted refugee or subsidiary protection status should be granted access to education "under the same conditions as nationals". Article 14 (2), Directive 2013/33/EU further requires that children entering a Member State should be included in education within three months and that "preparatory classes, including language classes, shall be provided to minors where it is necessary to facilitate their access to and participation in the education system". Not all European countries comply with these regulations or face challenges in implementing them in practice (Koehler et al., 2018[31]). However, research has not yet studied comprehensively the conditions under which delays or prevented access take place and the effect that this has on the educational development of young refugees and newcomers (Cerna, 2019[25]). This is especially the case for early childhood and upper secondary education (Grigt, 2017[34]).

The **inclusion** of refugees and newcomers in national education systems has been swiftly adopted as a standard global policy approach. Yet the practices of structural inclusion have been varied. Processes of "vernacularisation" or "appropriation and local adoption" inclusion policies "land in very different ways in different places" and have resulted in varied models for the practice of inclusion (Merry and Levitt, 2009[35]). Hence, inclusion as a broad concept is interpreted in different ways depending on the political and social contexts. This leads to a variety of inclusive practices that may not all be fully in line with the initial concept of inclusion. These models fall generally into four categories:

i. no access to mainstream schools (such as refugees living in first reception centres)
ii. access to mainstream schools but separation from nationals geographically
iii. access to mainstream schools but separation from nationals temporally (such as in specialised welcome classes)
iv. full access to public schools with refugee and native students enrolled in the same classroom.

Dryden-Peterson et al. (2019[36]) provide an in-depth analysis of these models. While models i) and ii) are not inclusive, model iii) is partly inclusive and model iv) fully inclusive.

While it has been established in research that refugees have **various particular needs** that matter for their educational development, in-depth analysis of these needs, including academic, social and emotional needs, and their implications for education settings, has been scarce so far. Additionally, there is a lack of

[1] In line with the OECD Strength through Diversity project, the paper uses the term special education needs to identify learning disabilities, physical impairments and mental disorders (Brussino, 2020[123]).

research on the needs of young refugees and newcomers and their parents to adjust to a new education system and the need to communicate with others (Cerna, 2019[25]).

Several factors related to asylum seekers' reception conditions can have a negative effect on young people's overall development (Hess et al., 2018[37]) and their educational development in particular (Koehler and Schneider, 2019[24]). These factors include the **living conditions in reception centres**, especially when young people stay there for a prolonged period of time, **insecure residence status**, pending asylum procedures and respective **insecurity of the future** (Hess et al., 2018[37]; Koehler and Schneider, 2019[24]). However, no in-depth research has been conducted to analyse the effect that living under these particular conditions has on young refugees and newcomers.

Equally, it has been established that **teachers' expectations** can have an impact on students' learning in supportive or disruptive ways. However, it has not been the focus of research to investigate the expectations of teachers towards refugee and newcomer students and their influence on refugee and newcomer students' learning.

Another research gap in refugee and newcomer education policymaking concerns prior educational experiences of young refugees and newcomers before flight. Therefore, it is necessary to understand the **educational experiences of young refugees and newcomers prior to flight** – and during flight, if applicable - more comprehensively. On this basis, individualised approaches can be developed. Studies so far do not comprehensively analyse prior educational experiences (Cerna, 2019[25]).

Most countries have included refugees and newcomers in their public education policies. However, little focus has been placed on the relation between public policies – reflected through education policies – and the **imagined and presumed future of refugees and newcomers**. In other words, there is little research on the space and opportunity for refugees and newcomers to realise their own presumed futures in the context of their receiving countries' education policies (Dryden-Peterson, 2020[38]) as opposed to following the agendas that public policies set for refugees and newcomers.

1.3. Under-analysed education settings

Research shows that young asylum seekers often spend longer than three months in **first reception centres** where they mostly have no access to mainstream education (Tánczos and Koehler, 2018[33]; UNHCR; UNICEF; IOM, 2019[26])[2]. If schooling is provided in first reception centres, quality and intensity of teaching is generally lower than in mainstream schools and does not cover all subjects (UNHCR; UNICEF; IOM, 2019[26]). However, there is no analysis of the exact nature of teaching structures and standards in first reception centres and on the impact that living in these centres has on the educational development of young people.

Research shows that refugee students mostly do not have the adequate official documentation certifying their **prior schooling or learning** in their home countries. In addition, in most host countries, there is lack of diagnostic and assessment tests addressed to refugee and newcomer students in their mother tongues, e.g., to assess their learning needs to enrol them in the grade/class that responds to their educational needs and level of understanding (Koehler et al., 2018[31]). Due to these factors, the ability of education systems to identify the appropriate type of school and grade level to refugee and newcomer students is very limited and has not been sufficiently addressed by research.

[2] Article 14 (2), Directive 2013/33/EU requires that children entering a Member State should be included in education within three months and that "preparatory classes, including language classes, shall be provided to minors where it is necessary to facilitate their access to and participation in the education system".

1.4. Under-analysed student groups with different asylum/refugee status

In 2020, there were 13 600 asylum applications in the EU from unaccompanied minors. Overall, the share of unaccompanied minors among all minors was above 50% (Eurostat, 2021[19]). In five EU countries, 10 % of all minors were unaccompanied (Portugal, Slovakia, Romania, Bulgaria and Slovenia).

The educational context for **unaccompanied minors** who are on the move, have been resettled, and/or those in receiving countries is different from other refugee and newcomer students. Unaccompanied minors are more vulnerable and have particular academic, social and emotional needs and preconditions (Ketil and Anders, 2013[39]). These have not yet been researched comprehensively. An exception is the study by Grigt (2017[34]) on the education of unaccompanied minors in Italy.

High numbers of young refugees are **in transit**. This means they are moving between different European countries, often related to the Dublin III Regulation[3] (Picozza, 2017[40]) or are on their way to their country of destination (Mixed Migration Centre, 2021[41]). Some have also disappeared from the official system out of fear of deportation or for other reasons and are living in Europe without legal documents. According to estimations, over 18 000 refugee minors have disappeared in Europe between 2018 and 2020. These children are highly vulnerable for exploitation (Elia, 2021[42]). According to the United Nations High Commissioner for Refugees (UNHCR), the United Nations Children's Fund (UNICEF) and the International Organization for Migration (IOM) (2019[26]), this group of students is the most at risk of staying out of school. At the same time, there is no comprehensive research on their educational situation.

The crucial role of parents (or caretakers) for educational processes of students has been established by educational and pedagogical science. There is some but not much research on parental engagement of immigrant parents (such as the studies carried out by the project Alfirk of the SIRIUS – Policy Network on Migrant Education (SIRIUS, 2019[43])). However, little research exists on the **role of parents of refugee and newcomer students**.

1.5. Under-analysed dimensions and timeframes

There is a lack of **comprehensive policy-relevant research** on refugee and newcomer children and youths from an educational perspective. Current research on education for young refugees and newcomers is limited and often remains on a case-study level, which inhibits generalisations and is not sufficient to comprehensively inform policy development (Cerna, 2019[25]).

Most existing research on the education of refugee and newcomer youths in Europe was conducted during and soon after the arrival of large numbers of refugees and newcomers between 2015 and 2017. Studies that were published afterwards are either based on primary data collected between 2015 and 2017 or refer to findings that are based on data collection during that period. Due to that, current research represents to a large degree ad-hoc educational responses. At the same time, well established and mainstreamed solutions that have been developed after 2017 are less analysed in existing research. There is a considerable lack of **comprehensive research conducted after 2017, and more recently after the COVID-19 outbreak**. An exception is the study by Sobczak-Szelc, Szalanska and Pachocka (2021[44]) that is based on data collected in Austria, Germany, Greece, Italy, Iraq, Poland, Sweden, Turkey, the United Kingdom. However, the study primarily focuses on higher education and labour market access for refugees and not on primary and secondary education. It also does not include the time frame of the COVID-19 pandemic. Furthermore, a **lack of harmonisation of data collection and respective indicators** has

[3] The Dublin III Regulation (Regulation (EU) No.604/2013) is EU legislation that entered into force in July 2013. It sets the procedure and criteria for determining the EU Member State responsible for examining an asylum claim requested in the EU. The Regulation aims at easing and coordinating asylum procedures made in the EU more efficiently (European Commission, 2021[124])

limited research on the participation and performance of refugees and newcomers in education in Europe (Cuesta, 2017[45]; UNHCR; UNICEF; IOM, 2019[26]).

Research and policy often consider refugee and newcomer students as a homogeneous group. However, it stands to reason that factors such as region/country of origin, nationality, culture, language, ethnicity, prior educational experiences, religion, socio-economic and educational background before flight affect refugee and newcomer students' educational outcomes and needs (Kaprielian-Churchill, 1996[46]). Studies that **differentiate by these factors** so far do not exist (Cerna, 2019[25]).

In order to understand the impact of education programmes, teaching strategies and education policies on the academic development and well-being of refugee and newcomer students, it is necessary to conduct **monitoring and evaluation** that differentiate outcomes for refugees and newcomers from other student groups and assess refugee and newcomer students' learning progress within the education settings of the host countries. This is so far generally missing (Bunar, 2018[47]; Cerna, 2019[25]).

2. Promising practices of holistic refugee and newcomer education in Europe

In some countries, regions and locations, practices in refugee education that include key elements of holistic education have been developed. How do these practices function? What are their success factors? What can stakeholders and practitioners learn from them? This Section describes and analyses promising refugee and newcomer education programmes in Germany, Greece and the Netherlands. The three countries were chosen to represent different contexts of the education of refugees and newcomers as well as the overall situation of refugees and newcomers in Europe. After an outline of the immigration and refugee context as well as of the education system for refugee students in each of the three countries, the Section provides a detailed analysis of the identified practices.

2.1. Countries of focus

Germany and the Netherlands are central European countries that have been destinations of refugees and immigrants for decades. Their societies have been shaped by multicultural diversity since the mid-1960s. Greece is a southern European country at the forefront of refugee and immigrant arrivals. It used to be rather a transit country for refugees and immigrants on the Balkan Route into Europe but with the closure of borders in 2016 it also became a country of arrival and long-term stay for refugees and immigrants.

2.1.1. An overview of the refugee situation

Germany

In Germany, 1.86 million people in search of protection were registered in 2020, marking an increase of only 1% (18 000 persons) compared to 2019. The low rise in numbers is mainly to be attributed to travel restrictions during the COVID-19 pandemic outbreak. In the previous years, the annual growth of the number of asylum seekers was approximately 3% (Statistisches Bundesamt, 2021[48]). Most refugees come from Syria, followed by Afghanistan, Iraq, undisclosed countries, Turkey, Somalia, Nigeria, Eritrea, Iran and Georgia (Mediendienst Integration, 2021[49]). As of 2021, in Germany, 26.9% of asylum seekers were between 0 and 4 years old; 3.7% between 4 and 6; 8.7% between 6 and 11; 7.2% between 11 and 16; and 3.8% between 16 and 18 (Statista, 2021[50])[4]. Hence, large numbers of refugee children and youths are expected to be entering the German school system in the next few years. This demonstrates the urgency of establishing functioning holistic education practices to guarantee equal educational chances.

Greece

In Greece, 1.1 million refugees have entered the country since 2014 (UNHCR, 2021[51]). Since October 2019, approximately 9 000 children have been living in 28 refugee camps (called Refugee Hospitality Centres, RHCs) in the mainland of Greece. As of 2020, approximately 13 000 children and youth below the age of 18 were living in Refugee Identification Centres (RICs) in the Aegean islands of Lesbos, Kos, Samos, Chios and Leros (Migrants in Greece, 2020[52]).

Urban setting accommodation schemes include the Emergency Support to Integration and Accommodation Scheme (ESTIA), which are hotels managed by UNHCR and funded by European Union Civil Society and Humanitarian Aid (ECHO). In addition, the Ministry of Migration Policy and IOM provide rented accommodations, which host about 16 000 children and youths in total (Reliefweb, 2020[53]). Overall, about 38 000 children and youths, out of which approximately 4 500 are unaccompanied minors, live in one of the above schemes. There is an additional estimated number of 1 000 unaccompanied minors either homeless or living under unknown circumstances (Bourdara, 2020[54]; Zafeiropoulos, 2020[55]).

Out of a total of 39 000 refugee children and youths in Greece, 26 000 are of school age. During the 2018-2019 school year, 12 500 refugee children and young people were enrolled in Greek public schools, but their enrolment rates varied greatly – and still varies – according to the accommodation scheme where they live. The school enrolment rate in urban settings amounts to 70%, whereas the attendance in RICs in the islands is considerably lower (UNHCR, 2021[56]; UNHCR, 2020[57]).

The Netherlands

In the Netherlands, 78 911 people were registered as refugees in 2020. This was a 16.4% decline compared to 2020 and the highest since the decline of numbers in 2018. Between 2012 and 2017, the numbers of new arrivals rose annually (World Bank, 2021[58]). The major countries of origin are Syria, followed by Algeria, Turkey, Morocco, Nigeria, undisclosed countries, Yemen, Afghanistan, Iran and Eritrea (Dutch Council for Refugees, 2021[59]). Since 2005, the Netherlands has witnessed a steady increase in the immigration of youth aged 20 or below (Bilgili, 2019[60]). Currently, 23.3% of refugees in the Netherlands are children and youths aged below 18 (Dutch Council for Refugees, 2021[59]).

[4] The figures refer to asylum applicants in Germany from January to August 2021 (Statista, 2021[50]).

2.1.2. An overview of the three education systems

Educational institutions often reproduce existing inequalities between social groups. This might be done by favouring the dominant culture and values of the majority over those of minority groups, such as immigrant communities (Gornik et al., 2020[61]). Hence, inequalities for refugee and newcomer students can often be a result of the organisation of educational institutions. At the same time, schools are potential vehicles to promote social equality, intercultural dialogue, integration/inclusion, and social cohesion (Sedmak, 2013[62]). Holistic education models can promote this function of schools.

The education systems of Germany, Greece and the Netherlands follow a tracking scheme. The three countries select students for secondary school tracks at an early age (at 10-years-old in Germany and 12-years-old both in Greece and the Netherlands). Evidence shows that early tracking fosters a reproduction of social class differences; it is unfavourable for immigrant and refugee students as they have less time to adjust to the education system and learn the language sufficiently to qualify for a higher secondary track (Koehler and Schneider, 2019[24]). Also, early tracking does not adequately take into account the potentials of students and cultural barriers (Bilgili, 2019[60]). Data shows that immigrant and refugee students are too often assigned to vocational education tracks, regardless of their intellectual capacities (European Commission, 2020[63]).

Due to the long history of asylum and refugees in Germany and the Netherlands, practices for the education of refugee and newcomer students started to be developed in both countries decades ago. Some new practices have been implemented as a response to the arrival of larger numbers of asylum seekers in 2015 and the following years.

Germany

In Germany, the authority of school education matters rests on the Federal States. Therefore, each Federal State has a (slightly) different school system with institutional arrangements varying between regions. The German education system is divided in three pillars and operates with a dual vocational training system. The system defines three types of secondary degrees: higher, medium and lower secondary degrees. A higher secondary degree qualifies for university studies, a medium secondary degree for a more qualified vocational training and a lower secondary degree for a less qualified vocational training. Vocational training operates in the dual mode, meaning that it partly consists of practical training in a company/organisation and partly of vocational education.

When young refugees and newcomers in secondary school age arrive in Germany, they usually attend a welcome class for a period between one and two years to learn the German language and connect with the German education system. These classes are mostly based in mainstream schools. After reaching a certain German language level, refugee and newcomer students join a mainstream class. In some cases, this is a gradual process of joining some lessons until refugee and newcomer students fully integrate into the class. In some regions, there is the opportunity to enrol in a mainstream class directly. In some Federal States, refugee and newcomer students who live in reception centres are not allowed to attend mainstream schools. They are subject to compensatory lessons in the centre, which mainly do not follow the standards and curriculum of mainstream schools (Koehler et al., 2018[31]).

Greece

In Greece, the mainstream education system has only recently opened up for refugee and newcomer students. In the past three years, the system has aimed to include all refugee students within the formal public education system (Palaiologou, 2019[64]).The large influx of immigrants and asylum seekers that have entered the country has significantly impacted on Greece's socio-cultural settings. These new groups are also represented in the public education system, with 10% of the children and young people who attend the Greek public education system coming from foreign countries (Palaiologou, 2019[64]).

Responding to the high increase in refugees, asylum seekers and newly arrived immigrants from 2015 onwards, Greece reformed the regulations and guidelines on school placement and assessment of prior educational experiences to protect and safeguard children and youth's universal right to education (Ministry of Education and Religious Affairs, 2016[65]). The Ministry of Education issued regulations with specific nationwide and mandatory provisions to address the educational needs of young refugees and asylum seekers living in RICs and RHCs (Government Gazette, 2017[66]).

Before the beginning of each school year, national guidelines are issued for the education provision to refugee and newcomer students. Students without prior education experience in the Greek education system are usually placed in Host Structures for Refugee Education (DYEP) unless these structures do not exist in their immediate location. In that case, students can register in a mainstream morning school and, if enough newcomer students request it, the school can host a reception class for these students, under the approval of the Teacher Assembly of the school (Palaiologou, 2019[64]).

Under law 3879/2010, educational priority zones (ZEP) were established and include all the primary and secondary education Regional Directorates that can provide ZEP reception classes. These classes are meant to integrate students without the competence level in Greek required in the education system. Reception classes are developed along a two-cycle programme which also includes schooling in mainstream classes. In particular, ZEP reception classes I target students with a minimum or zero competence level in the Greek language; ZEP reception classes II target students with a Greek language competence level that can hinder their participation in mainstream classes (European Commission/EACEA/Eurydice, 2021[67]).

In the first years following these regulations, efforts to provide for refugee education in formal education settings used to be centred on afternoon classes, e.g., classes functioning after the morning school programme addressed specifically to refugee and newcomer students. Then, the Ministry of Education allowed refugee and newcomer students to attend mainstream morning classes.

The Netherlands

The Dutch education system is based on decentralisation with high levels of autonomy for schools and freedom of school choice for students and their parents (Bilgili, 2019[60]). The municipal level oversees the organisation of compulsory education, which includes mainstream as well as newcomer education (Dutch Ministry of Education, Culture and Science, 2016[68]). In the country, education is compulsory from 5 to 16-years-old. Students attend primary education until the age of 12. Secondary education is divided into three major tracks. One track prepares for vocational training (VMBO) and one track prepares for university (VWO). A middle track prepares students to study at universities of applied sciences (HAVO) (Scheerens et al., 2012[69]).

Immigrant and refugee students are often overrepresented in vocational tracks of secondary education (Bilgili, 2019[60]). Newcomer children and youths usually attend International Transmission Classes (*Internationale Schakelklassen*, ISK) for about two years before their transition to the mainstream education system (Bilgili, 2019[60]). Refugee students living in reception centres attend ISK classes in reception centres when they are of primary school age and outside of the centres when they are of secondary school age (LOWAN-PO, 2021[70]; LOWAN-VO, 2021[71]).

2.1.3. COVID-19 pandemic

School closures and intermittent school re-openings brought about by the COVID-19 pandemic outbreak interrupted traditional patterns of teaching and learning. Schools and teachers have had to create new and innovative ways of transferring knowledge and guiding students' learning and growth, primarily by making use of modern technology. School closures mostly exacerbated refugee students' vulnerabilities and gave rise to new vulnerabilities. The nature of these vulnerabilities, such as trauma, lack of sufficient parental

support, technological skills and host country language skills, confirmed the significance of holistic education models that target the diverse needs of refugee and newcomer students. The methods schools developed to bridge the physical gaps during the pandemic targeted some of these needs, such as by connecting with parents/guardians and having individual calls with students (OECD, 2020[72]).

When schools acknowledge the permanence of change and the relevance of technological skills and tools developed during school closures and intermittent school re-openings, some of them will never completely return to the teaching and learning styles in place before the COVID-19 pandemic. According to van der Graaf et al. (2021[73]), the need to improve resilience to change is one of the major lessons for the education system and society at large to learn from the pandemic. This is in line with the European Commission's new Skills Agenda. The latter indicates that improving resilience for individuals reduces their dependency on the market conditions and increases their potential to successfully navigate through transitions in professional life. The Agenda also stresses that skills become obsolete quickly, which is why lifelong learning must become a reality for all (European Commission, 2020[63]).

This shows that the development of social and emotional competences and resilience against unforeseen changes will have to be at the focus of education systems and their formulation of educational goals. This transition, stimulated by the COVID-19 crisis, can only be successful if it is inclusive and leaves no one behind (van der Graaf et al., 2021[73]). Holistic education models can serve as guiding frameworks for these transitions.

2.2. Methodology

The recent migration flows in Germany, Greece and the Netherlands, and respective education policy responses are also reflected in the practices analysed in this Section. While most practices from Germany and the Netherlands were established several years ago with some having been upscaled and expanded, the examples from Greece include programmes implemented in school years 2019/2020 and 2020/2021.

In particular, the analysed practices were chosen based on the following elements:

i. addressing most dimensions of the holistic education model developed by Cerna (2019[25]) (see Section 2.3)
ii. targeting refugee students aged between 12 and 18
iii. being implemented in Germany, Greece or the Netherlands
iv. being well documented, if possible, through evaluation reports to demonstrate the extent to which the intended goals are reflected in the implemented measures and their impact. Due to the recent start of the examples from Greece (see Section 2.4.6), this was only possible for the practices from Germany and the Netherlands.

The choice of good practices based on the above criteria was further informed by expert consultations. It was not possible to conduct a full mapping of all existing practices. Hence, the selection does not exclude the existence of other promising practices in the three countries. The authors are aware that numerous good practices exist, mostly on a local case-study level, which have not been well documented, evaluated and researched. The practices presented here are not to be considered as best practices of holistic education. Rather, each of them contains valuable elements of holistic refugee and newcomer education.

The analysis was conducted through desk research (e.g., through descriptions of the practices, annual reports, evaluation reports and secondary analysis) as well as through interviews with stakeholders involved in the coordination and implementation of the practices.

Each practice is first presented individually and described with respect to its structure and approach, the way it addresses the three dimensions of student needs included in the holistic refugee and newcomer

education model by Cerna (2019[25]), as well as the context it operates in. This analysis of individual practices is followed by an investigation of how the practices could be upscaled and/or institutionalised.

2.3. Holistic model

The holistic education model developed by Cerna (2019[25]) provides the basis for the analysis of the practices. The model identifies the relationship between student needs, factors, policies, and educational integration (see Figure 2.1). It assumes that educational integration of refugee students can take place when education practices address their:

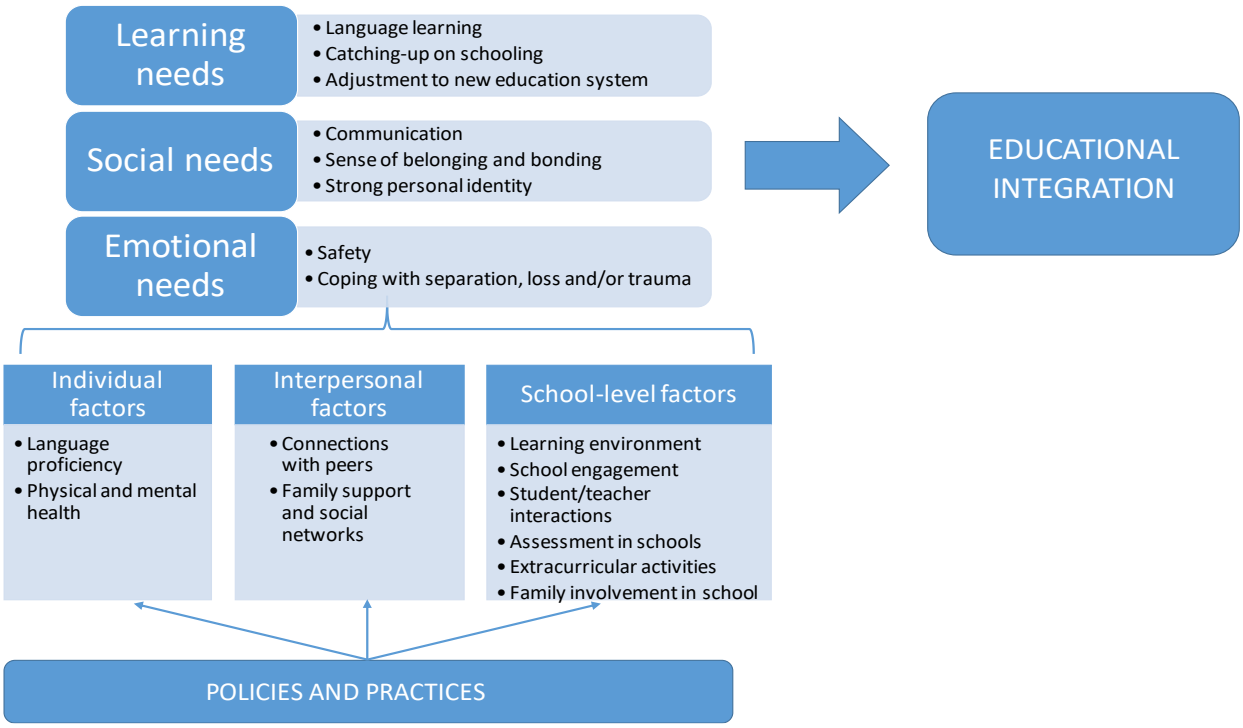
i. *learning needs* (e.g. learning of the language of instruction, catching up on schooling, and adjusting to the new education system)
ii. *social needs* (e.g. communication with others, including non-refugees, feeling a sense of belonging and bonding, and developing a strong personal identity)
iii. *emotional needs* (e.g. feeling safe, copying with separation, loss, grief, and trauma).

Each of these three pillars carries a different weight, depending on the personal and educational background of the student and resulting individual needs (Cerna, 2019[25]). The prevalence of these needs is shaped by:

i. *individual factors*, such as (host country) language proficiency, mother-tongue proficiency, physical and mental health
ii. *interpersonal factors*, such as friendships and connections with peers, family support and social networks
iii. *school-level factors*, such as learning environment, school engagement, teacher/student interactions, assessment at school level, extra-curricular activities, parental involvement in the school community.

These individual, interpersonal and school-level factors should be analysed and inform practices. The factors are shaped by policies and practices. At the same time, the factors influence policies and practices for integration (Cerna, 2019[25]). This means that policies determine the context in which the practices operate. Hence, depending on their design, policies can support or hinder holistic refugee education practices. Additionally, addressing the complex needs of students requires collaborations of educational institutions with multiple stakeholders, such as policy makers, social work, health organisations, community organisations, migrant and refugee organisations, private companies, and other support services (Cerna, 2019[25]). Research further confirms that educational approaches addressing students' social and emotional needs are not only conducive to individual students' growth but are also powerful tools to promote interethnic tolerance and respect for diversity (European Commission, 2020[4]).

Figure 2.1. Holistic model for educational integration of refugee students



Source: Cerna, L. (2019[25]), "Refugee education: Integration models and practices in OECD countries", OECD Education Working Papers, No. 203, OECD Publishing, Paris, https://doi.org/10.1787/a3251a00-en.

2.4. Practices addressing learning, social and emotional needs of refugee students

This Section introduces and analyses the selected promising practices from Germany, Greece and the Netherlands. Each practice is presented with a description of its scope, goals, measures, target group and internal organisation. This overview is followed by an analysis of how student needs are met by the practice and the context in which the practice operates. The impact and success factors of the practice are also analysed based on evaluation findings, as far as these are available.

2.4.1. LOWAN, the Netherlands

Description

In the Netherlands, LOWAN (*Ondersteuning Onderwijs Nieuwkomers* – "Support for Newcomer Education") operates in primary and secondary formal education settings. Founded in 1986, LOWAN consists of: i) LOWAN-PO, a primary education programme (for students aged between 6 and 11); and ii) LOWAN-VO, a secondary education programme for students aged between 12 and 18. The office of LOWAN-PO is located in Utrecht, while LOWAN-VO is run without a physical office (LOWAN-PO, 2021[70]; LOWAN-VO, 2021[71])[5]. The target population of LOWAN is newcomer students. This includes refugee, immigrant, expat and asylum-seeking students. Each year, about 20 000 primary and 12 000 secondary

[5] The information about LOWAN is exclusively based on the interviews carried out. It was not possible to include secondary sources in the analysis.

students participate in newcomer classes. Around one-third of them are refugee students (LOWAN-PO, 2021[70]; LOWAN-VO, 2021[71]).

The programme is subsidised by the Dutch Ministry of Education. To support the work of LOWAN-PO, two part-time employees work nationwide and are supported by ten regional coordinators who receive allowances. Similarly, LOWAN-VO employs one full-time and three part-time employees (LOWAN-PO, 2021[70]; LOWAN-VO, 2021[71]).

The aim of LOWAN is to be a "knowledge organisation" that preserves knowledge, stimulates development in schools that teach refugees and newcomers and provides training and tools for teachers (LOWAN-PO, 2021[70]). As such, LOWAN provides support, advice, and direction for teachers, municipalities and school boards as well as local and public authorities to organise education for newcomers (LOWAN-PO, 2021[70]; LOWAN-VO, 2021[71]). The programme informs relevant stakeholders about laws, regulations, and subsidies regarding the education provision for newcomers. It also provides an overview of the schools where newcomers can enrol as well as material for educators working with newcomer students (Bilgili, 2019[60]). In particular, in 120 LOWAN-VO and 350 LOWAN-PO locations in the Netherlands, LOWAN assists teachers and schools in running ISK classes for newcomers (see Section 2.1.2). The classes are organised in different ways:

i. Newcomer primary school classes run by LOWAN-PO attached to a first reception centre. These are full-time classes that students usually attend for approximately one year or until they move. In these classes, students receive a tailored programme with personal goals for mathematics, Dutch language, spelling, comprehensive reading, and social and emotional skills (LOWAN-PO, 2021[70]). Mirroring the decrease of newly arrived asylum seekers in the country, the number of these classes has been gradually decreasing (Bilgili, 2019[60]).
ii. Newcomer primary school classes run by LOWAN-VO and LOWAN-PO located outside of first reception centres, but in schools separate from mainstream education settings. These classes are mostly regionally and open for all newcomer students. Students attend these classes for approximately one year or until their Dutch has reached a sufficient level to enrol in mainstream settings. In these classes, students receive a tailored programme with personal goals for mathematics, Dutch language, spelling, comprehensive reading, and social and emotional skills (LOWAN-PO, 2021[70]).
iii. Primary and secondary school classes run by LOWAN-VO and LOWAN-PO for newcomers within mainstream school settings. They are organised the same way as ii). There are 120 schools in the Netherlands that run these classes (LOWAN-PO, 2021[70]; LOWAN-VO, 2021[71]).
iv. Newcomers attend a mainstream class, together with the rest of the students. At this stage, the responsibility for the students is mainly on the teachers of mainstream classes. Upon request of the teachers, LOWAN remains available to provide targeted support and counselling.

Upon arrival in the Netherlands, primary school students usually spend 30-40 weeks and secondary school students two years in specialised classes for newcomers. After that time, students transition to a mainstream class with students of their age (LOWAN-PO, 2021[70]; LOWAN-VO, 2021[71]). Previously, LOWAN used to focus their programme to support students on the first year upon arrival. Based on the understanding that educational integration is a longer process that requires support and guidance, the focus was extended to the first five years upon arrival (LOWAN-PO, 2021[70]).

At the national level, LOWAN contributes to policy decisions. Together with the Primary Education Council (*PO-raad*) and the Secondary Education Council (*VO-raad*), LOWAN acts as a collaborative partner in education policy making (Bilgili, 2019[60]). As such, LOWAN represents schools in policy debates with the Ministry of Education and other stakeholders involved in newcomer education (LOWAN-PO, 2021[70]). At the regional level, LOWAN facilitates the exchange of knowledge and development of networks among various relevant stakeholders. This is done by organising study days, meetings, and support to schools in organising ISK classes (Ibid.).

In terms of teacher support, LOWAN trains teachers on the particular needs of refugee and newcomer students and offers them support in the organisation of classes and teaching strategies. When providing teacher support, LOWAN analyses the individual needs of schools. In this process, specialised training organisations are involved to prepare teachers to respond to social and emotional needs of students and offer professional assistance if teachers lack these competences. Topics that are perceived as particularly relevant include strategies to support students dealing with their flight experiences; perceptions of their life in the Netherlands; and strategies of dealing with leaving social networks behind, including family members and friends (LOWAN-VO, 2021[71]). To support teachers, LOWAN provides education and teaching material. Furthermore, through its website, LOWAN shares news on education for newcomers, experiences and educational material (Bilgili, 2019[60]; LOWAN-PO, 2021[70]).

Holistic elements of the practice

The practice addresses the following student needs (see Table 2.1):

- **Learning needs (language learning, catching up on schooling, and adjustment to new education system):** Individual guidelines are developed for each student based on their mother tongue and prior education. These guidelines set goals for all the subject areas (e.g.; reading, comprehensive reading, maths, socio-emotional well-being, spelling). Every 10-13 weeks, student development is evaluated. Depending on the progress achieved, students continue to stay in specialised classes or move to mainstream settings.
- **Social needs (communication, sense of belonging and bonding, strong personal identity):** It is very important that students feel safe in the classroom (LOWAN-PO, 2021[70]; LOWAN-VO, 2021[71]). A lot of emphasis is put on the social needs of students, in particular by training teachers on how to respond to these needs. Furthermore, in 2018, the Team Up programme was developed to promote students' social needs. This programme consists of non-verbal lessons and games that make students feel more self-secure and open to invest in belonging and bonding.
- **Emotional needs (safety, coping with separation, loss and/or trauma):** Teachers respond to students' emotional needs by organising talks on their experiences as refugees/newcomers. The Team Up programme further contributes to meeting students' emotional needs by organising sessions that address issues of family separation and traumatic experiences while fleeing the country of origin.

Table 2.1. Holistic elements of LOWAN

	Activities and strategies
Learning needs	• Individual guidelines and goals for each subject area • Regular evaluation of learning progress • Qualified teachers • Systematic process of transition into mainstream class
Social needs	• Team Up Programme: non-verbal lessons/games for self-security, belonging and bonding
Emotional needs	• Team Up Programme: non-verbal lessons/games that address issues of family separation and traumatic experiences linked to flight

LOWAN focuses primarily on addressing students' learning needs. Some elements of the programme, such as the Team Up initiative, address social and emotional needs, but less comprehensively. The qualification of teachers and their experiences with refugee and newcomer students may imply that teachers and the programme respond to social and emotional needs in ways that are not formally included in LOWAN's scope.

Context of the practice

The programme operates in the Dutch education system where students in primary schools have to decide the secondary school track to enter when they are 12. This early decision is difficult for newcomers to take, in particular if their knowledge of Dutch is not solid enough and if they are not fully aware of the Dutch education system as well as of the implications that different tracks can have on educational and employment outcomes.

All newcomers have the right and duty to attend school until they are 18-years-old. This right is not conditioned to a residence status, which means that it applies also to undocumented immigrants. However, young people who are older than 18 only have the right to attend school when they have a stable residence status (LOWAN-VO, 2021[71]). This regulation comes with the difficulty that many young refugees have lost several years of education before and during their flight. Therefore, for late arrivals, the remaining time until they turn 18 is often too short to complete school and obtain a certificate that provides them with good future opportunities (Tánczos and Koehler, 2018[33]).

Impact and success factors of the practice

In Europe, the teaching workforce largely feels somewhat unprepared to teach students with diverse linguistic and cultural backgrounds. It is therefore necessary to train teachers to respond to the needs of newly arrived students (European Commission, 2020[4]). This includes providing training in intercultural education and strengthening linguistically responsive teaching competences. Training programmes should also foster teachers' communication skills, empathy, self-reflection and flexibility (Brussino, 2021[5]). Additionally, they should aim to improve teachers' management and pedagogical skills (Siarova and Tudjman, 2018[23]). LOWAN implements training programmes for teachers to acquire these skills.

According to the assessment provided by the stakeholders interviewed, social and emotional needs are appropriately addressed in specialised classes for newcomers. By targeting teacher training and classroom time to these well-being areas, LOWAN engages in promoting these needs. However, when newcomers transition to mainstream schools, insufficient attention is paid to social and emotional needs. This might be due to the fact that only a small number of newcomers attend mainstream classes. Therefore, teachers might perceive it as difficult to implement specific measures addressing refugee students' experiences (LOWAN-VO, 2021[71]).

Together with the Amsterdam Institute for Language Research and Teaching (ITTA), LOWAN-VO developed a method and material to assess prior knowledge and learning abilities of newcomers in secondary education. The assessment process takes four to six weeks with the goal of identifying students' capabilities and aspirations. Based on this, teachers develop personalised education plans for students to follow and transition to mainstream education. The transition to mainstream classes is determined as the result of a continuous assessment of whether individual educational goals have been met (Bilgili, 2019[60]). This process is considered as a success factor as it enables mainstream school teachers to know what students transitioning from newcomer classes have learned (LOWAN-VO, 2021[71]). This, in turn, facilitates linkages between prior learning and the learning content provided in mainstream Dutch schools.

The government actively supports education for newcomers. School can request up to EUR 10 000 a year for primary school students who have been in the country for less than one year. For secondary school students, schools can request EUR 6 000 per year for two years if the student does not have a Dutch nationality. Newcomers are placed in classes of approximately a 16 to 1 student-teacher ratio with additional time for socio-pedagogical work. The financial support by the government and the low student-teacher ratio enable schools to provide high-quality education classroom (LOWAN-PO, 2021[70]; LOWAN-VO, 2021[71]).

Based on the interviews carried out, barriers include the complex internal organisation of LOWAN as well as the collaboration among the diverse stakeholders involved. Given a lack of convergence of views, it is

often difficult to bring all stakeholders together, find common solutions and agree on materials to use. Furthermore, the diversity of most classes requires differentiated teaching materials. However, those are often not available in classrooms (LOWAN-PO, 2021[70]).

The time spent in newcomer classes is perceived as another challenge. After two years in newcomer classes, students do not generally reach a level of education that is equal to students in mainstream classes. Therefore, continued additional support is necessary after transitioning to mainstream classes, but not all schools are in the position to provide this support (LOWAN-VO, 2021[71]).

Evaluation reports or other reports or analyses

Evaluations are carried out by each school at a school level in the form of annual reports. The school inspection is provided with annual reports, which are not publicly available.

2.4.2. Language Friendly School, the Netherlands

Description

The Language Friendly School operates within formal primary and secondary education settings. This programme is an initiative of the Rutu Foundation for Intercultural Multilingual Education, a non-profit organisation based in Amsterdam, the Netherlands. The programme started in 2019 and since then it has been implemented in ten schools in the Netherlands, one school in Spain, one school in Canada, and one school on the Island of Saba, the Netherlands. The practice targets all students in schools that have joined the Language Friendly School network and have committed to the network's principles of work. Since its foundation, about 4 270 students have been targeted by the programme (Language Friendly School, 2019[74]).

The Language Friendly School concept aims to address the increasing multilingualism present in schools and societies due to migration flows. Within a Language Friendly School, all languages spoken by students, parents, and other school stakeholders are welcomed and valued. The practice applies a bottom-up whole school approach that is adjusted to the context of the school by developing a language plan that involves all school members (i.e., students, teachers, and the rest of the school staff). This plan is adapted to meet the school's own needs and aims at creating an inclusive and language friendly learning environment for all students (Language Friendly School, 2021[75]; Language Friendly School, 2019[74]).

The Language Friendly School programme does not provide a blueprint of what schools should do. Rather, it assesses what schools need and what they can realistically accomplish. By connecting with other Language Friendly Schools, a Language Friendly School can share good practices and teachers can be inspired to take initiative (Language Friendly School, 2019[74]). Being part of the network of Language Friendly Schools provides access to an online portal with practical and academic resources, videos and webinars on multilingual teaching strategies. Additionally, the network's online portal also provides a space for schools to exchange experiences and ideas. Teachers and staff can meet on a regular basis during Language Friendly School conferences, which are informal learning opportunities to exchange ideas (Language Friendly School, 2019[74]). Multilingual activities are developed by the Rutu Foundation in its role as coordinator as well as by schools in the network. In turn, each activity is described in a structured and detailed way and shared on the network's online portal so that other schools can adopt it (Language Friendly School, 2021[75]).

At a minimum, schools that wish to be language friendly should commit to the following points:

- to not prohibit, discourage or punish the use of other languages at school
- to not prohibit or discourage parents to use own languages at school
- to not advise parents to use a different language at home with their children

- to nominate a Language Friendly School Coordinator
- to develop a Language Friendly School plan together
- to not allow exclusion or bullying around languages, dialects or accents.

Optional classroom and school activities, which are detailed in the guidelines "Roadmap of being a Language Friendly School" (Language Friendly School, 2021[76]), include:

- assessment of the situation
- formulation of a language plan
- implementation of the goals
- monitoring and evaluation of the outcomes (Language Friendly School, 2019[74]).

Within the Ambassador Programme, each newcomer student is assigned to a buddy, a peer who accompanies the student and eases their adjustment to the new school environment (Alviarez, 2020[77]). Research confirms that a peer mentor can facilitate the adjustment to the new school and education system for refugee and newcomer students (Crul, 2017[78]).

Organisation of the practice

The practice has been developed and coordinated by the Rutu Foundation. The network of schools is open to public, private and primary and secondary schools. If a school chooses to become a Language Friendly School, the Rutu Foundation guides the process. If the interested school is located in a country different from those already represented in the network, the coordinators try to find an organisation in that country that will support the school through the process (Language Friendly School, 2021[75]). Schools that join the network pay a small administration fee. Besides this initial fee, the programme, including its coordination, operates without further funds (Ibid.).

The Language Friendly School is endorsed by leading experts who work in the fields of mother tongue and multilingual education and the right to education of the child. These experts confirm the positive effect of the programme for the educational and overall development of students, especially in contexts of student diversity (Language Friendly School, 2019[74]).

Holistic elements of the practice

The practice addresses student needs in the following ways (see Table 2.2):

- **Learning needs (language learning, catching up on schooling, adjustment to new education system):** Multi-language and inclusive teaching for all students in mainstream settings is supportive for learning. The Ambassador programme supports the integration of refugee and newcomer students' into the new school environment and enables peer learning and support among students.
- **Social needs (communication, sense of belonging and bonding, strong personal identity):** The use of mother tongue and multiple languages as well as the involvement of parents and community facilitate communication. Additionally, these elements foster students' sense of belonging and bonding, personal identity and bridges the gap between home and the school. The Ambassador programme facilitates communication and sense of belonging.
- **Emotional needs (safety, coping with separation, loss and/or trauma):** The use of multiple languages as well as the involvement of ambassadors, parents and the community make students feel safe at school. Additionally, the involvement of these different actors can help students cope with separation.

Table 2.2. Holistic elements of the Language Friendly School

	Activities and strategies
Learning needs	• Multilingual teaching • Inclusive teaching • Ambassador programme
Social needs	• Use of mother-tongue and multiple languages • Involvement of parents and community • Ambassador programme
Emotional needs	• Use of mother-tongue and multiple languages • Involvement of parents and community • Ambassador programme

The practice focuses on addressing students' learning and social needs. However, it implicitly addresses emotional needs as well. Since emotional needs are not a core focus of the programme, it is likely that the degree to which these needs are targeted largely depends on the implementation of the programme by individual schools and teachers.

Context of the practice

In Europe, newcomer students' countries of origin are more diverse today than they were 20 years ago. Refugee and newcomer students are increasingly confronted with several cultures; they experience several transitions between different school systems and school languages and are likely to develop unequal competences in diverse languages. These experiences are likely to have an impact on students' identities. Instead of identifying with one language, students may identify with multiple languages and cultures. This may be particularly pertinent for refugee students, many of whom have stayed in different countries before arriving in their country of destination (Herzog-Punzenberger, Le Pichon-Vorstman and Siarova, 2017[22]).

Multilingual learning is associated with cognitive, social, personal, academic and professional benefits. Findings suggest that valuing the language and cultural background of each student promotes academic success by boosting self-confidence and self-esteem (Herzog-Punzenberger, Le Pichon-Vorstman and Siarova, 2017[22]). Furthermore, mother-tongue education has a profound impact on a students' sense of identity and well-being (European Commission, 2020[4]). Multilingual students are also likely to have advanced critical thinking and problem-solving skills from having gained multiple perspectives (Herzog-Punzenberger, Le Pichon-Vorstman and Siarova, 2017[22]). For instance, the Multilingualism Curriculum by Krumm and Reich (2013[79]) focuses on the development of linguistic awareness and the ability to reflect on one's own linguistic situation and to analyse other people's experiences. The curriculum also addresses the significance of language for diverse people and groups and the linguistic knowledge necessary for the comparison of languages. Evidence further shows that allowing students' home languages in schools and treating students' linguistic and cultural diversity as a resource rather than a deficit is a valuable approach to promote communicative competence and foster academic performance (Benson, 2013[80]). Furthermore, multilingual students' increased metacognitive and metalinguistic awareness facilitates their learning of other languages (Le Pichon-Vorstman et al., 2009[81]). Implementing a similar multilingual approach requires adopting a multilingual approach in educational policy and practice (Benson, 2013[80]).

In line with this, the Language Friendly School programme implements a multilingual education approach. This approach enhances students' chances for a successful school career and integration in society without losing the connection with their families, cultural backgrounds and prior knowledge (Language Friendly School, 2019[74]). A key element of the Language Friendly School concept is the support of teachers in acquiring multilingual teaching competences. Research confirms that in the context of student diversity, teachers should be supported in improving linguistically responsive teaching competences (Siarova and Tudjman, 2018[23]).

Impact and success factors of the practice

The concept assumes that all schools should aim to become linguistically and culturally inclusive; they should recognise and embrace their students' multilingualism and take action to give space to the languages spoken by students within the school community (Language Friendly School, 2019[74]).

Since its beginning, the Language Friendly School programme has had multiple requests from schools in Europe, Africa and Asia to join the network. In countries where Language Friendly Schools are not yet present, the process to become a Language Learning School needs to be supported by an identified cooperating organisation. However, it is not always possible to identify similar organisations. Therefore, not all requests by schools to join the network can be approved.

Schools that are part of the network generally provide positive feedback about their experiences of becoming a Language Friendly School. They identify the benefits of the approach for students' needs and observe positive school developments as a result of being a Language Friendly School (Language Friendly School, 2021[75]). Schools that are part of the network particularly consider the benefit that the multilingual approach has on identity building as a success factor. This is based on their observation of increased participation among their students with mother tongues different from the language of instruction (Language Friendly School, 2021[75]). The first evaluation of the programme indicated that a large variety of innovative teaching practices have been developed by teachers and members of the school as a whole, including students. All have a common goal: to facilitate exchange and celebration of diversity in education for better learning and a more inclusive environment (Rutu Foundation, 2021[82]).The network also enables international collaboration among the schools located in different countries (Language Friendly School, 2021[75]).

A core condition for the success of the programme is that all educators who are involved in the practice share the understanding of the benefits of multilingual education (Language Friendly School, 2021[75]). Administrators and teachers who work with Language Friendly Schools hold different levels of familiarity with linguistic and cultural diversity. Some of them support the Language Friendly School approach based on their own experiences as children who faced challenges due to linguistic differences and the lack of representation of their mother tongues in the education they received. Others identify the need of embracing this approach in their communities as a result of the growing number of linguistically and culturally diverse students and families with an immigrant background in their schools (Rutu Foundation, 2021[82]).

A further success factor is the collaboration with and involvement of parents and communities. Research confirms that families and community play an important role in supporting children's educational progress (European Commission, 2020[4]). They are important sources of learning experiences and a part of the learning continuity (Herzog-Punzenberger, Le Pichon-Vorstman and Siarova, 2017[22]). The involvement of parents and communities also helps students to integrate in school (Cerna, 2019[25]). The first evaluation of the Language Friendly School programme indicates that teachers and school administrators have seen significant improvements in student and parent participation and engagement in the school life. Evaluators observed that the Language Friendly School creates opportunities for communication between students, their families and community partners (Rutu Foundation, 2021[82]).

Evaluation reports or other reports or analyses

A first evaluation is currently being carried out and findings will be available in late 2021. A first summary of the findings has been used to inform the previous sub-Sections of the analysis.

2.4.3. Practical Learning for Refugee Youth (PE), Germany

Description

The *Praxiserprobung für geflüchtete Jugendliche* ("Practical Learning for Refugee Youth", hereafter Practical Learning or PE) programme is implemented in seven secondary schools in Berlin, Germany. Preparations for the implementation of the project have started in other twelve schools in Berlin (Institut für Produktives Lernen in Europa, 2019[83]). The programme was developed by the Institute for Productive Learning in Europe *(Institut für Produktives Lernen in Europa,* IPLE) at the Alice Solomon University (*Alice Solomon Hochschule*) in Berlin, Germany, and first started in June 2018 (Institut für Produktives Lernen in Europa, 2021[84]).

The practice targets young refugees aged between 15 and 20 for whom neither the continuation of a welcome class (see Section 2.1.2) or the enrolment in a mainstream secondary school setting appear as promising opportunities. This assessment is based on students' prior education, German language competences, advanced age of arrival in Germany (between 14 and 20-years-old at the beginning of their enrolment in a welcome class) and/or other factors (Institut für Produktives Lernen in Europa, 2019[83]). Students who take part in this programme are also too old to be enrolled in Grades 7 or 8 of mainstream secondary education. Furthermore, for some of the students who enrol in the programme, upper school centres for vocational preparation (*Oberstufenzentren* – BQL/IBA) requiring A2 level German competences are not suitable (Praxisorientiertes Lernen für Geflüchtete (PE), 2021[85]).

In the 2018-2019 and 2019-2020 academic years, 165 and 93 refugee students respectively participated in PE. In 2018-2019, most of these students were boys from Syria, Iraq, Afghanistan, and Eritrea. In 2019-2020, the proportion of students from African countries increased, many of whom were unaccompanied minors. Most of these students had been in Germany for a period of three to four years. Prior to their arrival in Germany, most students had attended school for up to ten years and about 40% had attended school up to four years in their countries of origin (Institut für Produktives Lernen in Europa, 2020[86]; Institut für Produktives Lernen in Europa, 2019[83]).

The main goal of the practice is to offer a targeted way of preparing students for their transition into vocational training and work. To do that, the practice offers opportunities of learning and practical introductions in school and companies through the method of Productive Learning (Praxisorientiertes Lernen für Geflüchtete (PE), 2021[85]). This combines learning in school with practical experience in work settings (e.g., companies, stores, doctor's offices and day care centres). The learning and teaching carried out at school are greatly based on the experiences gathered through the practical work. This method facilitates learning for students who have difficulties in following classroom-based teaching methods. Furthermore, based on the identified gaps and needs, the programme aims to create an educational measure that:

- Enables young people to continue their general education even though they are facing linguistic, social and other challenges.
- Fosters German language learning, especially in preparation for the labour market. This is achieved by complementing the systematic language learning approach with language learning that is targeted according to the professional environment and specific contexts (Institut für Produktives Lernen in Europa, 2021[84]).
- Enables students to collect practical professional experience, starting in a protected workshop context and continuing with experiences in companies as trainees or employees.
- Fosters the importance of companies as spaces for learning and integration in society (Institut für Produktives Lernen in Europa, 2019[83]). The companies included in the programme are those willing to accompany young refugees and newcomers on their pathway to vocational training and/or work (Institut für Produktives Lernen in Europa, 2021[84]).

- Motivates young people to independently shape their educational and professional life. This should be achieved by the direct connection between learning and practical activities as part of the Productive Learning approach.
- Develops an individual plan for each student that is implemented after one year in the programme. This plan may include the enrolment in mainstream schools, vocational preparatory settings, vocational training or work (Institut für Produktives Lernen in Europa, 2021[84]).

These goals are implemented through the following steps (Institut für Produktives Lernen in Europa, 2019[83]):

- *Orientation stage*: Six to eight weeks are dedicated to adjusting to the structures, build groups, provide individual counselling and identify practical learning places.
- *Language and practical learning*: Three days a week are dedicated to learning in practical learning spaces such as companies and institutions and two days a week to learning in the classroom. To foster systematic language learning, the activities and communication happening in practical learning places are used for learning and practicing German language competences. Experiences and challenges occurring in practical learning places are taken up at school and used for systematic language learning.
- *Individual learning plans*: Learning goals are identified, and students' future educational and professional pathways are planned jointly with educators and students.
- *Social and cultural integration*: This is promoted through sessions where students reflect in groups on practical and personal experiences, e.g., reflections on values, norms, democracy, and laws that foster social and cultural integration.
- *Support of the teachers and educators*, which is provided through training and guidance (Institut für Produktives Lernen in Europa, 2019[83]).

Schools and teachers are supported in the implementation of the programme through a qualification and assistance framework. This framework includes the following:

- A social pedagogue, who is assigned to each learning group to assists students' educational development.
- Regular training and qualification for the staff involved in the programme on areas related to students' educational and personal development as well as on topics concerning the specific situation of refugee and newcomer students. To facilitate teamwork, teachers and social pedagogues attend the training together (Institut für Produktives Lernen in Europa, 2019[83]).
- Counselling and coaching for individual schools develop the school's methods and address its challenges.
- Networking and public relations, which are carried out to foster cooperation. Partnerships with companies and other employers are supported by providing them with informative materials on their role in the programme (Institut für Produktives Lernen in Europa, 2021[84]).
- A digital learning platform made available to schools that take part in the programme. The platform provides teachers with teaching, learning and strategic material and enables exchange and communication between students, teachers and parents (Institut für Produktives Lernen in Europa, 2019[83]).

During the two-year pilot stage begun in June 2018, different instruments and approaches, such as individual learning plans and language teaching and placements in companies, were developed, piloted, and systematically implemented in the curricula to develop a well-structured approach at the end of the pilot stage (Institut für Produktives Lernen in Europa, 2019[83]).

Due to the COVID-19 pandemic outbreak in 2020, practical learning had to be suspended for several weeks. The programme found it challenging to keep in touch with students during this time due to language

and technical barriers. However, through active engagement of all stakeholders involved in the programme, PE provided additional rooms for consultations and organised innovative ways to strengthen communication with students. These included telephone calls between teachers and students, visits by teachers outside of students' homes and "teaching walks" by teachers to follow up with students on learning content. Additionally, the previously established online learning platform facilitated the transition to online teaching during disrupted learning due to the COVID-19 pandemic outbreak (Institut für Produktives Lernen in Europa, 2020[86]).

Organisation of the practice

The programme is organised in collaboration with several stakeholders:

- The *Institut für Produktives Lernen in Europa* (IPLE), which is the organisation that designed and developed the programme. It also provides qualifications and counselling to teachers and education assistants (*Bildungsbegleiter*) involved in the programme. Additionally, the organisation conducts the project evaluation.
- The NGO *Arbeit und Bildung* ("Work and education"), which oversees the programme administration, including financial administration. It also coordinates the project and supplies the social-pedagogical experts providing the practical and educational assistance (Institut für Produktives Lernen in Europa, 2021[84]).
- Seven schools in Berlin, which have implemented the practice so far (Praxisorientiertes Lernen für Geflüchtete (PE), 2021[87]).
- The Social Return Foundation, which is a private foundation that conducts practical activities in workshops organised by PE, such as flying workshops. The foundation prepares students for practical activities in companies within small learning groups (Institut für Produktives Lernen in Europa, 2021[84]). However, the foundation provides practical activities only for a limited number of students as the activities proposed can only be carried out in small groups (Praxisorientiertes Lernen für Geflüchtete (PE), 2021[87]).
- An external language education team, which trained educators and made teaching material available in the first year of the pilot project. In the second year, it was not possible to continue the collaboration with this team due to budget limitations (Institut für Produktives Lernen in Europa, 2019[83]; Praxisorientiertes Lernen für Geflüchtete (PE), 2021[87]).
- The Berlin Senate for Education, Youth and Family (SenBJF), which provides supervision of the programme (Institut für Produktives Lernen in Europa, 2019[83]).

Holistic elements of the practice

The practice addresses student needs in the following way (see Table 2.3):

- **Learning needs (language learning, catching up on schooling, adjustment to a new education** system**):** Learning needs are addressed through in-school and practical learning with a focus on German language learning as well as professional orientation and preparation. Additionally, individual development plans for each student promote learning as they enable teachers to adopt an individualised learning approach to address individual students' learning needs.
- **Social needs (communication, sense of belonging and bonding, strong personal identity):** The practice focuses on students' personal development and social bonding through small groups (made of 12 students), guided by a reference person and an educational assistant per group. The educational assistant supports students with issues such as finding vocational training opportunities and managing the residence status. On top of small groups, individual development plans create opportunities to address students' social needs.

- **Emotional needs (safety, coping with separation, loss and/or trauma):** In small groups, students exchange with one another their experiences as refugees and newcomers, which often involve trauma and/or loss. The organisers wish to have more time to implement similar exercises.

Table 2.3. Holistic elements of *Praxiserprobung für geflüchtete Jugendliche* (Practical Learning for Refugee Youth, PE)

	Activities and strategies
Learning needs	• School and practical learning with a focus on German language aquisition • Professional orientation and preparation
Social needs	• Small group size • Reference people and educational assistants • Individual development plans
Academic needs	• Exchanges about (traumatic) experiences as refugees in a safe environment

Students' emotional needs are only addressed marginally; they are not within the main focus of the practice. The coordinators of the programme identify this as a shortcoming and wish to have more time and space to respond to students' emotional needs (Praxisorientiertes Lernen für Geflüchtete (PE), 2021[85]). In light of this, additional capacities in terms of budget and staff have been scheduled for the 2021-2022 school year to strengthen the educational assistance that, among others, can meet students' emotional needs (Praxisorientiertes Lernen für Geflüchtete (PE), 2021[87]).

Context of the practice

Within the three-pillar education system in Germany (see Section 2.1.2), the lower secondary track prepares students for vocational training. However, some students need more practical approaches to successfully attain a lower secondary school diploma and enter vocational training. In the 1996-1997 school year, Productive Learning was first implemented to give students better opportunities and a more suitable learning environment. Based on this approach, the Practical Learning for Refugee Youth approach provides some adjustments to it, such as the focus on German language learning, to make the programme more suitable for refugee and newcomer students (Institut für Produktives Lernen in Europa, 2021[84]).

Impact and success factors of the practice

The core aim of the practice is to foster refugee and newcomer students' learning and overall integration through practical experiences in the labour market, e.g., in companies (three days of the week), as opposed to only learning in the classroom. This gives students the opportunity to experience and test their skills in real-life situations. The success of PE depends much on how students manage these real-life situations (Praxisorientiertes Lernen für Geflüchtete (PE), 2021[87]).

Other core conditions of the success of the practice include the degree of acceptance and approval of the PE approach by educators as well as their motivation. Most of the educators involved in the programme had been working with immigrant and refugee students before their involvement with PE. Some educators also have an immigrant background. Most educators are motivated to work in the programme because they perceive that PE addresses needs that they directly identified as key to target while working with refugee and newcomer students (Institut für Produktives Lernen in Europa, 2020[86]; Institut für Produktives Lernen in Europa, 2019[83]). In school settings, separate rooms for PE activities provide safe spaces that are important for participants. Solid cooperation with the schools that implement PE, e.g., by allowing PE to use computer rooms, further facilitates the success of the practice (Institut für Produktives Lernen in Europa, 2019[83]).

The practice helps students to find orientation in their lives and define personal goals. It also supports students in making progress in their communication abilities in German. However, many students still find

challenges in written German language. It appears that students benefit more from individual teaching approaches than group learning due to the high heterogeneity of the group of students in the programme. In terms of integration, contacts to people without a refugee background built up through PE are very important for students. Furthermore, students' hopes to successfully establish their lives in Germany increase through their participation in PE (Institut für Produktives Lernen in Europa, 2019[83]). Through the programme, students strengthen their competences and understanding of practical work; they also gain self-confidence and self-awareness. Additionally, the learning and working groups in PE enable students to increase their communication and social competences (Institut für Produktives Lernen in Europa, 2020[86]).

Further conditions for the present success include practical learning opportunities in companies aligned with students' interests as well as support to students in transitioning into further education or the labour market. Additionally, the practice strives to promote the personal and linguistic development and integration of students. Another condition for the present success is good cooperation and networking of all involved stakeholders on the basis of transparency, exchange, mutual appreciation and evaluation. Further factors for the current functioning of PE include the piloting of the practice, development and adjustment of the concept on the basis of the evaluation, continuous capacity building of educators and the cooperation with IPLE (Institut für Produktives Lernen in Europa, 2019[83]).

It is notable that students' expectations and future plans concerning vocational training and further education assessed at the beginning of the practice are considerably different from those assessed at the end of the practice. At the beginning of the 2017-2018 academic year, 48% of students planned to start a vocational training at the end of the year, but only 12% eventually did so. Also, 29% planned to continue school, but 44% did so at the end of the year. About 6% of students enrolled in the programme started working after the term, which is about the same proportion as those that had this expectation at the beginning of the year (Institut für Produktives Lernen in Europa, 2019[83]). The higher proportion of students who continued school can partly be attributed to the fact that a considerable number of students did not sufficiently improve their German language competences during the first year in the programme. Therefore, it is among the goals of PE to further develop their approach to language training and adapt it to better meet individual students' needs (Institut für Produktives Lernen in Europa, 2020[86]; Praxisorientiertes Lernen für Geflüchtete (PE), 2021[87]).

Even though PE targets primarily refugee students and recently extended the targeted beneficiaries to also include some newly arrived immigrant students, the practice can be considered inclusive. Due to its implementation in mainstream schools, the shared space enables contacts and interactions between refugees and the rest of the students. The practical learning in companies also promotes multiple contacts between refugee students and trainers, customers, and employees of the companies, which students value as beneficial (Institut für Produktives Lernen in Europa, 2020[86]).

The real-life situation that students experience in workplaces has a high value for the inclusiveness of PE (Praxisorientiertes Lernen für Geflüchtete (PE), 2021[87]). It is among the future goals of PE to foster the collaboration among educators and the workplaces (Institut für Produktives Lernen in Europa, 2020[86]). This will also help to strengthen the inclusiveness of PE.

Based on the assessment carried out through the interview to institutionalise the practice, the following factors are necessary (Praxisorientiertes Lernen für Geflüchtete (PE), 2021[87]):

- Interested schools must be equipped with the necessary resources (e.g., at least one teacher with an interest in PE's approach, school preparedness to participate in capacity building and cooperation, availability of a room).
- A partner organisation with the knowledge and skills for educational assistance in the field of integration.

- Capacity building, counselling, monitoring and evaluation. It is recommended to start the evaluation at the beginning of the project. This role can be assumed by the Institute of Practical Learning in person or digitally.
- Availability of budget to carry out additional activities (school and teachers are part of the regular public funds for education; the cooperating NGO and the Institute for Practical Learning require additional funds that are currently provided by the Federal State Berlin).

Evaluation reports or other reports or analyses

A formative evaluation has been carried out to assess the practice and characteristics of participants, such as their prior learning and educational experiences. The assessment also evaluated the impact of the practice as perceived by the participants and students' educational development. From this evaluation, two reports have been published –for the 2018-2019 and 2019-2020 academic years. The reports are not publicly available, but access was provided for the purpose of this report. The findings have been used to inform the previous sub-Sections of the analysis. The overall evaluation findings will be available in late 2021.

2.4.4. Buddy Programme, Germany

Description

The *Patenschaftsprogramm* ("Buddy Programme") operates in non-formal education settings and started in 2016. As of 2018, it was implemented in 269 locations in 16 Federal States throughout Germany (Schulz and Sauerborn, 2019[88]). The programme is run by the NGO *Stiftung Bildung* ("Foundation Education") and is financed through the Federal Programme *Menschen stärken Menschen* ("People strengthen people") of the Federal Ministry of Family and Youth (BMFSFJ) that aims to create partnerships between people with and without a refugee background. The programme is implemented by partners in the respective locations (Stiftung Bildung, 2021[89]).

The practice targets young people aged between 4 and 19. The largest share of participants in 2016 and 2017 were aged between 13 and 18 (respectively 40.5% in 2016 and 37.7% in 2017) (Sauerborn, 2017[90]; Schulz, 2018[91]). Between 2016 and 2018, the programme specifically targeted young refugees who were matched with buddies without a refugee background. At the end of 2018, the programme was renamed *Chancenpatenschaften* ("Buddies for Chances") and since then it has targeted young people who are disadvantaged due to their socio-economic status, learning needs or immigration background. This includes but is not limited to refugee students. The coordinators of the practice and the Ministry of Family and Youth that funds the programme jointly took the decision to expand the target group. This was decided because the number of newly arriving refugees had decreased since 2016 and the programme is considered beneficial also for other student groups (Patenschaftsprogramm, 2021[92]).

Buddy team partnerships involve children, young people, families, kindergartens, schools (welcome classes and mainstream classes) and sponsoring associations. Between 2016 and 2018, the majority of partnering organisations were schools (69%), followed by other organisations (21%) and kindergartens (10%) (Schulz and Sauerborn, 2019[88]). Buddy teams are matched up in collaboration with these organisations. Most of the teams are tandems, followed by school classes, groups and families. Between 2016 and 2018, 7 077 buddy teams were matched up (Schulz and Sauerborn, 2019[88]). In 2016, there were buddy teams in 43 locations and in 2017 in 69 locations. To expand the number of beneficiaries of the programme, the *Stiftung Bildung* has made continuous efforts to strengthen their networks of cooperating organisations and stakeholders across Germany (Schulz, 2018[91]).

Buddy teams carry out a variety of activities together. Many teams agree to learn German together (13%), do free-time trips (11%) or study as a team (11%). Teams also share everyday activities, play sports or games together. Some teams go the theatre or movie theatre, play music or celebrate festivities (Schulz, 2018[91]). A contact person of the *Stiftung Bildung* is available for each buddy team and for groups of a certain size. The *Stiftung Bildung* offers supervision, seminars and information events to support the teams (Stiftung Bildung, 2021[89]).

The main aim of the programme for refugee children and youth consists of facilitating their arrival and adjustment to the new situation and culture in Germany through personal interactions with peers. Furthermore, the programme fosters intercultural learning, exchange and peer learning (Stiftung Bildung, 2021[89]).

Holistic elements of the practice

The practice addresses holistic needs in the following ways (see Table 2.4):

- **Learning needs (language learning, catching up on schooling, adjustment to new education system):** Most buddy teams include some form of language learning and subject support in their activities. The involvement of schools and peers fosters the adjustment to the new education system.
- **Social needs (communication, sense of belonging and bonding, strong personal identity):** Communication and sense of belonging and bonding is strongly fostered through buddy teams as an opportunity to connect with peers, create new bonds and communicate in German. This may also contribute to strengthening students' personal identity.
- **Emotional needs (safety, coping with separation, loss and/or trauma):** Emotional needs are not directly targeted by the practice. However, strong peer relations may also contribute to increasing the feeling of safety and coping with separation and loss.

Table 2.4. Holistic elements of *Patenschaftsprogramm* (Buddy Programme)

	Activities and strategies
Learning needs	• Language learning and subject support with buddies • Involvement of schools
Social needs	• Connecting with peers and making friends through buddy teams
Emotional needs	• Fostering uddy/peer relations

The practice focuses on addressing students' social needs and partly learning needs. Emotional needs may be addressed if members in the "buddy teams" develop a close and trustful relationship or if they engage in activities and communication that address emotional issues.

Context of the practice

Research findings confirm that cooperation between non-formal education and formal education settings enrich formal education practices and strengthen the capacity of schools to address student needs. Evidence further suggests that the extent to which newcomer students benefit from non-formal education programmes depends on the efforts of public authorities to make these programmes more accessible and available for these students (Lipnickienė, Siarova and van der Graaf, 2019[93]). According to a mapping study carried out by the SIRIUS - Policy Network on Migrant Education, many non-formal education programmes in Europe are organised in partnerships between schools, NGOs and community-led organisations. However, collaborations are more effective and structured when supported by policy makers. The involvement of education authorities helps to facilitate the uptake of non-formal programmes by raising awareness, providing policy frameworks and ensuring adequate professional learning. Their engagement can also contribute to improving capacities of schools and non-formal education actors (Lipnickienė, Siarova and van der Graaf, 2019[93]).

The impact of education policies is also evident in the Buddy Programme. The implementation of the programme and its thematic focus largely depend on the position of the partnering organisation within the education system and its thematic focus. In turn, these two depend primarily on the education policies of the respective Federal State and location (see Section 2.1.2). As such, these factors can have an impact on the integration potential of the programme.

The opportunities for strengthening interaction and relationship building among buddy team members largely depend on systemic arrangements. In some cases, buddy teams attend the same school, which therefore can allow for frequent interactions between team members. In other cases, buddy teams only meet during off-school hours and attend out-of-school activities, such as buddy workshops and different cultural and creative events organised by the implementing partners or external collaborators (Schulz, 2018[91]). Research confirms that organising buddy teams or assigning peer mentors to refugee and newcomer students can facilitate their adjustment to the new school and education system (Crul, 2017[78]).

The schools that participate in the programme generally find it challenging to integrate refugee and newcomer students in the educational processes of the school. Schools also highlight the necessity of differentiated educational measures to support individual students. Schools often perceive themselves as unprepared to address the challenges of integration and feel pressured to meet performance expectations (Schulz and Sauerborn, 2019[88]). This perception is in line with findings confirming that most teachers in Europe do not feel sufficiently prepared to teach students with diverse linguistic and cultural backgrounds (Koehler et al., 2018[31]).

Impact and success factors of the practice

Research findings confirm that mentoring schemes, which are implemented through a similar concept as the Buddy Programme, can help refugee and newcomer students develop competences and build their confidence. Mentors and buddies can act as role models for refugee and newcomer students (European

Commission, 2020[4]). According to the evaluation studies of the Buddy Programme, a stable financial basis, voluntary engagement, willingness to integrate and openness and flexibility of the buddy teams are core conditions for the success of the practice (Schulz, 2018[91]).

The main achievements of the practice include that most participating children and young people considered the programme beneficial. In 2017, most students rated the programme "very good" - school Grade 1 (78% of students) or "good" - school Grade 2 (16%)[6] (Schulz, 2018[91]). Furthermore, almost all buddies with a refugee background perceived that the programme helped them to adjust to the new situation in Germany (precisely 96% in 2016 and 93% in 2017) (Sauerborn, 2017[90]; Schulz, 2018[91]). Friendship, language learning and spending time together were perceived as the most beneficial elements of the programme. Intercultural exchange and understanding, development of acceptance, tolerance and empathy were also mentioned as positive effects by buddies with and without a refugee background. Through the programme, buddies without a refugee background become multipliers of openness and acceptance. As such, they represent a culture of integration (Schulz, 2018[91]).

The overall impact of the *Buddy Programme* between 2016 and 2018 is analysed in evaluation reports (Sauerborn, 2017[90]; Schulz, 2018[91]; Schulz and Sauerborn, 2019[88]), which assess several areas, including:

- Integration:
    - *Language*: Buddy teams create an atmosphere of mutual help and learning The programme also fosters learning and German language achievements. Evaluations show that 72% of buddies with a refugee background improved their German language competences and 42% their overall learning outcomes.
    - *Adjustment and orientation in Germany*: The programme facilitates joint activities and projects as well as refugee students' adjustment and orientation in Germany. For example, 78% of buddies with a refugee background were able to better integrate in their new environment.
    - *Social contacts*: The projects facilitate the development of a sense of belonging. Joint activities promote the development of personal relationships, with evaluation findings indicating that in 63% of cases real friendships developed. Buddy teams also facilitate the development of other contacts, with 76% of buddies with a refugee background able to establish further contacts into the German society through the programme.
- Tolerance:
    - *Valuing cultural diversity*: Buddy teams contribute to decreasing prejudice and developing mutual understanding. Evaluation findings show that 43% of buddies with a refugee background and 62% of buddies without a refugee background found it easier to accept different opinions and ways of living by participating in the programme.
- Personal development:
    - *Horizon of experience*: Buddy teams strengthen cultural reflection and the value given to one's own and other people's cultures. Buddy teams initiate learning effects and reinforce buddies' identity building.
    - *Self-confidence*: Buddy teams foster self-confidence and support buddies' personal development.
- Added value for buddies:

[6] German school grades range from 1 (very good) to 6 (fail).

- The added value for buddies is particularly high when suitable buddies are matched, regular meetings and consultations take place, challenges concerning flight experiences are dealt with, and scepticism and rejection are overcome.
- Most buddies (94%) would participate in the programme again.

- Educational context:
  - *School and kindergarten context*: Buddies become multipliers of a culture of integration. In 79% of cases, the integration of students with a refugee background in the school improved and in 60%, the school social climate improved. In 53% of cases, the interest of external people to become engaged in the programme increased.
  - *Supervisors and guardians*: Stakeholders involved in the programme as guardians or supervisors are highly intrinsically motivated. They observed that the educational development of participating students improves thanks to the programme.

During the implementation of the programme, several challenges were highlighted. It became increasingly difficult to find buddies without a refugee background. Buddies without a refugee background report that the programme can be challenging due to limited time as well as emotionally. This is due to the difficult experiences of refugee buddies that buddies without a refugee background feel incapable to deal with (Sauerborn, 2017[90]; Schulz, 2018[91]). It also appears challenging to find appropriate matches for buddy teams. Age differences between buddies have an unfavourable impact as their interests may be different. Stereotypes and prejudice against refugees, and partly against buddies of refugees, constitute further challenges[7] (Sauerborn, 2017[90]).

The project requires a high engagement of supervisors and guardians. To enhance the impact of the project, supervisors suggest involving additional staff in the programme to provide more opportunities of knowledge sharing between implementing partners, involve more non-school actors and parents and better motivate children and young people to participate in the programme. Furthermore, there is the need to continuously adjust and upscale the concept of the programme based on evaluation findings and changing conditions to guarantee the expected impact (Schulz and Sauerborn, 2019[88]).

Evaluation reports or other reports or analyses

External evaluations have been carried out annually since the beginning of the programme in 2016. The findings from these evaluations were used to inform the previous sub-Sections of the analysis.

2.4.5. Smart School, Germany

Description

The *SchlaU-Schule* (“Smart School”) operates in formal secondary education settings in Germany. The *SchlaU - Schulanaloger Unterricht für junge Flüchtlinge* (“School-analog Schooling for Young Refugees“)

[7] These experiences are confirmed by data showing that societal attitudes towards immigrants and refugees are fairly negative across the EU and are mainly based on misconceptions (European Commission, 2020[4]). A study conducted by the Bertelsmann Foundation in 2019 among a sample of the German population finds that 71% of respondents consider that immigration causes burdens for the social state system. Furthermore, 69% of respondents believe that immigration leads to conflicts between immigrants and natives and 64% to problems in schools. Additionally, 52% of respondents believe there are too many immigrants in Germany (Kober and Kösemen, 2019[125]).

is located in Munich, Germany. The practice was developed in 2000 by the NGO *Junge Flüchtlinge e.V.* ("Young Refugees"). The same NGO has been implementing the programme since then.

SchlaU targets refugee students between 16 and 21-years-old, including unaccompanied minors. Each school year, about 300 students are taught in 20 classes (SchlaU, 2021[94]). Additionally, in 2019, around 120 former students participated in the *SchlaU* follow-up programme *SchlaU Übergang Schule-Beruf* ("Transition School-Profession"), which facilitates students' transition from school into vocational training or the labour market (SchlaU, 2020[95]).

The NGO *Junge Flüchtlinge e. V.* has the goal to support young refugees to exercise their right to education and to participate in society. Refugees aged between 16 and 21 (in exceptional cases up to 25) are taught the curriculum of the Bavarian lower secondary school (*Mittelschule*) up to their graduation from *SchlaU*. To enable a successful transition to a mainstream secondary school or vocational training, individual student development is promoted through an individual approach going beyond academic learning. After graduating from *SchlaU*-school and entering vocational training or an upper secondary school, students continue to be followed by the programme Transition School-Profession to promote successful integration (SchlaU, 2021[94]).

The practice considers schools as spaces of joint learning that foster the development of students' personality and opens up future opportunities. Other than in mainstream schools, grade levels are flexible and classes in *SchlaU* are small. The limited number of students per class (about 16 students) aims to provide adequate individual socio-pedagogical support to address their needs.

Depending on their prior education and individual progress, students attend *SchlaU* for a period between one and four years. Through an assessment developed by *SchlaU* testing German language and mathematics competences, students are assigned to different grades: alphabetisation; basic; medium; and graduation grades. Within these grades, classes are further differentiated by student needs for support. Mathematics is taught independently from grades since math competences vary widely among students and are not dependent on German language competences (SchlaU, 2021[94]). The flexible system enables students to switch grades within the same school year and can contribute to strengthen student motivation (SchlaU, 2021[94]). Research confirms that a similar flexible approach is beneficial to the educational and personal development of refugee students (Crul, 2017[78]). It is not possible to fail a grade because there are no uniform goals to reach at the end of each grade. Instead, the team of teachers define individual student goals. Students are also actively engaged in the creative design of the school to promote their involvement and participation.

Besides subject knowledge, *SchlaU-Schule* aims to foster general knowledge and key competences, such as solidarity and equal treatment independent of gender, origin, age and socio-economic status. *SchlaU-Schule* also promotes punctuality and reliability to facilitate students' participation in society. Lessons other than German language classes are designed taking into account students' different languages, cultures and socio-economic backgrounds. The *SchlaU-Schule* approach also considers students' diverse experiences and life courses as well as prior education experiences (SchlaU, 2021[94]).

Additional to subject lessons, multiple projects enable students to discover and develop their interests. They also help to stabilise and foster students' self-efficacy in a protected environment. Furthermore, trustful relations between students and teachers are facilitated by frequent individually scheduled and spontaneous talks between students and teachers. Additionally, the teaching modalities implemented in the school take into account the psychological hardship encountered by refugee students during and after their journey. Teachers are prepared to respond to emerging situations and intervene in crisis situations. Furthermore, the curriculum is designed to enable individual teachers to spend as much time with the same class as possible to become familiar with the students and develop trustful relationships (SchlaU, 2021[94]).

Organisation of the practice

The practice is implemented by *SchlaU-Schule* ("SchlaU-School") and *SchlaU Übergang-Schule-Beruf* ("*SchlaU* Transition-School-Profession"). In addition to this practice, the organisation offers programmes to raise awareness among key stakeholders and institutions and train them on topics that concern young refugees (Trägerkreis Junge Flüchtlinge, 2021[96]). *SchlaU-Schule* is financed by public funds and foundation funds. The practice is further supported by about 100 volunteers.

In 2016, the *SchlaU-Werkstatt für Migrationspädagogik gGmbH* ("*SchlaU*-Workshop for Migration Pedagogics") was founded as part of the *SchlaU* programme. It conducts research, internal school consulting and design (Trägerkreis Junge Flüchtlinge, 2021[96]). It also implements multiplier and training programmes and develops teaching material for refugees through three pillars: *Gemeinsam:SchlaU* ("Together:SchlaU"), *SchlaU:Lernen* ("SchlaU:Learning") and *SchlaU:Vernetzt* ("SchlaU:Networking"). In particular, *Gemeinsam:SchlaU* supports vocational and lower secondary schools in developing teaching strategies that consider student diversity. *SchlaU:Lernen* develops teaching material for German language learning, alphabetisation and mathematics. Through *SchlaU:Vernetzt*, the *SchlaU-Werkstatt* built a collaboration with the NGO *Bildung für alle e.V.* ("Education for all") in the city of Freiburg, the Department for Education and Integration of the City of Cottbus and the NGO *Kindersprachbrücke e.V.* ("Children language bridge") in Jena. This collaboration founded the *Kompetenznetzwerk Chancengerechtigkeit* ("Competence Network for Equal Chances"). The goal of this network is to facilitate social participation for disadvantaged people. This objective is pursued by developing educational methods and making them available to education stakeholders across Germany. Through these activities, the network aims to facilitate structural changes in the education system (SchlaU Werkstatt für Migrationspädagogik, 2021[97]).

Holistic elements of the practice

The practice addresses student needs in the following ways (see Table 2.5):

- **Learning needs (language learning, catching up on schooling, adjustment to new education system):** Learning needs are addressed by a flexible grading system and individualised learning plans. Furthermore, the preparation of students for their transition into mainstream schools or vocational training and German language learning supports learning.
- **Social needs (communication, sense of belonging and bonding, strong personal identity):** Trustful relations with teachers, frequent individual talks and small classes are core elements of the practice that address refugee students' social needs. Furthermore, *SchlaU* organises projects that specifically address social needs.
- **Emotional needs (safety, coping with separation, loss and/or trauma):** To address emotional needs, teachers respond to emerging situations, particularly related to trauma and the living context of refugees in Germany. Additionally, the *SchlaU* organises projects that address emotional needs. The approach also implements measures to ensure that students feel safe at the school.

Table 2.5. Holistic elements of *SchlaU-Schule*

	Activities and strategies
Learning needs	• Flexible grading system • Individual learning plans • Preparation for transitions • German language learning in all subjects
Social needs	• Trustful relations with teachers • Small classes • Ad-hoc projects addressing social needs • Frequent individual talks to students

Emotional needs	• Teachers prepared to respond to emerging situations • Ad-hoc projects addressing emotional needs • Schools as a safe space

SchlaU addresses all dimensions of student needs envisaged by the holistic model.

Context of the practice

The concept of *SchlaU* connects with the current debate on refugee integration, especially in the education system, according to which mainstream education system and existing support measures may not sufficiently address the needs of refugee and newcomer students. This is considered as a reason why their educational attainments often lag behind native students. *SchlaU* aims to address shortcomings in mainstream education practices and support refugee students' successful transition into mainstream education and vocational training.

At the time of the founding of *SchlaU*, Germany had not fully recognised the United Nations (UN) Declaration of the Rights of the Child. Therefore, unaccompanied minors had to apply for asylum and had no right to attend school before being granted asylum. Against this background, *SchlaU* began by organising eight language classes for 20 unaccompanied minors. Due to growing demand, *SchlaU* increased the number of language classes offered. As a result, *SchlaU* received a reward by the City of Munich in 2003 and was approved as a vocational preparation school for refugees by the Bavarian Ministry for Education in 2004. This promoted the gradual establishment of more partnerships with schools and other stakeholders as well as the establishment of *SchlaU* as a school-like educational measure. In 2010, Germany fully recognised the UN Declaration of the Rights of the Child, followed by the duty of schooling for young refugees of vocational school age. This required the Federal State of Bavaria to make 19 000 school places available in Bavaria for refugee students and led to the introduction of *Berufsvorbereitungsklassen* (i.e., vocational preparation classes) following the example of *SchlaU* (SchlaU, 2020[95]). Hence, regional and local policy makers have been involved in the development of *SchlaU* since its beginning and have become the most active supporters of the practice over time (SchlaU, 2020[95]).

Impact and success factors of the practice

Every year, about 80 students graduate from *SchlaU-Schule* and transition into vocational training or upper secondary education. In total, over 5 000 students have successfully attended *SchlaU-Schule* and *SchlaU Übergang Schule-Beruf*. From 2017 to 2020, between 92% and 96% of students enrolled in *SchlaU* successfully graduated from it (SchlaU, 2020[95]).

Success factors of the programme include (SchlaU, 2020[95]):

- *Core approach*: The promotion of equal chances is the core approach that guides the practice. On this basis, a holistic concept of education was developed through which individual learning and life visions are fostered, and experiences are shared across Germany.
- *Connectivity*: Trustful relationships between teachers and students are conditions for the sustainability and development of student motivation and flexibility. Educational and administrative procedures for asylum seekers often imply frequent changes of educational institutions. *SchlaU* supports students from their alphabetisation until their entry in the labour market while also providing psycho-social support.
- *Individual offers*: Individual learning approaches take into account students' diverse prior learning experiences as well as other challenging factors that come along with their status as refugees, such as difficult housing conditions and traumatising experiences. This requires short- and long-term individual support, group responses and psychological support.

- *Organisation*: Small classes are supportive for learning. The school follows an approach of knowledge transfer and social work in a trustful and respectful way. This applies to the relations between teachers and students as well as among the team of educators.
- *Transfer*: The *SchlaU-Werkstatt für Migrationspädagogik* ("*SchlaU* Workshop for Migration Pedagogy") engages in knowledge transfer to stakeholders from educational institutions, municipalities and volunteers through workshops and teaching material. This aims to foster creative solutions for equal opportunities in education (SchlaU, 2020[95]).
- *Partnerships*: *SchlaU* counts on collaborative efforts between various stakeholders from the public, private and civil-society sectors (SchlaU, 2020[95]).

Evaluation reports or other reports or analyses

Each year, an annual report with an internal impact analysis is published. The findings from the annual reports and the impact analysis have been used to inform the previous sub-Sections of the analysis.

2.4.6. Schools for All - Integration of Refugee Students in Greek Schools, Greece

In Greece, the "Schools for All - Integration of Refugee Students in Greek Schools" project aims to promote safe and inclusive school environments where refugee students are welcomed and receive high-quality education. It has been implemented during the 2019-2020 and 2020-2021 school years throughout Greece and targets secondary schools with reception classes for refugee students. The project provides training to secondary school teachers and school leaders to equip them with the competences and tools to promote inclusive schools and classrooms for refugee students (European Wergeland Centre, 2021[98]).

The project has been implemented in Greece under the Local Development and Poverty Reduction programme by the European Wergeland Centre (EWC), in partnership with the Greek Ministry of Education and Religious Affairs and with the support of the Institute of Educational Policy (IEP). The Local Development and Poverty Reduction programme, which received funding as part of the European Economic Area (EEA) grants, aims to promote social cohesion and reduce socio-economic disparities (European Wergeland Centre, 2021[98]).

Despite being slowed by the disruptions brought about by the COVID-19 pandemic outbreak, the project has already brought together 226 teachers and school leaders in 25 workshops. Furthermore, 21 schools across Greece have joined the "Schools for All" network, with the objective to involve 150 schools (European Wergeland Centre, 2021[99]).

To evaluate the implementation of the project, Leeds Beckett University in the United Kingdom has been assigned as an external evaluator.

Goals

The "Schools for All – Integration of Refugee Students in Greek Schools" project aims to support secondary schools to promote safe, inclusive and high-quality classroom and school environments for refugee students. The project provides training to teachers and school leaders to equip them with competences and skills to deal with issues related to racism, discrimination and intolerance. In particular, school teams made of teachers, school leaders and parent representatives receive expert training and mentoring throughout the school year. The project also engages the whole school community through workshops and other activities.

Organisation of the project's practices

The project was designed based on the Reference Framework of Competences of Democratic Culture developed by the Council of Europe[8] embracing a whole school approach, including active collaboration with parents, the school and local community. The collaboration with schools begins with the participation of school representatives (school leaders, teachers and parents) to an academy organised by experts and the project's regional trainers[9]. During the programme, school representatives design their action plans based on their school's specific needs and expectations. The action plans are then implemented by individual schools throughout the same school year.

The "Schools for All – Integration for Refugee Students in Greek Schools" is based on three pillars that aim to promote a holistic approach to inclusive education for refugee students. These pillars are:

i. Teaching and learning
ii. school management/school culture
iii. collaboration with the local community.

The following sub-Sections present examples of promising approaches promoted by different schools involved in the project between 2019-2020 and 2020-2021.

1st Gymnasium of Avlona in Oropos: Cultural storytelling

The 1st Gymnasium of Avlona is located in a semi-urban area in the Municipality of Oropos in Athens. Native, immigrant and refugee students are enrolled in the school, with refugee students being 9% of the total school population. Refugee students attending the school reside in the reception centre of Malakasa, near Athens.

In 2019-2020, the school carried out cultural storytelling activities to promote the integration of refugee students' native languages and cultures in the school community as well as parental engagement. The school engaged parents and students by asking parents to record tales and stories in their native languages. These stories were then translated into Greek and presented by refugee students to the rest of the class, through videos and slideshows.

Cultural storytelling can play a role in promoting the integration of refugee students in the classroom. It can contribute to valuing students' individual identities as well as to putting in place culturally sustaining pedagogies[10]. Storytelling can be a powerful strategy to promote inclusive education for diverse student groups. It can be an effective tool to promote the active participation of groups, including refugees, who have experienced marginalisation, as they are empowered to tell stories (Alexandra, 2008[100]; Lenette, Cox and Brough, 2015[101]). Storytelling, and in particular digital storytelling, can provide an opportunity to engage in critical reflection and promote self-expression, dialogue and cooperation on issues that are often marginalised (Alexandra, 2008[100]). By presenting different perspectives, it can contribute to produce

[8] The Reference Framework of Competences for Democratic Culture (RFCDC) developed by the Council of Europe provides a conceptual model of competences to prepare students for an intercultural and democratic world. For each competence, the RFCDC outlines learning targets and outcomes. The RFCDC also provides guidance on how the model of competences can be implemented in education settings. Published in 2018, it is currently implemented in some member countries of the Council of Europe (Council of Europe, 2018[127]).

[9] Regional trainers are expert teachers in refugee education with relevant teaching qualifications.

[10] Building from asset-based pedagogies, including culturally relevant and culturally responsive pedagogies, culturally sustaining pedagogies understand schools as spaces where students' experiences, cultures and perspectives are sustained rather than marginalised or suppressed (Paris and Alim, 2017[126]).

counter-narratives at the individual and group levels (Lenette, Cox and Brough, 2015[101]). Furthermore, among refugee and immigrant groups, family storytelling represents a key culturally and linguistically sustained practice (Strekalova-Hughes and Wang, 2019[102]). As engaging parents can greatly contribute to promote the integration of refugee students (Cerna, 2019[25]), cultural storytelling can be a promising approach to promote the inclusion of refugee and newcomer students in the classroom.

Through its cultural storytelling activity, the 1st Gymnasium of Avlona encouraged multilingualism and the promotion of native languages as part of its students' cultures and identities. The multimodal-multilingual cultural storytelling approach targeted the following student needs (see Table 2.6):

- **Learning needs (language learning, catching up on schooling, adjustment to a new education system)**: Through the activity, the school addressed student learning needs by promoting active participation, using sub-groups for translation, writing, language editing and multimodal means of support. The activity also promoted cultural learning. Teachers from different disciplines collaborated, including Greek, foreign languages and information and communication technologies teachers.
- **Social needs (communication, sense of belonging and bonding, strong personal identity)**: Through cultural storytelling, the school promoted students' social needs by fostering communication, participation, sense of belonging and bonding.
- **Emotional needs (safety, coping with separation, loss and/or trauma)**: While promoting students' social needs, the activity partly addressed some emotional needs that refugee students may have.

Table 2.6. Holistic elements of cultural storytelling in the 1st Gymnasium of Avlona

	Activities and strategies
Learning needs	• Empowering students to keep their native languages alive as part of their identity • Learning about different cultures
Social needs	• Connecting refugee students, their families and the school community • Promoting a sense of acceptance and belonging • Better understanding one another and bonding
Emotional needs	• Some emotional needs partly addressed while promoting social needs

1st Gymnasium of Neapolis: Identity texts

The 1st Gymnasium of Neapolis is located in Strebenioti Camp in Thessaloniki, Greece. In 2019-2020, ZEP I and II reception classes (see Section 2.1.2) operated in the school. In the same school year, approximately 20 out of 38 refugee and immigrant students enrolled regularly attended school[11]. Within the action plan set out as part of the "Schools for All – Integration of Refugee Students in Greek Schools" project, the school included identity texts as an approach to promote inclusive education for refugee students.

The term "identity texts" was first used in Canada by Multiliteracies Project to define creative student work organised by teachers in the classroom in the form of written, visual, oral, musical or multimodal outputs (Cummins and Early, 2011[103]). Identity texts can promote the creation of i) reflective spaces, where

[11] The reasons for irregular school attendance were different. The living conditions of most of refugee and newcomer students' families in the accommodation structures are usually difficult. The COVID-19 pandemic further challenged school participation for refugee students. Additionally, the relocation of students' families to another city or country to find better living conditions did not always allow their continuous attendance and participation at school.

students can reflect on sensitive issues; and ii) narrative spaces where, through storytelling, cross-cultural education can be delivered (Zaidi et al., 2016[104]). Through the identity texts approach, teachers in the 1st Gymnasium of Neapolis were able to empower students and express their perspectives and different cultural and linguistic backgrounds. The activity addressed language barriers, which can challenge the promotion of refugee students' social and emotional needs (McBrien, Forthcoming[105]), by encouraging students to express themselves in their native languages or find other ways of self-expression, such as visual arts. Identity texts led to various benefits acknowledged by the stakeholders interviewed. In particular, the approach addressed the following student needs (see Table 2.7):

- **Learning needs (language learning, catching up on schooling, adjustment to new education system)**: By adapting classroom strategies through an inclusive teaching approach, teachers adjusted the activities taking in account the different perspectives and needs of individual students. The use of multiple languages in the classroom also promoted language learning. Cross-cultural education was delivered by allowing students to learn about different cultures and perspectives.
- **Social needs (communication, sense of belonging and bonding, strong personal identity)**: Through teamwork, collaboration and bonding among students were promoted. Refugee students in reception classes received opportunities for socialisation, felt welcome and able to co-create. Students were able to promote a sense of belonging and reinforce their personal identities.
- **Emotional needs (safety, coping with separation, loss and/or trauma)**: The identity texts approach allowed for the creation of a safe and inclusive space for self-expression. Refugee students were also empowered through the promotion of their mother tongues as a component of their identities.

Table 2.7. Holistic elements of identity texts in 1st Gymnasium of Neapolis

	Activities and strategies
Learning needs	• Recognising individual students' needs and expectations and adjusting lessons according to these needs through inclusive teaching • Using different languages and engaging in cross-cultural education thus learning about different cultures and perspectives
Social needs	• Promoting the integration of native languages in the classroom and mother tongues as part of students' identities • Promoting a sense of belonging and bonding
Emotional needs	• Providing students with a safe and inclusive space for self-expression

Evening Gymnasium of Kilkis: Jigsaw method

The evening school of Kilkis is a formal education institution open for enrolment to all students aged 14 or older. Some enrolment requirements include holding a work permit and a certificate of insurance. The school covers the need for education for the more than eight thousand inhabitants of the Kilkis Regional Area who have not completed compulsory education. Since 2018, the school has also been addressing the Greek language learning and social integration needs of adult refugees in the city. Within the Schools for All project, the school developed collaborative holistic approaches applying the Jigsaw method to cultivate a sense of belonging among refugee students during English classes.

The Jigsaw method is a research-based cooperative learning technique developed by Elliot Aronson and his students at the University of Texas and the University of California in the early 1970s. This cooperative learning approach aims to empower students to build their knowledge through group-based interactions and teamwork. Students are divided in groups and assignments are scaffolded into different pieces that

the group needs to assemble to put together the Jigsaw puzzle (Jigsaw Classroom, 2021[106]). Evidence from the use of the Jigsaw method for language learning shows that it can be beneficial to support student learning. For example, a study on the effects of the use of Jigsaw method in English classes in colleges in China shows that the collaborative learning approach can foster student interest in and motivation for learning English as well as improve their reading abilities (Meng, 2010[107]).

Adopting various methods and techniques of collaboration, teachers in the evening school of Kilkis carried out strategies to make students dependent on each other to succeed. In this way, students approached knowledge from different aspects and, at the same time, bonded as active members of a group. Refugee and native students found ways to collaborate with one another and cultivate the notion of "us". In particular, the approach taken by the school addressed the following student needs (see Table 2.8):

- **Learning needs (language learning, catching up on schooling, adjustment to new education system):** The Jigsaw method allowed students to actively engage as participants in the knowledge building process. It enabled students to work collaboratively in the learning process.
- **Social needs (communication, sense of belonging and bonding, strong personal identity):** Communication and collaboration among students was promoted through teamwork. Working together also enabled bonding among refugee and native students and promoted refugee students' sense of belonging.
- **Emotional needs (safety, coping with separation, loss and/or trauma):** Teachers supported the creation of safe and inclusive spaces for refugee students.

Table 2.8. Holistic elements of the Jigsaw method in the Evening Gymnasium of Kilkis

	Activities and strategies
Learning needs	• Active participation in knowledge building
Social needs	• Promoting collaboration and communication among students • Promoting bonding and sense of belonging
Emotional needs	• Creating a safe and inclusive space for students

3. Upscaling and institutionalising promising practices

The analysis of the selected case studies from Germany, Greece and the Netherlands showed common needs in refugee education and shed light on successful practices to promote holistic education for refugee and newcomer students. Designing and implementing inclusive education models and practices is a challenging task. Given the complexity of refugee and newcomer education as well as the instability and frequent movement of refugees and newcomers, there is no one-fit-all approach of refugee and newcomer education. Instead, practices should be adjusted to the context and needs of refugee and newcomer students as shown by the experiences in the three countries of focus, which represent different contexts of refugee and newcomer education.

Education practices often move through several stages. A pilot stage is usually used to test the implementation of the practice and evaluate its process and impact. If the process and impact are seen as beneficial, education stakeholders can proceed to upscaling the practice, often after adjustments based on evaluation outcomes. This step aims at reaching more students by implementing the practice in more settings and at broader levels, such as regional or national levels. Subsequently, upscaled and well-functioning practices can be institutionalised by establishing similar practices at regional and national levels through relevant policies or in countries with similar needs. The promising practices analysed in this paper are at different stages of this process. Some are at a pilot level (e.g. the Schools for All project, see Section 2.4.6), some have been upscaled (e.g. Language Friendly School, see Section 2.4.2; Practical Learning, see Section 2.4.3; Buddy Programme, see Section 2.4.4) and others have been institutionalised (e.g. LOWAN, see Section 2.4.1). It is important to note, however, that it is not possible to clearly allocate the analysed promising practices to a particular stage since most of them are in the process of moving from one stage to the next. Hence, they might have achieved some elements of the next stage while they are still working on other elements to reach that stage. Holistic education approaches have mainly been implemented at local or regional levels. This Section provides an overview of some of the research on upscaling and institutionalising practices linking it to refugee and newcomer education. It will then outline key conditions for upscaling and institutionalising refugee and newcomer education practices based on the analysis carried out in Section 2. .

3.1. Upscaling refugee and newcomer education practices

Upscaling can be defined as the process of expanding the effects of a practice not only to a larger group of beneficiaries, but also to achieve longer-term changes in practice and belief (depth), continuation of intervention effects after initial implementation (sustainability), and strong ownership of the reform (Coburn, 2003[18]; Siarova and van der Graaf, Forthcoming[7]).

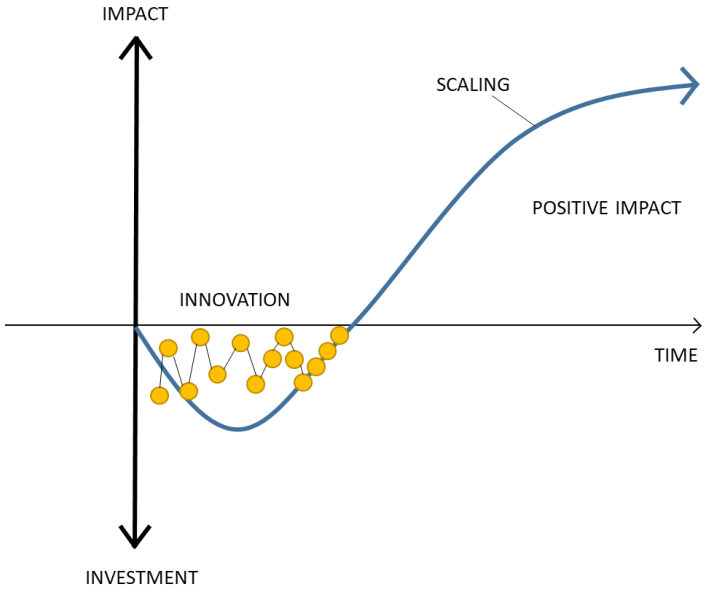
Previous OECD work provides an overview of the processes and dynamics of innovations in education, including upscaling (e.g. OECD (2009[108]); Révai (2020[109])). While research on upscaling education practices is increasingly produced, evidence on upscaling refugee and newcomer education practices is instead rather limited. Without aiming to provide an extensive overview of upscaling practices in education, this Section builds on existing literature on upscaling innovation to introduce challenges, elements and

lessons that could be considered when upscaling holistic refugee and newcomer education practices. The examples of models and frameworks taken from existing literature and re-adapted to the context of refugee and newcomer education are by no means the only frameworks that could fit this area of focus. Rather, they are included in the Section to show how research on upscaling can contribute to drawing lessons related to upscaling refugee and newcomer education practices.

3.1.1. The upscaling process for social impact

In the social sector, Seelos and Mair (2016[110]) highlight that innovation alone does not produce impact, as scaling is what allows an organisation to produce actual impact. Innovation should be understood as a matter of learning and addressing different kinds of uncertainty rather than as an outcome by itself. Innovation implies adjusting resources to create a new potential for impact and needs to prove itself based on the impact that it actually produces (Seelos and Mair, 2016[110]). Therefore, Seelos and Mair stress that the goal of an innovation is not innovation by itself, but productive innovation, which depends on i) the capacity of an organisation to replace uncertainty with knowledge; and ii) the ability of the organisation to upscale its activities to promote effectiveness. Over time, the social impact will be greater than the cost of the investment if the organisation can successfully go through the scaling process (see Figure 3.1).

Figure 3.1. Innovation and scaling for social impact



Source: Adapted from Seelos and Mair (2016[110]), When Innovation Goes Wrong. Stanford Social Innovation Review, 14(4), 27–33. https://doi.org/10.48558/WTSA-3B80.

The model developed by Seelos and Mair (2016[110]) can be useful to understand the role that upscaling can play in driving the actual impact of innovations in the social sector, including refugee and newcomer education. As upscaling is a key component to drive the actual impact of an innovation, it becomes important to understand the upscaling process as well as the characteristics and challenges that this process can have. Existing literature from broader research on upscaling can be re-adapted in the refugee and newcomer education context. As Glennan et al. (2004[111]) underline, any upscaling process of education practices involves interactions and adaptations among different stakeholders involved in the practice (e.g., teachers, schools, developers and education authorities) to change practices in a sustained manner over time and across settings. In particular, any upscaling process is:

- *Interactive*: the process involves diverse stakeholders in cooperation and relationships over time.
- *Adaptive*: the process entails reciprocal relationships among stakeholders involved as well as adaptations to emerging situations.
- *Iterative*: the process involves continuous re-examination and learning over time.
- *Non-linear*: the cycle of activities in the upscaling process may evolve depending on the needs for adjustment and emerging situations (Glennan et al., 2004[111]).

This also applies to refugee and newcomer education. Upscaling holistic practices for the integration of refugee and newcomer students requires an interactive and adaptive process with various stakeholders, not only within the education system but also with other sectors. For example, Practical Learning is collaborating with NGOs, businesses, education and training providers, and the Berlin education ministry (see Section 2.4.3) and *SchlauSchule* created the network *SchlaU:Vernetzt,* which is a collaboration with NGOs and integration departments of different cities. This collaboration founded the *Kompetenznetzwerk Chancengerechtigkeit* ("Competence Network for Equal Chances") that develops educational methods and makes them available to education stakeholders across Germany to facilitate social participation for disadvantaged people (see Section 2.4.5).

The upscaling process also implies continuous learning and re-adaptation to adjust the activities to the emerging needs and changing contexts. For example, this was the case of the *Patenschaftsprogramm* in Germany, which expanded its target group due to a decrease in arrivals of young refugees as well as to a measured positive impact of the practice on a broader group, including students from disadvantaged socio-economic settings, students with specific learning needs and students with an immigrant background (see Section 2.4.4). Furthermore, *SchlauSchule* (see Section 2.4.5) and Practical Learning (see Section 2.4.3) conduct annual evaluations that inform adjustments of their practices.

3.1.2. Frameworks to upscale practices

Research shows that there is no standard formula to apply for upscaling educational practices (Sternberg et al., 2006[112]) as the process is highly context dependent. Nonetheless, various models can be useful at highlighting key elements in the upscaling process. This Section readapts frameworks developed in research on social and educational innovations to introduce elements to consider when upscaling holistic practices for the integration of refugee and newcomer students. These models include:

- The "Types of Innovation Uncertainty" framework (Seelos and Mair, 2016[110]), which outlines challenges to overcome for successful upscaling in social organisations.
- The "Conditions of Change" model (Ely, 1999[113]), which presents recurrent elements in upscaling innovations in education.
- The framework developed by the Education Humanitarian Accelerator (EHA) to upscale refugee education practices in humanitarian settings (de Hoop et al., 2019[114]), which presents lessons for policy makers, donors and stakeholders involved in the upscaling process.

These three frameworks only represent some of the existing research on upscaling programmes. As literature on upscaling refugee and newcomer education programmes is rather limited, research from broader domains can be adapted to inform the upscaling of refugee and newcomer education practices. These three models were selected to analyse some of the main areas of focus in research on upscaling: i) analysing challenges related to the upscaling process; ii) identifying recurrent elements in the upscaling process; and iii) pointers for policy makers, donors and practitioners to support the upscaling process. When possible, examples from the practices analysed in Section 2. are presented to link research and practice.

Types of innovation uncertainty

Seelos and Mair (2016[110]) investigate dynamics of failure within the upscaling process and outline key dimensions of uncertainty that can undermine the upscaling process. These types of uncertainty include: i) problem frame uncertainty; ii) solution uncertainty; iii) adoption uncertainty; iv) consequence uncertainty; v) identity uncertainty; and vi) managerial uncertainty. When analysing these dimensions of uncertainty in relation to practices in refugee and newcomer education, these can be formulated to reflect on whether a practice is equipped with the tools needed for a successful upscaling. In particular, these types of uncertainty analysed by Seelos and Mair (2016[110]) can be adapted to the upscaling process of refugee and newcomer education practices as follows:

i. *Problem frame uncertainty*. Do the stakeholders involved in the practice understand the social, educational and contextual factors that hinder refugee and newcomer education in the system of reference? This type of uncertainty can hinder the design of a practice that can address the root cause of issues linked to refugee and newcomer education in the system of reference. This also includes understanding needs related to refugee and newcomer students' prior educational experiences as well as social and emotional needs (see Section 2.3). It also implies understanding gaps and needs in the education system of reference. For example, in the Buddy Programme, challenges have arisen due to prejudice towards refugees as well as Buddies' difficulties dealing with refugees' traumatic experiences. This could be traced back to a lack of understanding of the context of refugee education (see Section 2.4.4).
ii. *Solution uncertainty*. Are the stakeholders involved in the practice able to access and make use of adequate resources to provide a solution to the identified problems linked to refugee and newcomer education? This dimension of uncertainty can decrease the chances of transforming an idea into an effective innovation. This is particularly crucial in refugee and newcomer education, where organisations may often depend on external funding to implement their projects, which might be volatile and not stable.
iii. *Adoption uncertainty*. Will the target group and other stakeholders in the targeted communities (e.g., education authorities, schools, teachers, students and their families) accept and implement the solution? This type of uncertainty can hinder the adoption of the innovation among its beneficiaries and partners. For example, in the Buddy Programme, it has become increasingly difficult to find young people who are willing to be Buddies (see Section 2.4.4).
iv. *Consequence uncertainty*. Can the practice produce unintended side effects? This can have an impact on the chances that the solution produces positive social impact. This could for example consider whether excluding access to the practice to non-refugee and newcomer students might hinder the impact that the practice can have in the host community where the practice is intended to be upscaled.
v. *Identity uncertainty*. Is the practice aligned with the sense of purpose of the stakeholders involved in the practice? This type of uncertainty can increase the risk that commitment to the practice of involved stakeholders will be solid enough to overcome challenges and endure the upscaling process.
vi. *Managerial uncertainty*. Are the stakeholders involved in the practice equipped with the skills needed to support the upscaling process? This dimension of uncertainty can affect the implementation of the practice over time. This can particularly be an issue for refugee and newcomer education where small organisations are often piloting new practices and innovation, but may not have the capacity to upscale these practices (see Section below). For example, the Language Friendly School network has been managed without financial support. This has been feasible with the current numbers of participating schools but can become a challenge when the network grows. Requests to join the network have been received from schools in various countries,

but for some of them, no collaborating organisation could be found in the respective country, which hinders the process of joining the network (see Section 2.4.2).

Conditions of change

The "Conditions of Change" model defines the factors in the environment that can affect the implementation of an educational innovation in a process of change. Based on a literature review, Ely (1999[113]) outlines key conditions to facilitate the implementation of innovations in educational technology. These elements can be adapted to the upscaling process of holistic practices for refugee and newcomer integration in education based on the analysis carried out in Section 2. . They can be particularly relevant to complement the Types of Uncertainty framework analysed in the Section above. The conditions include:

1. *Dissatisfaction with the status quo as a precondition for people to accept a change*. In the context of holistic practices in refugee and newcomer education, this can imply acknowledging that the existing educational practices in the system of reference do not sufficiently meet the needs of refugee and newcomer students. Hence, the stakeholders involved understand that holistic approaches are necessary to meet those needs. For example, a core condition for the success of the Language Friendly School practice is the shared understanding of the benefits of multilingual education among all the educators involved. Some of them support the approach based on their own experiences as children who faced challenges due to linguistic differences and lack of representation in education. Others identify the need of embracing this approach in their communities as a result of the growing number of linguistically and culturally diverse students and families with an immigrant background in their schools (see Section 2.4.2). Similarly, most educators involved in Practical Learning perceive the practice as filling a gap in meeting the educational needs of refugee students on the basis of their own experiences working with this target group (see Section 2.4.3).
2. *Sufficient knowledge and skills*. To successfully upscale a practice, the stakeholders involved in the implementation process should possess adequate knowledge and skills. In the context of the analysis, competences to implement holistic approaches require teachers and other stakeholders to gain specific tools and techniques. This is why LOWAN (see Section 2.4.1), the Language Friendly School (see Section 2.4.2), Practical Learning (see Section 2.4.3) and *SchlauSchule* (see Section 2.4.5) implement continuous and targeted measures to qualify and train involved educators. Similarly in Greece, at the 1st Gymnasium of Neapolis in Thessaloniki teachers' knowledge and skills in teaching methods and pedagogy approaches such as identity texts allowed to promote the inclusion of students' mother tongues in the classroom. At the Evening Gymnasium of Kilkis, the Jigsaw method enabled teachers to engage students as active participants in the knowledge building process (see Section 2.4.6).
3. *Availability of resources and time*. This includes resources, such as money, tools and materials, to support the upscaling of the practice. It also includes time as those implementing the practice should have enough time for continuous learning and re-adaptation.
4. *Reward or incentives*. Extrinsic or intrinsic rewards can add some value to the practice and encourage the stakeholders involved in the upscaling of holistic practices. Ely (1999[113]) reports that this condition is of lesser importance compared to the other conditions.
5. *Participation*. To the extent possible, the stakeholders involved in upscaling the practice should be encouraged to be involved in decision making. Communicating ideas and opinions can create a sense of ownership of the practice among the stakeholders involved and can help monitor the progress of the upscaling process. For instance, the Language Friendly School follows a whole-school approach through which multilingual education and specific educational measures are decided jointly among school staff, students and parents (see Section 2.4.2). In Greece, the 1st Gymnasium of Avlona in Oropos promoted active collaboration among teachers, native and

non-native students and their families to engage the whole school community as a team. The participation of the community and school-community interaction is a crucial element also in the evening Gymnasium in Kilkis which has been addressing the Greek language learning and social integration needs of adult refugees in the city (see Section 2.4.6).

6. *Commitment*. Since the implementation and upscaling require considerable endeavours and time, the stakeholders involved need to commit to these. This includes the endorsement and continuous support for the holistic approach to education. For example, the dissatisfaction of educators involved in the Language Friendly School (see Section 2.4.2) and in Practical Learning (see Section 2.4.3) with the status quo translates into their commitment to these practices since they considered these practices to be successfully filling the gaps they perceive in the existing system. Teachers' commitment is also crucial when teachers from different disciplines need to actively collaborate to carry out practices, such as for the cultural storytelling approach taken by the 1st Gymnasium in Avlona in Greece (see Section 2.4.6).
7. *Leadership*. Leaders' expectations and commitment have great impacts on the implementation and upscaling processes. Leaders should also be available to provide support to those involved throughout the process of upscaling. For example, the founders of the Language Friendly School have been managing the practice and provide continuous guidance to the schools involved (see Section 2.4.2).

Among these factors, the commitment of educators is a particularly relevant condition for the upscaling of educational practices (Sternberg et al., 2006[112]). However, as Glennan et al. (2004[111]) underline, upscaling a practice does not only mean making teachers change their practices, but also intervening on the environment and institutional settings to support these changes. This also includes ensuring that stakeholders in charge of the initial development and implementation of the practice have the right skills and competences to create and manage larger organisations to target a higher number of beneficiaries and settings (Millot, 2004[115]). This particularly applies to refugee and newcomer education where innovation is often driven by smaller organisations, which may receive grants from donors with preferences for different locations (de Hoop et al., 2019[114]). This often runs the risk of having organisations engaged in several pilot projects across different geographic settings rather than upscaling practices (de Hoop et al., 2019[114]). Hence, making sure that stakeholders involved in the upscaling process have the capacity to sustain this process is key for any upscaling process (Millot, 2004[115]) and specifically in refugee and newcomer education.

Lessons from the Humanitarian Education Accelerator (HEA)

The Humanitarian Education Accelerator (HEA) is a programme that supports cohorts of refugee education programmes in humanitarian settings throughout the scaling process. The HEA started as a partnership between UNHCR, UNICEF and the UK Department for International Development. It is currently led by UNHCR and funded through the global fund Education Cannot Wait.

The HEA produced a meta-evaluation (de Hoop et al., 2019[114]) analysing barriers and facilitators for scaling refugee education programmes in crisis settings. The analysis combines evidence from literature and findings from the assessment of the effectiveness and scaling potential of five education interventions included in the first cohort of programmes supported by the HEA. The HEA evaluated the programmes based on factors that could hinder or facilitate the scaling of a practice, based on literature and expert evaluation. The factors were grouped into three main conceptual domains as follow:

i. *Context domain*: Security, gender norms, access and physical resources, technology, legal rights and institutional structures, cultural norms, social exclusion and future prospects of participants.
ii. *Ownership and advocacy*: Demand, political buy-in, community support.
iii. *Business model*: Financial resources, organisational management, project personnel, procurement, partnerships, exit strategy.

For each of these factors, the evaluation provided quantitative and qualitative analyses to assess the degree to which they had an impact on the implementation of the programmes of focus. While most findings relate to the specific contexts and characteristics of the programmes included in the study, de Hoop et al. (2019[114]) also formulate key recommendations for policy makers and donors to improve the architecture of education programmes in crisis settings as well as specific lessons for the stakeholders involved in the upscaling process. Being refugee and newcomer education a matter intrinsically connected along the humanitarian and development nexus, these recommendations can be acknowledged beyond the humanitarian sector. To do so, the paper backs the recommendations with evidence from the practices analysed in Section 2. .

When trying to change the architecture of refugee education, the HEA highlights key recommendations for policy makers and donors, which include:

i. *Allocating flexible funding that programmes can use to strengthen their management systems.* In refugee education, donors often allocate funding targeting "outward-facing aspects of programmes" (de Hoop et al., 2019[114]) rather than providing resources aimed at supporting capacity building and strengthening the management systems of programmes. Therefore, donors and policy makers could provide more flexible funding for programmes to strengthen their administrative and managerial systems, which are in turn needed for a successful scaling of the practice.

ii. *Focusing funding on larger scale education programmes for innovations that are in the final phase of the scaling process*. Providing funding to larger scale programmes will allow to upscale programmes in the same context to reach a broader target group, rather than piloting smaller projects in different settings. In turn, upscaling programmes can be cost effective and better target student needs taking advantage of the knowledge built in a specific context. However, as de Hoop et al. (2019[114]) underline, it is also important to continue financing smaller projects to incentive innovation. In this line, the cases presented from Greece (see Section 2.4.6) have been carried out in the frame of the larger project Schools for All, which will continue its functioning in the next school year 2022-2023. This new phase of the project could allow additional funding to be distributed to all the schools that will be involved and implement the successful elements and approaches resulted from the first years of the project at a larger scale.

iii. *Incentivising the use of evidence*. Donors and policy makers can provide funding to support the use of evidence in refugee and newcomer education programmes, including monitoring and evaluation. Making sure that programmes have solid monitoring and evaluation systems is key along all stages of the implementation process, from the piloting phase to upscaling. For example, Practical Learning (see Section 2.4.3), *SchlauSchule* (see Section 2.4.5) and the Buddy Programme (see Section 2.4.4) have regularly conducted evaluations financed by their donors.

To facilitate the scaling process of refugee education programmes, de Hoop et al. (2019[114]) also provide recommendations for stakeholders involved in upscaling, including:

i. *Upscaling programmes if the evidence shows that the programme contributes to improvements in student outcomes*. The upscaling process of a programme should be carried out only after an evidence-based analysis showing that the programme can effectively contribute to addressing the needs of students in the context of reference. Prior to undertaking the upscaling process, the stakeholders involved in implementing the practice should make adaptations to the programme if the latter shows implementation challenges. Furthermore, contextual factors should be taken into account as these can have a strong impact on the implementation and upscaling of refugee education programmes. For example, the evaluations carried out by Practical Learning (see Section 2.4.3), *SchlauSchule* (see Section 2.4.5) and Buddy Programme (see Section 2.4.4) have informed the adjustment and upscaling of the programmes. Among others, the Buddy Programme

responded to the decrease of newly arriving refugees by expanding the programme to other groups in need.

ii. *Using a human-centred design approach to inform design and upscaling decisions.* This can be used to ensure relevance and engagement of various stakeholders involved in the upscaling decision. While research on the topic is mixed (de Hoop et al., 2019[114]), it remains key to engage stakeholders, including refugee and newcomer communities, throughout the upscaling process, as done by the Language Friendly Schools (see Section 2.4.2). Another working paper by the Strength through Diversity project focuses on stakeholder engagement in refugee and newcomer education more in depth (Siarova and van der Graaf, Forthcoming[7]).

3.1.3. Take-aways to upscale holistic practices for refugee and newcomer education

The analysis carried out in the sub-Sections above indicates that i) the field of upscaling promising practices in refugee and newcomer education has hardly been analysed so far; and ii) there is no standard formula for upscaling educational practices as it a context dependent process. On these premises, the Section makes a contribution to the field of upscaling promising practices in refugee and newcomer education by linking existing frameworks on upscaling social innovation, innovation in education in general and refugee education in humanitarian settings to the context of refugee and newcomer education in Europe. In particular, these sub-Sections have brought together elements from the promising practices analysed in Section 2. to contribute to the discourse on upscaling refugee and newcomer education practices by linking research to evidence. Section 3.2 looks at the next stage, i.e. institutionalising, and possibilities for holistic practices of refugee and newcomer education to implement this stage.

3.2. Institutionalising refugee education practices

Institutionalising or institutionalisation refers to the process through which new practices or innovations are included into the context of focus and become prevailing practices in an organisation, system or society (Nworie, 2015[6]; Siarova and van der Graaf, Forthcoming[7]). In education, many innovations have remained within the use of their developers without being expanded within the context or institution they were initially developed (Nworie, 2015[6]). The institutionalisation process can contribute to making innovative practices available and widespread within the same context through a continuous and repeated use of these practices (Ibid.). This holds true for refugee and newcomer education as institutionalising innovations could allow to expand the positive impacts of a practice within the context where the practice is implemented. The following Section adapts a model for institutionalising educational measures to the context of holistic education practices for refugee and newcomer students, combining evidence from literature and the analysis of practices carried out in Section 2. .

3.2.1. Three pillars to institutionalise refugee and newcomer education practices

According to Scott (2013[116]), three main pillars are required for institutionalising any educational measure:

i. The *regulative pillar*, which includes rule-setting, monitoring and sanctioning activities.

ii. The *normative pillar*, which encompasses the expectations of an institution and comprises values, norms, customary practices that help to form of a distinct mode of operation.

iii. The *cultural-cognitive pillar*, which is the shared understanding of reality and the jointly held sense-making schema that enable meaning making and interpretation.

In the context of holistic education for refugee and newcomer students, the three main pillars can be adapted as follows: i) Positioning the practice within the existing education system; ii) Establishing a shared

understanding of the benefits of holistic education and respective values, norms and practices; and iii) Establishing a shared understanding of the context of the practice in terms of the situation of young refugees and newcomers in Europe, and how the practice can foster their inclusion. The following sub-Sections develop these three pillars with examples from the practices analysed in Section 2. .

Positioning the practice within the existing education system

The practices analysed in Section 2. have reached different levels of positioning in the education system of reference. Political support is a core condition for a practice to move from a pilot phase to being institutionalised in the context in which it is implemented. For example, the approval of *SchlaU* as a vocational preparation school for young refugees by the Bavarian Ministry for Education paved the way for *SchlaU* to expand in Munich, Germany (see Section 2.4.5). The support of the Berlin Senate for Education, Youth and Family in Germany enabled *Praktisches Lernen* (see Section 2.4.3) to establish its programme across schools in Berlin, Germany, thereby becoming a prevailing practice in the context of reference.

For a practice to be institutionalised at the national level as a prevailing practice, governmental support is crucial (SchlaU, 2020[95]; Scott, 2013[116]). For example, LOWAN has been supported by the Dutch Ministry of Education (see Section 2.4.1) and the *Patenschaftsprogramm* (Buddy Programme) by the German Federal Ministry of Family and Youth (see Section 2.4.4). This enabled the country-wide establishment of these practices respectively in the Netherlands and Germany.

Establishing a shared understanding of the benefits of holistic education and establishing respective values, norms, and practices

To institutionalise holistic approaches to refugee and newcomer education, stakeholders within the same institution need to share a common understanding of the benefits of holistic education to address the diverse needs that refugee and newcomer students can have, in particular their academic, social and emotional needs. The analysis of practices in Section 2. indicates that most education practices prioritise learning needs. Social and emotional needs are often targeted more implicitly through approaches that are perceived to be effective based on practice. Hence, social and emotional needs are often not addressed with the intention of implementing a holistic approach to refugee and newcomer education but can be targeted by implementing effective approaches to promote refugee and newcomer students' learning. This shows that practitioners learn from experience that holistic approaches work but they may not frame them as such.

Some of the identified holistic approaches are informed by the understanding that refugee and newcomer students have diverse needs (Rutter, 2006[117]) resulting from their heterogeneous cultural, linguistic, ethnic and religious backgrounds as well as their educational experiences in their countries of origin (Koehler et al., 2018[31]; Matthews, 2008[118]), which may not be adequately addressed through mainstream approaches. This understanding motivates educational models that target refugee and newcomer students, such as *SchlaU* (see Section 2.4.5) and LOWAN (see Section 2.4.1), which organise specific classes for refugee and newcomer students. This enables institutions to organise teaching in a targeted way to meet the specific needs of refugee and newcomer students. However, some of these practices fall short of inclusiveness when they provide no opportunities for interaction with native students and the wider society. Research has established that prolonged periods (in particular two years and longer) spent in separate classes hinder refugees and newcomers' integration in the host society (Crul, 2016[119]). When refugee and newcomer students are taught in separate classes, even if within mainstream schools, the risk of stigmatisation remains (Crul et al., 2019[120]). Instead, inclusive education can help protect refugee and newcomer students from being isolated and stigmatised (Cerna, 2019[25]). Therefore, as a rule, when deciding between separate and mainstream classes, immersion is more effective than separation (Koehler and Schneider, 2019[24]).

While providing for separate classes, other practices offer opportunities for interaction with other students and the broader community. These include, for example, practical learning in work settings such as Praktisches Lernen (see Section 2.4.3). Similar approaches promote inclusiveness of the practice while allowing students to benefit from a protected environment. Other models, such as Patenschaftsprogramm (see Section 2.4.4), intentionally bring refugee students together with other students or have extended their focus to other student groups over time based on the understanding that the practice can benefit broader student populations. The Language Friendly School (see Section 2.4.2) adopted this understanding from the beginning and bases its approach on multilingual education for all students. The examples presented from Greece target the inclusion of all students in mainstream schools.

Establishing a shared understanding of the context of the practice

A shared understanding of the situation of refugee and newcomer students is needed to respond to their needs appropriately (Scott, 2013[116]). This includes gaining an understanding of the main reasons why refugees leave their countries, the traumatising experiences most of them endure before and during flight, and the challenges they face upon arrival in host countries. Besides challenges linked to integrating into a new environment, administrative and procedural barriers related to asylum procedures (e.g., the housing situation in reception centres) are major obstacles that cause insecurity and contribute to prior trauma. Despite the fact that immigration and asylum legislation should not overrule perspectives of education and work (Koehler and Schneider, 2019[24]), even performing well in education or having an apprenticeship position often does not guarantee a stable residence status (Koehler and Schneider, 2019[24]).

3.2.2. Institutionalisation Tracker

Brookings (2021[121]) presents the Institutionalisation Tracker, a tool to help assess the progress of the institutionalisation process of an initiative within a formal education system. The tool can be used by implementers, policy makers and funders to identify and address areas for improvement and priority actions within the institutionalisation process. This tool can be filled out by a small group of representatives of the stakeholders involved in the institutionalisation process and can be used on a regular basis to monitor the progress of the institutionalisation process.

The tool is structured along main building blocks of an education system (i.e. scaling strategy; governance; human resources; curriculum and materials; information; finance; stakeholder engagement; and equity and inclusion). These building blocks are divided into elements and for each of these elements a guiding question and scoring criteria are provided. The score is based on a scale from 1 to 4, with 1 being “low institutionalisation” and 4 “full institutionalisation”. Table 3.1 provides an overview of the scaling strategy building block, with elements, questions, and scoring options.

Table 3.1. Institutionalisation Tracker: Scaling strategy

System building block	Element	Question	Score 1 (low institutionalisation)	Score 2 (emerging institutionalisation)	Score 3 (significant institutionalisation)	Score 4 (full institutionalisation)
Scaling strategy	Vision and pathway	Is there a clear vision and pathway for scaling the initiative within the Ministry of Education?	The Ministry of Education is interested in scaling the initiative within the education system but has not yet articulated a clear vision or pathway.	The Ministry of Education is developing a vision for scaling the initiative within the existing system and a pathway for achieving this vision.	The Ministry of Education has laid out a vision and pathway for scaling the initiative within the existing system and communicated the vision and pathway to key decision makers.	The Ministry of Education has clearly articulated a vision for scaling the initiative within the existing system and laid out a pathway, approach, and timeline for achieving this vision. Vision and pathway

						have been communicated at all pertinent levels of the Ministry of Education. A process is in place to continuously revisit and refine pathway(s) as needed.

Source: Adapted from Brookings (2021[121]), Institutionalization Tracker: Assessing the integration of an education initiative into a system, Center for Universal Education at Brookings, https://www.brookings.edu/wp-content/uploads/2021/07/Institutionalization_Assessment_ENG_FINAL.pdf (accessed on 13 December 2021).

The tool is designed to support national stakeholders involved in the institutionalisation process of an initiative within the formal education system. It can also support sub-national stakeholders in decentralised education systems (Brookings, 2021[121]). As the tool is designed to guide the institutionalisation process of any educational initiative, it can be of use to contribute to guiding the institutionalisation of a refugee and newcomer education programme within a formal education system. With adequate changes, it could also be adapted by implementers to support the institutionalisation of a practice within their organisation of reference, e.g. school or local community.

3.2.3. Take-aways to institutionalise holistic practices for refugee and newcomer education

Similar to the process of upscaling holistic practices in refugee and newcomer education, hardly any analysis exists on institutionalising practices in refugee and newcomer education. By linking existing frameworks for institutionalising innovations in education to evidence from the practices analysed in Section 2. , the paper has contributed to highlighting areas to consider to institutionalise refugee and newcomer education practices. Even though most practices analysed in Section 2. have not been fully institutionalised, they already are in line with some of the elements included in frameworks for institutionalising educational practices. This shows that institutionalising educational practices is a multifaceted process to be implemented over a certain time frame rather than an immediate transition from one stage to the next. The following Section summarises elements at the macro and micro levels that should be considered in processes of upscaling and institutionalising refugee and newcomer education practices. Due to the transitionary nature of both processes, several elements apply to upscaling as well as to institutionalising.

3.3. Elements to consider for upscaling and institutionalising refugee and newcomer education practices

Based on the analysis of the practices presented in Section 2. and the frameworks presented in the previous sub-Sections, the following elements at the macro- and micro- levels can be considered for the successful upscaling and institutionalisation of holistic practices for refugee and newcomer education. It is important to mention that some of the elements included in the analysis are relevant either for upscaling or for institutionalising while others are relevant for both. Table 3.2 indicates the relevance of each element analysed in the paragraphs below.

3.3.1. Macro-level elements

Main macro-level elements that should be acknowledged when reflecting on the upscaling and/or institutionalisation process of refugee and newcomer education practices include:

- *Openness and flexibility of the education system*: Compared to mainstream educational practices, holistic practices, especially when targeting refugee and newcomer students, are innovative and new to most education systems. The openness of education stakeholders and policy makers to adopt a holistic practice and the flexibility to include it into the existing system are core conditions for upscaling and institutionalising good practices.
- *Collaboration between the implementing educational organisation, Ministries of Education or other relevant governmental bodies, and external stakeholders*: Nearly all presented practices are based on collaborative efforts between governmental, educational, and external stakeholders (e.g., civil-society organisations, foundations, NGOs, private sector).
- *Stable financial basis:* The financial basis for the practices must be secured on a long-term basis to enable long-term planning. Cuts in finances imply compromising parts of the practice (e.g., language assistance in Practical Learning, see Section 2.4.3).
- *Sufficient educational staff involved:* To meet the diverse needs that refugee and newcomer students may have, the staff must include a sufficient number of teachers as well as teaching assistants, social pedagogues, psychotherapists and other specialised support staff. Volunteers can also assume relevant roles in the practices.
- *Combatting segregation:* School segregation should be combatted (van der Graaf et al., 2021[73]). Refugee and newcomer students must be taught in mainstream classes as early as possible. When separate classes cannot be avoided for a limited time, space for interaction with the rest of the students and the wider society should be provided.
- *Teacher qualification for diverse students:* The involved teachers must have specific qualifications and be willing to participate in capacity building to be adequately prepared to respond to the diverse needs of refugee students. Teacher training should also include areas such as using multilingual approaches, promoting active citizenship and shared values, fostering cultural awareness and transmitting a sense of belonging.
- *Increasing the representation of people with an immigrant background in the teaching profession:* Teachers with an immigrant or refugee background can serve as role models for refugee students. They can also build cultural bridges, strengthen the sense of identity and belonging and facilitate the involvement of refugee parents.
- *Long-term legal security for refugee and newcomer students:* Schools must be safe spaces for refugee and newcomer students. Refugee and newcomer students who attend education programmes and plan for their future in the host country should have the legal security to be able to remain in the country. This is necessary to enable students to focus on their learning and make longer-term educational and professional plans. At the same time, this aligns with the demographic and labour market needs in most receiving countries, which require young immigrants to join the workforce due to a natural decrease of the population (Koehler and Schneider, 2019[24]).

3.3.2. Micro-level elements

Main micro-level elements to consider for the upscaling and/or institutionalisation process of holistic practices for the integration of refugee and newcomer students in education include:

- *Teamwork at school*: All school staff involved in the practice must work together as a team and share the same vision and goals for the practice. If the practice is based within a mainstream school setting, cooperation should take place also with the teaching staff of mainstream classes.

- *Motivation of involved teaching staff to undertake good innovative practices:* The involved staff must be motivated to be engaged in an innovative practice and respectively reflect on and change patterns of teaching.
- *Shared understanding of diversity and holistic education:* The involved staff must understand the value of diversity and share the same understanding of holistic education and its benefits.
- *Involving members of the community (e.g., multilingual facilitators, cultural mediators):* The involvement of community members (e.g., parents, immigrant, and refugee organisations) as multilingual facilitators and cultural mediators can strengthen the inclusive socialisation of students. Community members can also serve as role models for students and foster their motivation to learn.
- *Assessment of prior learning in the mother tongues:* Students' prior learning should be assessed in students' mother tongues to measure their real competences and not only their competences in the language of instruction. This is based on the understanding that refugee and newcomer students have very diverse prior learning experiences.
- *Individualised and feasible expectations and goals for each student, individualised learning plans and differentiated learning and teaching*: Based on the assessment, individual goals and expectations should be determined for each student and individualised learning plans should be followed through differentiated learning and teaching to respond to the diverse preconditions and needs of students.
- *Using a variety of learning approaches:* Diverse learning approaches should provide support and inclusive settings for all students to fulfil their potential. This includes pedagogies applied by teachers, as well as support from peers. Appropriate non-formal measures are peer-to-peer mentoring schemes (or buddy programmes) for refugee and newcomer students, both as beneficiaries and mentors, to empower and encourage them to use their experience to support their peers (van der Graaf et al., 2021[73]).
- *Psycho-social support for strengthening resilience:* Refugee and newcomer students often suffer from poor mental health conditions and trauma caused by experiences in their countries of origin and during flight. They also face difficult conditions in reception centres. Refugee and newcomer students also struggle with administrative and procedural challenges related to their legal status. This requires professional responses and continued psycho-social support to strengthen their resilience and social inclusion.
- *Follow-up plans for continuation of learning:* To enable connectivity, it is necessary to implement follow-up plans that provide for the continued support and assistance even after refugee and newcomer students leave the practice.

Table 3.2. Elements for upscaling and institutionalising refugee and newcomer education practices

Element	Relevant for upscaling	Relevant for institutionalising
Macro-level elements		
Openness and flexibility of the education system		X
Collaboration between the implementing educational organisation, Ministries of Education or other relevant governmental bodies, and external stakeholders		X
Stable financial basis	X	X
Sufficient educational staff involved	X	X
Combatting segregation	X	X
Teacher qualification for diverse students	X	X
Increasing the representation of people with an immigrant background in the teaching profession	X	X
Long-term legal security for refugee and newcomer students	X	X

Micro-level elements		
Teamwork at school	X	
Motivation of involved teaching staff to undertake good innovative practices	X	
Shared understanding of diversity and holistic education	X	
Involving members of the community (e.g., multilingual facilitators, cultural mediators)	X	X
Assessment of prior learning in the mother tongues	X	
Individualised and feasible expectations and goals for each student, individualised learning plans and differentiated learning and teaching	X	X
Using a variety of learning approaches	X	X
Psycho-social support for strengthening resilience	X	X
Follow-up plans for continuation of learning	X	X

Conclusions

The analysis of the selected promising practices included in this paper reveals that stakeholders in the three countries of focus – Germany, Greece and the Netherlands – make multiple efforts to implement holistic and inclusive refugee and newcomer education through programmes in formal and non-formal education settings. Several of these practices started through the initiative of individuals who built teams of stakeholders to jointly implement pilot projects. Some of the analysed good practices are still in a pilot stage; others have reached different levels of upscaling and institutionalising. Based on the analysis conducted, it appears that there is not a particularly exemplary practice of holistic education. However, each of the analysed practices meets some of the requirements of the holistic model well.

The analysis further shows that upscaling and institutionalising a good practice is often a long-term process that requires joint efforts and support of multiple stakeholders as well as policymakers. For stakeholders, educators, and policy makers to be involved in and/or support holistic practices, a shared understanding and acceptance of the practice and its benefits is essential. This also includes the importance of capacity building for educators to be prepared for teaching diverse groups of students and meeting their needs.

The contribution of non-school actors, such as NGOs, foundations, training institutions, companies and civil-society organisations, is often instrumental for the success of the practice. These actors can bring in their expertise, e.g., in responding to social-emotional needs and trauma, teaching practical skills, applying multilingual approaches and assisting with asylum-related matters, as well as their networks, e.g., facilitating connections with the labour market.

In line with the principles of economies of scale, the impact of a practice can be greater when this is upscaled. However, the upscaling process is especially complex in refugee and newcomer education, where programmes are often led by small organisations, which might be prone to implement small pilot projects in different settings rather than upscaling practices in the contexts in which they operate, for a variety of reasons including funding and limited capacity. Efforts should be built to ensure that effective holistic education practices for refugee and newcomer students are upscaled.

To institutionalise holistic education practices at the system-level there is often need for policy changes. This is one of the reasons why some practices have been operating at a local level but have not yet been institutionalised. At the same time, contextual conditions such as political trends and emerging needs can accelerate or impede policy changes. An example of emerging needs is the arrival of larger numbers of young refugees in Europe since 2015 that has led to the need to develop, upscale and institutionalise good practices in refugee education to effectively integrate young refugees in host societies. More recently, the COVID-19 pandemic required ad-hoc solutions for distance learning, some of which may inform more permanent approaches in the future.

The analysis also shows that some practices are holistic but not inclusive. For education to be inclusive, separation must be combatted, and refugee students, families and communities must be actively involved in the mainstream school community through a participatory approach. Separate classes should be

avoided and, when unavoidable, the time refugee and newcomer students spend in separate classes should be minimised and contacts with native students should be promoted.

To design holistic education practices that are in line with refugee and newcomer students' needs, it is necessary to monitor and evaluate the practices and adjust them based on the evaluation findings. Promising evaluation findings can provide the basis for upscaling and institutionalising practices. In this process, practices should move away from a short-term project-based level to a more permanent level of implementation to enable long-term planning.

In addition, it is important to support and strengthen the synergies between formal and non-formal education settings that implement and promote learning and social practices of inclusiveness and belonging. In this line, it is promising that one of the goals of the European Commission's "Vision for the European Education Area by 2025" is "developing common values and inclusive education" (European Commission, 2021[122]). National education systems should follow this vision by introducing and supporting inclusive and holistic education practices. Education systems should be open to existing good practices and should join collaborative efforts in upscaling and institutionalising them.

To inform the future development of education policies and practices, it is necessary to create a comprehensive repository of research findings and fill current research gaps. In particular, the following research gaps should be filled:

- Education pathways and needs of 12 to 18-year-old refugee and newcomer students after the end of compulsory education should be identified.
- Research is necessary to specify what "inclusion" of refugees and newcomers entails and how national agendas on the inclusion of refugees and newcomers relate to the "imagined agendas" of refugees, e.g., their own life planning and goals. As a rule, national inclusion agendas should consider the "imagined agendas" of refugees as well as national interests.
- The three core dimensions of needs of refugee and newcomer students – learning, social and emotional needs – included in the holistic refugee and newcomer integration model developed by Cerna (2019[25]) should be studied more in depth to develop targeted responses. This includes gaining a better understanding of educational, social and emotional experiences of refugees prior to their arrival in the host country as well as their experiences in the country of destination as refugees (e.g., insecurity of residency, asylum procedures, accommodation in reception centres, separation from family members). These three dimensions are inter-related and one influences the other. This is crucial for the design of holistic education practices:
- To enable connectivity of education of refugees in Europe more knowledge should be generated on the education refugees and newcomers received in their countries of origin and during flight.
- Comprehensive research that analyses data collected after 2017 is necessary to understand the development of education policies and practices after specific measures implemented between 2015 and 2017, and more recently, developments caused by the COVID-19 pandemic.
- To understand the functionality and impact of innovative and holistic education practices, it is necessary to monitor the implementation of the practices and conduct comprehensive evaluation studies.
- The responses of different educational models, including the here analysed practices, to the disruptions brought about by the COVID-19 pandemic outbreak should be analysed in a comparative perspective to understand the potentials of practices and models in adapting to changes and promoting inclusive education amidst change. Through this analysis, stakeholders can identify good practices.

To upscale and institutionalise promising practices for holistic and inclusive refugee and newcomer education, the following points are key priorities:

- Policy makers should support promising practices and their long-term implementation, upscaling and institutionalisation.
- Synergies should be developed between the formal and non-formal sector of refugee and newcomer education.
- Qualified capacity building for diversity and inclusion should be provided to educators frequently and adequately.
- Multi-stakeholder partnerships, including international partnerships, should be developed and strengthened.
- The collaboration between refugee families, communities, schools and non-school actors should be fostered.
- Refugee and newcomer students' living conditions, such as housing and asylum procedures, should be adjusted in a way to support their social-emotional development and allow them to concentrate on learning and on making plans for their future.

Based on the analysis carried out in this paper, refugee and newcomer education research and practice should move towards acknowledging the differences between integration and inclusion and work towards promoting full inclusion for refugee and newcomer students. This implies consolidating efforts to adapt all the education systems to include refugee and newcomer students and promote their well-being rather than adapting refugee and newcomer students to fit in pre-existing systems.

In conclusion, the promising practices presented in this paper are not limited for implementation in European countries only. With context-specific adjustments, they can inform the development of good practices in holistic refugee and newcomer education in other parts of the world. Migration and refugee flows are a constant global phenomenon, which means that in almost all continents there are countries that are reception hubs for newcomers.

Sharing knowledge and experiences amongst countries which currently face significant migration and refugee flows could support international organisations such as the OECD in their efforts to guide evidence-based policy making and peer learning.

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