



The present report encompasses the collection and analysis of 60 good practices on migrant and refugee children’s socio-educational integration across Europe. The comparative analysis and the additional insight on 12 case studies chosen for a more thorough examination, including information gathered through interviews with a number of project representatives and beneficiaries, provide an interesting overview of local, national, and European initiatives aimed at migrant and refugee children’s socio-educational inclusion, and contribute to the development of a set of recommendations addressed to decision-makers and the educational sector.

Good Practices: Definition and Criteria

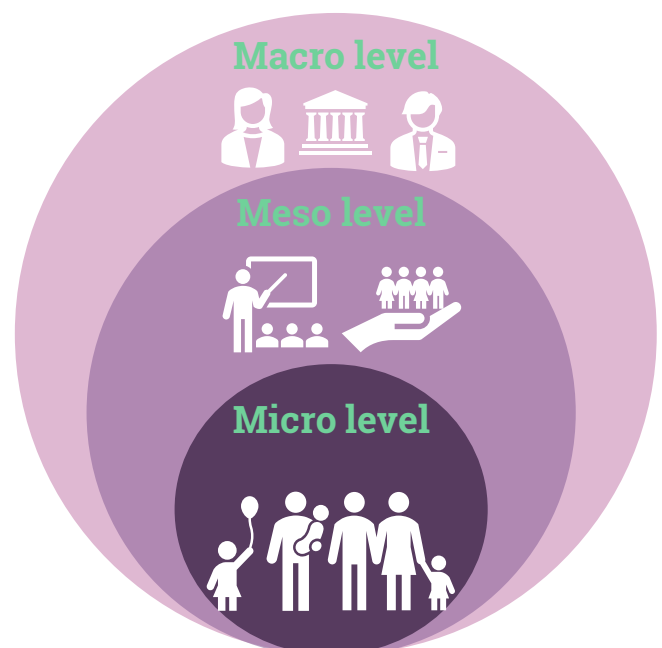
The notion of good practice commonly indicates a novel and creative solution aimed at improving the living conditions of individuals, groups, and communities. It is a successful experience that has been tested and validated and which can produce benefits in the medium/long term. Good practices are initiatives that can be subject to a mainstreaming process and be transposed to different contexts. Overall, in the EU frame and definitions, different nuances of the idea of good practice can be found, although there is a reference to a common thread that targets **“strategies, approaches and/or activities that have been shown through research and evaluation to be effective, efficient, sustainable and/or transferable, and to reliably lead to the desired result.”** However, a practice can be said to be “good” only relative to a **specific context of reference** and to its capacity to respond to a **specific need**. Moreover, it is important to make **explicit normative stances and methodological choices** when working on good practices.

To identify good practices, IMMERSE research partners explored inclusion initiatives carried out at the local, national, or regional levels and activated in different settings within the social system: Micro (the child and his/her family), Meso (community, services, organizations, and institutions that are in close proximity to the child in his/her daily life i.e., schools, neighborhood, social services, associations, etc.), and Macro (the political, economic, and social systems of a given society and the related policies).

Quality Criteria for a Good Practice

<p>EFFICACY</p> <p>The capacity to achieve the objectives as attested by rigorous validation and evaluation of the results.</p>	<p>EFFICIENCY</p> <p>The adequate use of resources to achieve the set objectives.</p>
<p>REPRODUCIBILITY & TRANSFERABILITY</p> <p>The potential of interventions to be replicated in similar and/or different contexts, respectively.</p>	<p>POLITICAL RELEVANCE</p> <p>The ability of projects to contribute to the implementation of national action plans and be in line with local, regional, and national political priorities.</p>

Levels of the Social System





Which Good Practices?

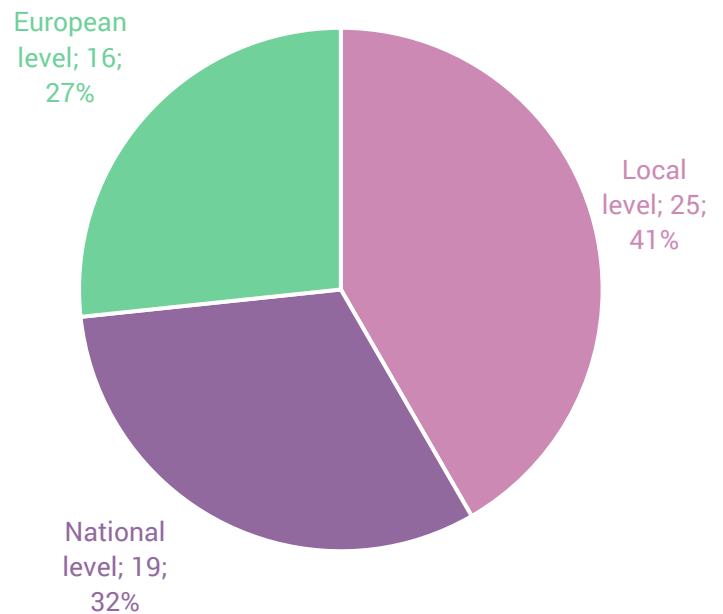
Among the 60 good practices, **95% of projects address multiple targets** and **78% implement multiple activities** according to the assumption that the socio-educational inclusion of children with a migratory background is interpreted from and aimed at different perspectives and processes. 25 out of 60 projects offer **language classes** for the acquisition of both mother tongue and host country language skills, and 55% of the projects provide **extra-curricular activities**, e.g., homework support, leisure, and free-time activities such as sport, music, art, and dance classes.

Almost 1 out of 3 projects offer **vocational training**, including internships, youth work experiences, and professional courses for teachers and school staff. **Mentoring and tutoring** enrich the offering. Around 30% of good practices further include a wealth of **support activities**, such as legal and school counselling, psychological support, family interventions, and actions to foster parents' participation.

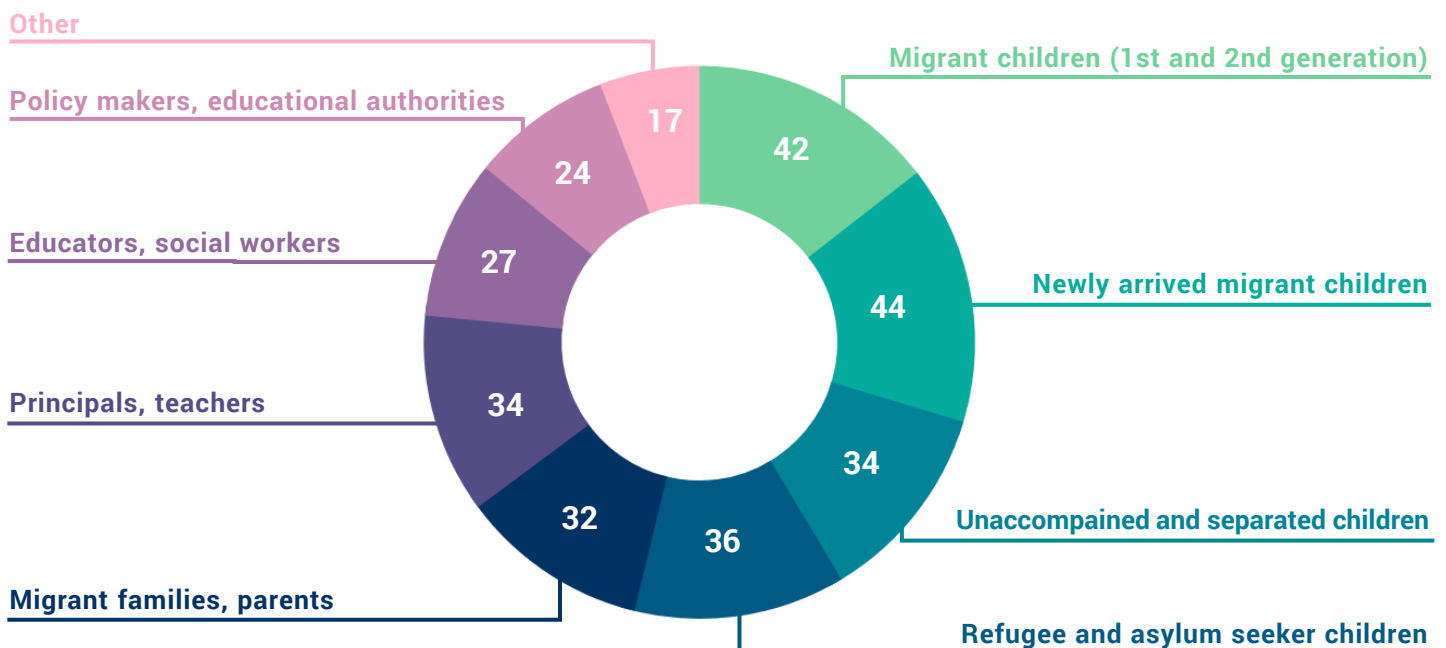
In addition, there are a small number but great examples of case studies that focus on the role of schools in the process of inclusion, **proposing innovative educational and management models** (20%). Interestingly, a good number of projects implement research activities aimed at developing toolkits, handbooks, and platforms (15%), as

well as training concepts and thematic courses (8.3%). Finally, some case studies (36.7%) aim at **creating networks, exchanging good practices of inclusion, and leading advocacy initiatives and dissemination events** to raise awareness and formulate policy recommendations.

Level of implementation (n. out of 60 and %)



Target Groups (n. out of 60)



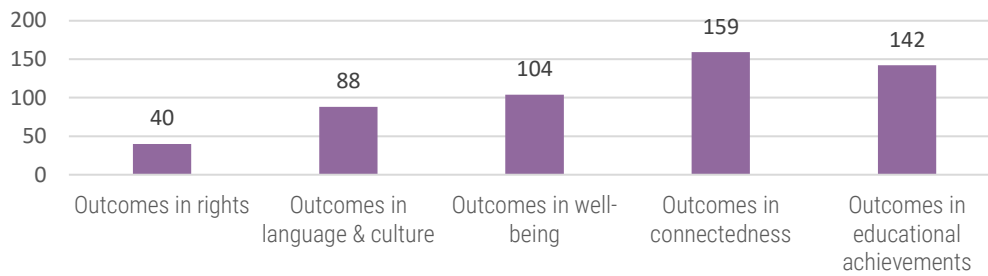


Key Findings

INTEGRATION OUTCOMES

The purpose and results of the practices are in line with the outcomes identified in the IMMERSE Dashboard of indicators, which depicts a **multidimensional definition of integration**.

Correspondence of projects' goals to the IMMERSE five dimensions of integration outcome (n.).



MONITORING & EVALUATION

70% of projects have conducted or will conduct an evaluation. 30 out of these 42 projects have publicised their evaluation reports, resulting in **greater transparency and accountability**. In only 5 case studies, an official evaluation has not been carried out, while for 13, there is no available information.

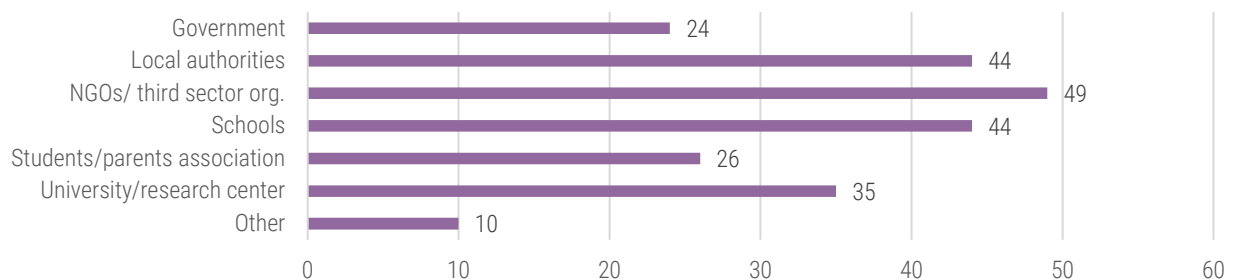
EXPERTISE AND PROFESSIONALISM

Educators and/or teachers are involved in 93.3% of the projects. Additionally, professionals from different areas of expertise are frequently involved: half of the projects employ **cultural mediators**, and around 1 out of 4 projects account for collaboration with a **psychologist**. **Legal experts** work on fewer cases, while **academic practitioners** are involved in 30 out of 60 projects. Youth and social workers, job experts, health professionals, sport coaches, artists, and public operators are among the other practitioners cited in the analysed initiatives. Almost 70% of the initiatives activate two to four categories of practitioners and more than 23% engage more than 5 different professional figures.

NETWORKS AND PARTNERSHIPS

All 60 initiatives have developed a partnership and/or joined a diversified network of stakeholders. In some instances, these projects can rely on a longstanding and solid network of stakeholders, while in other cases, the initiative gives rise to new fruitful collaborations. In only 15 cases, networks are relatively modest with one or two typologies of stakeholders involved, whereas **in 45 out of 60 initiatives, more than 3 and up to 7 different typologies of actors** are mentioned.

Stakeholders of the 60 good practices (n. out of 60).





COMMUNICATION AND DISSEMINATION

All 60 case studies have activated communication tools to disseminate information, tools, and results. The completeness, accuracy, and effectiveness of the communication strategy, however, varies across projects with the sharing of more or less detailed descriptions, generic or specific information, translated documents, and full or partial deliverables. Deliverables are disseminated through a wealth of channels: websites, social networks, events, emails, etc.

REPRODUCIBILITY AND TRANSFERABILITY

Based on the available limited information, 30% of the analysed projects have been replicated and scaled up in other contexts as foreseen in the project planning. In more than 20% of cases, a concrete replication of the initiatives to similar and/or different contexts has also been registered. Although in around 77% of projects, replicability and upscaling are not straightforward objectives, these practices – or some of their elements – can be hypothetically and possibly extended to similar and/or different contexts thanks to the availability of deliverables, tools, project information, and contact details.







FUNDS AND RESOURCES

Almost half of the projects are funded by the European Union (45%) – especially through the Erasmus+ programme and the Asylum, Migration and Integration Fund –, and a meaningful number receive financial support from a governmental institution, including local, regional, and national authorities (38.3%). 20 out of 60 projects are financed or co-funded by foundations, whereas 27 case studies use other sources such as own resources, private funds, businesses and banks' donations, and international organizations' contributions. For half of the initiatives, the funding scheme includes two or more funding sources.





Takeaways for a Good Practice

-  Multidimensional approach to mirror the complexity of socio-educational integration processes through a combination of activities, multiple targets and extended spaces of intervention.
-  Multi-level approach to properly and comprehensively foster the goal of inclusion.
-  Multi-stakeholder, interdisciplinary and collaborative approach to ensure a high-level, qualified, and effective intervention.
-  Innovative intercultural education practices based on the adoption of an integrated, tailor-made, empowering, inclusive and participatory approach.
-  Transfer, systematization and capitalization of the know-how, and sharing of best and innovative practices to reinforce a common model of integration, based on a balance between standardization and flexibility.
-  Adequate funds and resources should be allocated to guarantee the sustainability and the systematization of good practices.

