

Introduction

The fourth workshop in the transnational programme for the Arrival Cities network took place in Oldenburg in September 2017. Delegates from all the 10 partners took part in a programme that focused on the sub-theme of Educational Services.

This was an issue that members of the Urbact Local Groups (ULG's) created by each partner had identified as one of the key issues that they wished to explore through a process of transnational exchange of practice and learning.

This report captures the work of this workshop. The report is designed to support the ULG's in the deliberation and development of their Local Action Plans. In addition the report seeks to provide useful resources for wider dissemination beyond the Arrival Cities network.

The report is structured into the following sections:

- **Section One** provides an overview of educational services. The workshop focused on two aspects: How to address under attainment levels in second and third generation migrant young people and How to support the new arrivals. Section One therefore focuses on these two aspects
- **Section Two** provides examples of case studies undertaken to provide educational services at a local level.
- **Section Three** provides some useful links and other resources related to the theme.
- **Section Four** provides details of the workshop in terms of agenda, presentations, and list of participants.

Section One: Education Services: An Overview

Introduction

The issue of educational services is one that touches not just the issue of the new flow of migrants that have arrived since 2015, but also the ongoing problems experienced by some second/third/generation migrants.

Education is generally seen as a crucial precondition for upward social mobility and could then boost future life chances of second-generation immigrants. Moreover, investing in education could also indirectly foster the social and cultural integration of immigrant parents.

The integration of migrants has increasingly become a key area for policy focus, with measures to prepare immigrants and their descendants so they may be more active participants in society, for example, through education and training.

This focus is reflected at an EU level. In 2010, the Zaragoza Declaration (and the subsequent Council conclusions) identified a number of common indicators (so-called 'Zaragoza indicators') and called upon the European Commission to undertake a pilot study examining proposals for a set of common migrant integration indicators and to report on the availability and quality of data for a range of harmonised sources necessary for the calculation of these indicators. The proposals in the pilot study were examined and developed in a report published by the Directorate-General for Home Affairs "Using EU Indicators of Immigrant Integration."¹

A European Commission staff working paper EU initiatives supporting the integration of third-country nationals² accompanied the European agenda for the integration of third-country nationals³, focusing on actions to stimulate levels of economic, social, cultural and political participation among migrants. The agenda highlighted that education is one of the cornerstones of migrant integration in the EU, as it not only has the potential to provide adequate skills to be successful in the labour market but also contributes to the active participation of migrants through the exchange of cultural values. Furthermore, as migrants account for a growing share of the EU's population, they also play an important role in relation to achieving the overall targets for education as set out in Europe 2020: a strategy for smart, sustainable and inclusive growth and the EU's strategic framework for education and training 2020.

¹ Using EU Indicators of Immigrant Integration. DG Home 2013

² COMMISSION STAFF WORKING PAPER EU initiatives supporting the integration of third-country nationals.2011

³ European Agenda for the Integration of Third-Country Nationals,2011

Two of the key targets within the Europe 2020 strategy concern education, namely, to reduce early school leaving rates to below 10 % and to raise the share of 30-34 year-olds who possess a tertiary level of educational attainment to 40 %. In addition, ET 2020 foresees: raising the average share of adults (aged 25-64) who participate in lifelong learning to at least 15 %; reducing the share of low-achieving 15 year-olds in reading, mathematics and science to less than 15 %; and increasing the share of children participating in early childhood education to at least 95 % (for those aged between four and the compulsory starting age for primary education).

The Justice and Home Affairs Council developed a set of common basic principles for immigrant integration policy in November 2004⁴; they were subsequently reaffirmed by the Council in June 2014 as part of the general framework for the integration of nationals of non-member countries legally residing in the EU. These common principles include many of the key aspects concerned with the integration process, including education, employment, or access to institutions, goods and services. The common basic principles also define integration as a two-way process of mutual accommodation by all migrants and residents in EU Member States.

Before turning to the two specific themes explored in the workshop it is important to provide a baseline picture of the situation in EU 28 as captured by available data. The main data source for educational attainment statistics is the EU labour force survey (EU-LFS). The EU-LFS is a large quarterly sample survey that covers the resident population aged 15 and above in private households. It covers the EU Member States, EFTA (except Liechtenstein) and candidate countries. The survey is designed to provide population estimates for a set of main labour market characteristics, covering areas such as employment, unemployment, economic inactivity and hours of work, as well as providing analyses for a range of socio-demographic characteristics, such as sex, age, educational attainment, occupation, household characteristics and region of residence. The international standard classification of education (ISCED) provides the basis for compiling internationally comparable education statistics.

⁴ Common Basic Principles for immigrant integration policy, 2004

Here is what the data shows:

- An analysis for the EU-28 population aged 25-54 (hereafter referred to as the core working-age), shows that in 2016 just over one third (35.5 %) of non-EU-born migrants (hereafter referred to as migrants born outside the EU) had successfully completed at most a lower secondary level of education. In 2016, the share of EU-born core working-age migrants (in other words, those born in another EU Member State from the one where they were living) with at most a lower secondary level of educational attainment stood at 21.0 %. This was a slightly higher share than that recorded for native-born individuals residing in their Member State of birth -18.6 % in 2016. As such, the share of the EU-28 core working-age population born outside the EU with at most a lower secondary level of educational attainment was almost twice as high as the ratio among those living in their Member State of birth.
- At the other end of the education spectrum, just over one third (33.6 %) of the EU-28 core working-age population living in their Member State of birth in 2016 had attained a tertiary level of education. However, a higher share (38.4 %) was recorded among migrants of core working-age who were born elsewhere in the EU, suggesting that this cohort was particularly motivated to move to another EU Member State (possibly in search of work). A 31.5 % share of core working-age migrants who were born outside the EU possessed a tertiary level of educational attainment in 2016 (just 2.1 percentage points below the average for the native-born population).
- Across the whole of the EU-28, less than one fifth (18.6 %) of the core working-age population living in their Member State of birth possessed at most a lower secondary level of education in 2016, while the corresponding share among foreign-born migrants of core working-age rose to 31.1 %. In 2016, Italy (47.0 %), Greece (43.7 %), Malta (43.4 %) and Spain (40.9 %) had the highest proportions of foreign-born migrants with low educational attainment, although in most cases (Greece being the main exception) a relatively high share of their native-born core working-age population also had at most a lower secondary level of educational attainment.
- As indicated above, in 2016, there was little difference between the proportion of native-born (33.6 %) and foreign-born (31.7 %) core working-age populations in the EU-28 with a tertiary level

of educational attainment. However, among those Member States where the native-born population was more qualified, the largest gaps in attainment were recorded in Slovenia, Greece, Spain and Finland (where the share of the native-born population with a tertiary level of educational attainment was at least 15 percentage points higher than that recorded among the foreign-born population).

- In contrast, in 2016, more than half of the foreign-born core working-age populations of Ireland, Bulgaria, Luxembourg, the United Kingdom and Poland had successfully attained a tertiary level of educational attainment. In each case, the difference in tertiary educational attainment between their foreign-born and native-born populations was at least 10 percentage points (in favour of the foreign-born population), indicating that these five Member States attracted not only a proportionally high share of highly-educated foreign-born migrants but also a share that was considerably higher than in their native-born population. In Ireland, the United Kingdom, Bulgaria and Poland, in 2016 more than half of the core working-age migrant population born outside the EU had a tertiary level of educational attainment, this share peaking in Ireland at 65.5 %. By contrast, in Greece, Italy and Slovenia less than 15 % of migrants born outside the EU had a tertiary level of educational attainment.
- When compared with the native-born core working-age population, a slightly higher share of the migrant population (both those born in another EU Member State or those born outside the EU) participated in adult learning. In 2016, there was little difference in the share of the EU-28 core working-age population that participated in adult learning when analysed by place of birth. The proportion of the native-born population who received education or training was 12.3 %, which was slightly lower than the participation rates recorded for migrants born in another EU Member State (12.5 %) or migrants born outside the EU (12.6 %).
- Young persons who were foreign-born were at greater risk of leaving education and training early. Young persons who were foreign-born or foreign citizens were generally at greater risk of leaving education without having completed more than a lower secondary level of education.

This pattern was particularly apparent among those young persons who were born outside the EU and those young people who were non-EU citizens.

- In 2016, among the 18 EU Member States for which data are available, the highest shares of foreign-born early leavers from education and training were found in Spain (32.9 %), Italy (30.0 %) and Germany (23.1 %). By contrast, the proportion of early leavers from education and training was in single digits among the foreign-born populations aged 18-24 in Ireland (5.2 %), Denmark (7.9 %), the Netherlands (8.3 %), Luxembourg (8.5 %) and the United Kingdom (9.4 %). The largest differences between the shares of foreign-born and native-born early leavers from education and training (with higher shares for foreign-born populations) were recorded in Italy (18.2 percentage points, pp), Spain (16.8 pp) and Germany (14.9 pp), while Cyprus, Greece, Slovenia and Belgium also recorded double digit differences. There were two EU Member States where the share of early leavers was higher among the native-born population than it was among the foreign-born population: native-born early leavers (11.5 %) were more prominent than foreign-born early leavers (9.4 %) in the United Kingdom, and in Ireland (6.5 % compared with 5.2 %).
- The share of young people neither in employment nor in education and training (NEET) was considerably higher among migrants born outside the EU. In 2016, some 13.3 % of the native-born population aged 15-29 within the EU-28 could be described as NEET. This share rose significantly higher among foreign-born populations and non-national citizens, in particular for those who were born outside the EU and those who were non-EU citizens. In 2016, the NEET rate for young people aged 15-29 in the EU-28 was 13.3 % among the native-born population, while the rates for young people born in another EU Member State (16.3 %) and those born outside the EU (24.6 %) were higher. The highest NEET rates among the native-born populations of the EU Member States were recorded in Italy, Bulgaria, Greece and Romania. Indeed, Italy recorded the highest NEET rates for two of the three groups of young people, with a NEET rate for the native-born population of 23.1 % and a NEET rate of 31.2 % for young people born in another EU Member State. Greece recorded the highest NEET rate (38.8 %) for young people born outside the EU, while Italy recorded the second highest rate (33.6 %). Croatia and Spain also recorded relatively

high shares of their young foreign-born populations being neither in employment nor in education and training.

Schooling for second/third generation migrants

In all Western European countries, students of immigrant origin generally lag behind their native peers in terms of years of education completed, kind of qualification attained, and competences acquired in the basic domains of mathematics, reading and science. They are also more likely to drop out of school, to repeat a year, and to end up in less prestigious school tracks. A number of factors have been identified which account for these outcomes.

Substantial numbers of children across Europe are educated in schools with high concentrations of children who are disadvantaged on the basis of their socio- economic, ethnic or cultural background, or because of a disability. Their separation or concentration in specific schools and classrooms harms their learning opportunities and is a clear violation of their right to education and their right not to be discriminated against.

“School segregation is one of the worst forms of discrimination and a serious violation of the rights of the children concerned, as their learning opportunities are seriously harmed by isolation and lack of inclusion in mainstream schools. It is a clear manifestation of injustice against minority and other vulnerable groups, which also perpetuates the marginalisation of entire population groups in Europe.”⁵ This is the damning critique made by the Council of Europe Commissioner on Human Rights.

A survey carried out in 2016 by the European Union Fundamental Rights Agency in nine EU member states shows that 33% of Roma children were attending schools in which most pupils were Roma, and 13% were in Roma-only schools.⁶

In light of this situation, it is noteworthy that the European Commission has launched infringement proceedings against three European Union member states for breaching the prohibition of

⁵ Fighting school segregation in Europe through inclusive education: a position paper Council of Europe Commissioner on Human Rights 2017

⁶ Current migration situation in the EU: Education, FRA 2017

discrimination in education set out in the Directive implementing the principle of equal treatment between persons irrespective of racial or ethnic origin (Council Directive 2000/43/EC).⁷

There are many causes of school segregation.

- In practice authorities at national and local level do not always abide by their obligations and often yield to pressure from different sources, including from school administrations, teachers and other professionals and from families. Governments usually put forward a series of factors to justify school segregation and a number of reasons why intervening directly with the aim of desegregating the school system would be difficult or unpractical. These factors and reasons include:
 - language difficulties;
 - parental preferences,
 - including the tendency among families from the majority of the population to enroll their children in schools with no students from minority or migrant groups (“white flight”); residential concentration;
 - The need to pay attention to students’ specific needs; and
 - cultural emulation of ethnic minorities and migrant families.

- Where residential segregation is an issue, immigrant students may be marginalized into disadvantaged schools even before any kind of selection into tracks occurs. In Sweden and Denmark, for instance, during primary schooling, immigrant children are already four times more likely than natives to be enrolled in the lowest-performing schools.

- Strong vested interests in the area of education can explain a certain passivity on the part of states in tackling segregated education. Decision makers and political leaders, school administrations, teachers and families can sometimes actively resist changes that may alter situations of relative privilege in education. The capacity of these actors to articulate their

⁷ Czech Republic (2014), Slovakia (2015) and Hungary (2016).

demands and to raise their criticism of government policies is much higher than the ability of vulnerable families to fight for the right of their children to education.

- Inappropriate regulation of school admissions and school access is another important cause of school segregation. In some states, schools are still allowed to select students on the basis of economic, religious or personal abilities. Testing is used both in public and private education, often as a tool to discriminate against children from vulnerable groups.
- Furthermore, it must be stressed that lower quality education in a school can be both the cause and consequence of school segregation. Schools attended by socially disadvantaged students tend to have lower expectations of these children in terms of educational attainment. They are also often undesirable schools for many families which may therefore opt out from the neighbourhood when choosing a school. Thus, lower quality education tends to polarise educational demand and is a cause of increased school segregation.
- Available studies indicate that school segregation has negative implications not only for minority or vulnerable students themselves but also jeopardises the overall performance of education. Tackling school segregation is therefore not only necessary to safeguard the right to education and equality in the education systems, but is also key to improving the effectiveness and performance of the education system as a whole. The OECD has warned against the consequences of school segregation on educational achievements.⁸ The countries with the highest index of social inclusion in schools (schools with a high social and cultural heterogeneity of students) are also the ones that performed best in the mathematics test in the PISA 2012 survey.

In addition to the issue of school segregation, the recent economic crisis and accompanying austerity measures have resulted in reduced funding of education in many European countries. Cuts have disproportionately affected the groups most in need of support. Lack of specialists for children with disabilities, reduction in programmes to support the cultural and linguistic integration of migrant

⁸ OECD (2012), "Equity and quality in education: supporting disadvantaged students and schools", OECD Publishing, Paris. OECD (2013), "PISA 2012 results: excellence through equity - giving every student the chance to succeed (Volume II)", PISA, OECD Publishing, Paris.

children, cuts in pre-school programmes and scholarships, and termination of projects to prevent school dropouts are all measures that tend to have more adverse effects on the most vulnerable children, thereby reducing their educational opportunities.

Another factor that acts as a hindrance to the academic success of immigrant students derives from the fact that in many cases their parents have a limited knowledge of how the host-country educational system works, and more generally on what are its implicit values, cultural norms and expectations.

Therefore, educational systems where choices are crucial for school progression are likely to exacerbate immigrant/native gaps. In particular, the early selection of students into rigid tracks with differentiated curricula can be detrimental, because the earlier the choice takes place, the more important the guidance role played by families in decision making.

Lastly, since immigrants are over represented in the least privileged strata of the population, traditional mechanisms of social stratification account for much of the immigrant learning disadvantage: fewer material and educational resources at home make it more difficult for students of lower socio-economic background to attain good results in school; when parents themselves attained only low education, they may lack the skills and/or the inclination to help their children with homework; moreover, the value conferred to education varies across social classes, just like the costs associated with delaying entry into the labour market: hence, an early disengagement can emerge among pupils who know they will not stay long in school.

How to remedy school underattainment

In 2011, the European Commission launched the SIRIUS Policy Network on the Education of Children and Youngsters with a Migrant Background to study and propose ways that EU countries can address the needs of disadvantaged groups while working to meet the goals outlined in ET 2020. The network facilitates the ability of experts, policymakers, and practitioners to gather and share policy ideas and practices to improve outcomes for these children. The overall challenge is how to enable educational systems to become more community-centered, systemic, and inclusive in order to close the school achievement gap between native and immigrant students.

Here are the key issues that have been highlighted through several reports but also very significantly through a series of National Round Tables that brought together stakeholders from national, local, regional government alongside teachers, NGO's and organisations working with migrant learners. SIRIUS was contracted by the EC to undertake a series of National round table discussions on the theme of "Education of children with a migrant background".⁹ These round table discussions took place in 12 member states: Croatia, Cyprus, Estonia, Flanders, Germany, Hungary, Latvia, Lithuania, the Netherlands, Norway, Portugal, and Spain. Here are some of the key messages that emerged:

- Ensuring systematic education of teachers within the school. Teachers training on diversity must be improved. A commitment to improving outcomes for migrant children and reducing the achievement gap requires a coherent and integrated school policy on dealing with diversity in the learning environment and curriculum. This includes differentiated instructional practices, and teaching materials and assessment methods that are fair and stimulating for all students. It requires teachers to have excellent pedagogical competence and competence in building positive classroom climates.
- Collaboration and support between schools, community and parents. Teachers who succeed in engaging the parents of their diverse pupils—as well as cooperating with community organisations—will further support achievement in their schools. Research clearly shows that parental involvement and academic support, as well as communication between teachers and parents, stimulates children's achievement. Schutz argues in a review on school-community relationships that one way to achieve more sustainable development of schools in poor neighbourhoods is by involving community organisations: 'reforms have to start in and with the community, if they are to have any real hope of long-term success.'
- Raising awareness of inter-culturality among teachers and students Teachers in urban schools need training in the topics of migration, acculturation, social psychology phenomena, and ethnic identity issues relevant to the diverse environments they teach in. Research indicates that teachers are likely to have lower expectations from immigrant children, which in turn lowers

⁹ <http://www.sirius-migrationeducation.org/wp-content/uploads/2014/02/WP1.2-Synthesis-report-NRT.pdf>

these students' self-esteem and perpetuates lower education outcomes. In contrast, those students able to combine the cultures of their origins and new homes (forming a transcultural or 'hyphenated' identity) are often the most successful pupils. Understanding these and other issues relevant to children of immigrants will help teachers better support all students; it will also assist teachers in assessing their students' starting positions and progress. Finally, it will help teachers to develop a positive attitude towards diversity and utilise their students' diversity as a rich source for learning in classrooms.

- Production of leaflets and flowcharts, both for parents and schools If the parents are given information and training to understand the educational system, and what opportunities there are, they will be able to help their children make good and deliberate choices for their future.
- The key issue of education of students with migrant background is teacher training. The school achieves its aims, if teachers are working and cooperating efficiently, respectfully and are interested in their professional development. Although teacher in service training is obligatory, its implementation is not sufficient.
- Discrimination of teachers, pupils and parents with a migrant background is an issue in schools.
- Contact has to be established between the vocational students with a minority background and business and industry to pave the way for apprenticeships.
- It is important to do more and broader research on what kind of practice is good and should be implemented in the classroom. In teacher education, researchers and policymakers have to collaborate on the implementation.
- It is crucial for students to be able to follow lessons in the language of instruction; a lack of comprehension may leave them feeling stressed, anxious, or bored. It may eventually lead to behavioural problems and failure at school. To mitigate such risks, it is important that schools provide sufficient support for youth to learn and master the language of instruction, and that teachers receive adequate training to address students' linguistic needs in the best way possible.

- It is crucial that schools support immigrants' continued use and study of their mother tongue. Such study will both help students learn the host-country language and potentially enrich the education system by introducing linguistic and learning diversity.
- Make use of the rapidly growing cohort of highly educated second-generation young adults in Europe as mentors. These mentors' personal knowledge of the school system; combined with their general understanding of mentees' home, social, and school experiences; makes them well-equipped to provide meaningful mentorship.
- In order to tackle the initial language difficulties experienced by immigrant children, educational systems should be designed in a way to include them as soon as possible and to facilitate their interactions with native peers. This can be done either by lowering the age that compulsory schooling should start, or by providing accessible and good-quality preschool facilities, thus promoting the participation of both native and immigrant children.
- Differentiated educational systems should postpone the moment when students choose between tracks, and improve institutional counselling in order to bridge the informational gap of immigrant families. Moreover, in order to avoid the marginalization of students who have opted for vocational tracks, one should make sure that in these tracks curricula and teaching staff are of adequate quality standards.
- The final point concerns countries where residential segregation produces a disproportionate concentration of disadvantaged students in some schools. In order to minimize the risk of a vicious circle, career incentives could be provided to the most qualified and motivated teachers to stay in these otherwise marginal schools. Also, additional resources should be made available for such schools, enabling them to offer their students remedial courses and supplementary educational materials.

Educational provision for Refugees

At a global level all countries have committed to the UN Sustainable Development Goals(SDG) SDG4, aiming to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. SDG4 contains a commitment to supporting people and countries affected by conflict, and to ensure that education is maintained during emergency, conflict and post-conflict situations. It explicitly commits to education for refugees and IDPs, which will help to ensure that displaced children become systematically more visible and accounted for in education planning and monitoring in the coming years. Despite this commitment access to quality education is very limited for displaced children and youth. Refugees are five times more likely to be out of school than non-refugee children. At least 3.2 million refugee children and adolescents remain out-of-school. Only 1 in 2 refugee children are enrolled in primary school, and only 1 in 4 are enrolled in secondary school. Less than 1% of refugee students are enrolled in tertiary education.

A key report¹⁰ by the European Union Agency for Fundamental Rights assesses asylum seekers' and refugees' opportunities to access early childhood education, primary, secondary and tertiary education, and adult education in 14 Member States. It provides an overview of the legal framework, policies, practices, and statistics, and identifies available support measures, as well as challenges and possible areas for improvement. The report highlights the following main issues:

- In nine Member States, children in immigration detention have no access to any form of education. The main reason stated for this is the short length or the exceptional nature of their detention.
- The main challenges concerning access to early childhood education include long waiting periods, language barriers, accessibility in terms of distance, insufficient guidance for families, lack of information and the treatment and integration of traumatised children.
- Once enrolled in school, asylum seeker children generally benefit from the same services as national children and in some Member States are also eligible for additional support for language

¹⁰ Current migration situation in the EU: Education, FRA 2017

learning or to overcome disabilities. Some countries also offer financial allowances for school supplies.

- Only few Member States specifically address educational needs arising from irregular school attendance before children's arrival in the country.
- Many Member States report difficulties with regard to education of children who are above the compulsory school age, including challenges to "force" them to attend classes for younger age groups and the absence of programmes providing access to vocational training.
- A key obstacle to adults' access to tertiary education and employment is that it is impossible or complicated to recognise diplomas from learning institutions in the asylum seeker's country of origin.
- Support in some Member States depends on short term project based funding.
- In addition, even though official statistics on the number of asylum seekers and refugees in a variety of types of formal education exist in most Member States, they are not collected systematically and may refer to various groups including asylum seekers, refugees, non-nationals and children with a migration background.

Section Two: Local Actions to provide education services: Some Case Studies:

1. Action oriented second language Learning and Repair Cafe, Oldenburg (DE)

Background:

In 2015 and 2016, approximately 420,000 children and young people under the age of 18 applied for asylum in Germany. In order to move forwards in this complex new society, the acquisition of the German language is indisputably the most important qualification. However, for many young refugees, this is an enormous problem: they have too little time to learn the language comprehensively, to familiarize themselves with the values and norms of local culture and, moreover, to achieve formal educational qualifications.

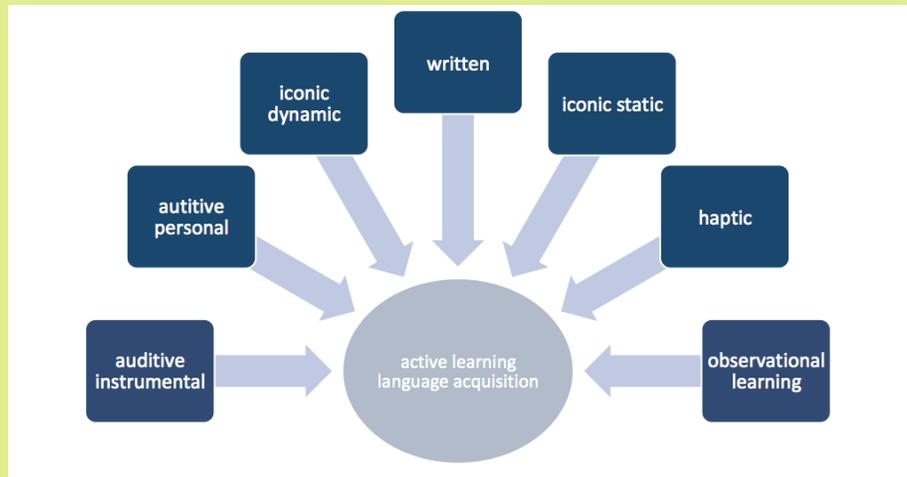
Kreyenbruck is a neighbourhood in Oldenburg with a long history of migration and it is the most multicultural area of the city. It is the location of a home for up to 50 refugees and also a home for unaccompanied minors. Kreyenbruck School was founded in 2010 and is committed to being a welcoming and inclusive school for all cultures. This manifests in a number of ways- for example, staff receive professional development in multicultural learning; the school organises the multicultural festival 'Schule durch Kultur'; it provides extra support to migrant parents to understand the school system; and it is innovating with new language learning methods and socially-focused learning.

The Action:

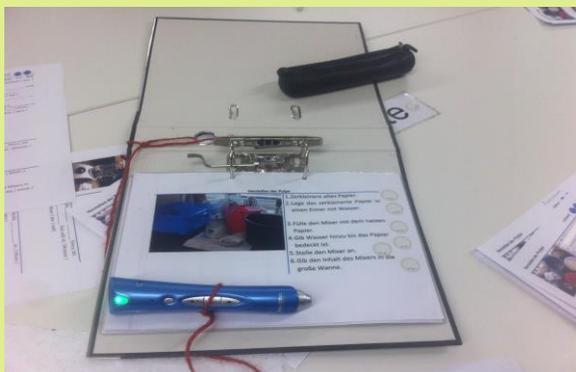
The methodology of action-oriented second language learning has been developed by the Working Group on Technical Education at Oldenburg University and implemented through a collaboration between Kreyenbruck school and the university. It's basic premise is to facilitate language learning through practical classes of learning new technical skills. The methodology embraces language learning through all senses and has a set of tools to enable this. The method is very different to more traditional language teaching which is often devoted to a largely abstract and regulated language acquisition based on verbal and literary language and which can only partially take individual interests into account.



The concept of second language acquisition in technical teaching – the combination of teaching technical skills with systematic (specialized) language acquisition, strives to include as many perception systems as possible in the action. This includes the basic orientation system, the auditory system, the haptic system and the visual system. Communication is supported by the use of objects which reduce language barriers. The use of tools and their appropriate application can be learned through demonstration and practice. This approach is helpful in overcoming initial hurdles of contact and establishing a sense of belonging to the school community. The joy of a joint success achieved in the workshop can catalyze social integration. The handling of tools can be important for motivation and sense of self-efficacy, especially for those students who still have problems with remembering and reproducing pure cognitive-language content.



The above diagram indicates the range of different perception channels utilized through the process of this language learning methodology. The methods allow students to have the possibility to work as independently and autonomously as possible.



An example of this is the "Anybookreader" used to implement auditory perception and learn pronunciation. This is a stylus which students can use to activate text audibly. The learner can access the language and sounds at any time, independent of the teacher.

This supports students to gain self confidence and also relieves pressure on the teacher. Consequently this creates space for teachers to react to the special needs of individuals when they come up and work more intensively with specific students when needed.

An extension of this 'language learning by doing' has been the Oldenburg Repair café in which refugee pupils and German language learners have participated. Repair café is an international movement of free meeting places where people can share knowledge and skills to support each other repair things. It began in Amsterdam in 2009 and has spread all over the world.

The school has supported the setting up of a repair café run by the school and it's pupils in a community building in Oldenburg. Pupils learn through socially focused work. Pupils who have studied bike mechanics through all senses language learning methodology are supported to share their skills with the local community through the repair café activities. It has been found that this extension of skills learning into skill sharing has greatly motivated students.



Further links:

A report on action oriented second language learning can be found here <https://oops.uni-oldenburg.de/id/eprint/3399>

The international repair café network <https://repaircafe.org/en/about/>

Repair café Oldenburg <http://repaircafeoldenburg.org/wordpress/>

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2. IBIS Tutoring, Oldenburg (DE)

Background:

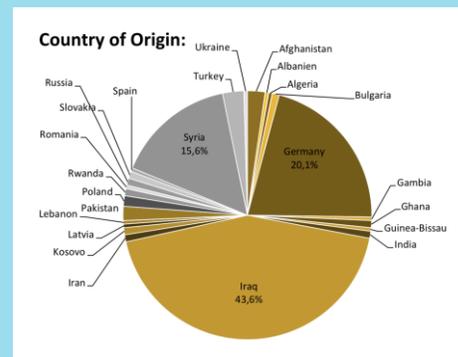
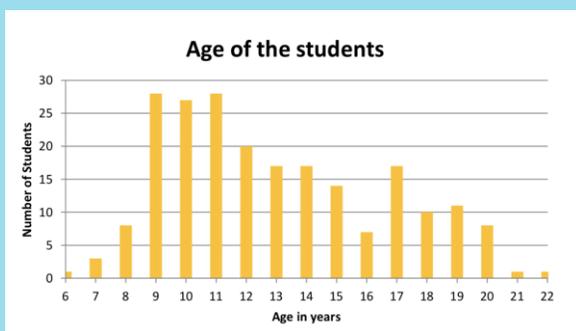
There is a proven connection between student's educational opportunities and their socio-economic background. In order to help address inequality in education, the German Federal Ministry of Labour and Social Affairs passed a directive 'Package for Education and Participation' in 2011. It finances extra tutoring, participation in extracurricular activities, covers free lunches, school materials and grant financial support for school excursions for families whose application for support has been granted.

IBIS- the Intercultural Workplace for Research, Documentation, Education and Counselling was established in 1994 in Oldenburg. It has acted as an implementation organisation for the 'Package for Education and Participation' and has developed and coordinated a tutoring programme.

The Action:

IBIS have coordinated a programme of tutoring since 2011 and in this time has supported over 500 students to access this service. The target group are low-income families with and without migratory background and schools refer students to the scheme. The tutoring is free and families are issued vouchers. As IBIS is an organisation specialised in intercultural work access of immigrants to the programme has been enhanced and subsequently most children attending have a migration and refugee history.

The mentoring has a high mentor to student ratio in order to ensure high quality individual supervision of students. For example during 2016, 218 students attended tutoring sessions and 115 mentors were employed. On average a mentor supports 2 students at the same time. About three quarters of these students receive one-to-one tutoring, the remainder are tutored in groups. Mentors are trained and supported by 3 pedagogues working at IBIS.



The tutoring methodology is based on responding to the individual needs of each student and it can be broken down into:

-Counselling, Organising and Supporting

IBIS involves parents as much as possible in the process, supporting families with the application procedure and setting target goals together. IBIS is able to provide translation support for more than 90% of participant's native languages.

-Accessibility and Flexibility

Educational programmes are adapted to suit the families and students in need. Families do not sign a contract and the child's enrolment and further participation remains voluntary. Tutoring can take place in a variety of locations, including the child's home. IBIS and mentors make an effort to get to know families and build trusting relationships.

-Mentoring and Individual Learning Needs

IBIS compares the profiles of enrolled students with the pool of mentors to achieve the best possible match. The content of study is chosen together with the student in accordance with the Federal curriculum and learning goals. Tutoring sessions are designed to be interactive and pedagogically ambitious in terms of strengthening student's independence and self-confidence.

-Cooperation

IBIS works in close cooperation with local schools, families and the child and welfare service. They cooperate with educational research institutes and support empirical research carried out by mentors

Further Links:

IBIS <https://ibis-ev.de/>

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3. Open Schools-Open Yards: Linking Non-Formal Education to Community Building and Formal Education. Thessaloniki (EL)

Background:

Thessaloniki is a city of dense urbanisation and it is generally recognized that it lacks sufficient public space. At a neighbourhood level the number of parks, squares, playgrounds and outdoor sports areas are insufficient for local populations. This issue has been raised by residents and it has been linked to an increasing trend for families to move to adjacent municipalities where there is more space for children to play. This is a contributing factor towards ageing populations within many Thessaloniki neighbourhoods. At the same time Thessaloniki is seeing the increasing urbanisation of refugees who are moving out of camps and into the city. Families are being accommodated through housing projects such as the Refugee Assistance Collaboration Thessaloniki (REACT) project. There is a need to support and better integrate these new residents into the formal and informal education systems. Open Schools-Open Yards is a programme designed to tackle both these issues of lack of public space and access to education.

The Action:

The Municipality of Thessaloniki does not have a mandate for formal education but does have the responsibility of the school infrastructure and activities beyond formal schooling hours. In December 2016, the City announced a pilot project called Open Schools. It forms part of the Resilient City strategy for Thessaloniki which has two pillars:

-Educational and recreation activities

-Community building

This project aims to open up access to school playgrounds outside of school hours for local communities, for

informal learning activities and community use. Creating this access to the school's open space and playgrounds is considered a key action towards expanding the supply of public space to residents of all ages and backgrounds and thus strengthening community cohesion. This initiative is being coordinated with attempts to improve community cohesion and the integration of refugees as well as improving their access to education activities. This fulfills the Municipality's aim to mainstream refugee actions and non-formal educational activities into existing structures and actions managed by the Municipality.



This pilot is taking place in 6 primary schools and the schools targeted are in areas with high migrant and refugee populations. The process of opening up the school land to communities is happening in combination with efforts to support more social cohesion between the host and refugee communities through informal educational activities. It is hoped that these activities will act as a bridge for refugees to become more involved in the education system. The development of the programme and management plan of informal educational activities in the school yards is being done in collaboration with communities. It is intended that these spaces will eventually become managed by local communities- the success of this depends on the involvement of residents and their willingness/ability to manage these new community spaces.

While the municipality has overseen the Open Schools initiative, the informal education activities are being run by a range of local and international organisations and NGOs. Therefore the success of this initiative will depend partly on the effective coordination of these different actors and the implementation of common and minimum standards in services.

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4. Welcome Class, Amadora (PT)

Background:

Many students in the Portuguese school system who originate from outside Portugal lack Portuguese language skills and subject knowledge and this presents challenges to schools. This includes students coming from Portuguese speaking African countries known as PALOP (Guiné-Bissau, Cape Verde, São Tomé and Príncipe and Angola) or Brazil, as well as students from non-Portuguese speaking countries such as Ukraine, Moldova, Russia and Romania and China.

There is a discrepancy in terms of subject/thematic knowledge between that acquired through their previous education in their country of origin and knowledge required by the Portuguese system. Both lack of language skills and subject knowledge impede educational success and social integration.

The educational reality of the host country is quite different from previous school experience with unknown disciplines and content. The school context which brings cultural and linguistic diversity together offers huge opportunity for cultural sharing and mutual learning and the cultivation of tolerance and respect between people of different backgrounds. It is a place where the multicultural society is a lived and learning experience.

The Action:

The Welcome Class has evolved as a methodology of language learning conceived within a plurilingual and multicultural context. It is an initiative aimed at young immigrants to provide them with extra support and education around learning the Portuguese language. It is based on activities of linguistic immersion and extends beyond language learning to learning about culture and customs.

This is a model of unique educational response in Amadora, Portugal which brings together the reception, integration and learning of the language of schooling with an appreciation of diverse cultural identity and individual knowledge and experience. Welcome Class was initiated and developed in 2010 by two teachers with a group of students from African countries. It has expanded in terms of participant numbers from an initial 13 students in 2010/11 to 49 students in 2015/16.



The Welcome Class represents from the social point of view, a methodology for social integration and from the cultural point of view, a process for growing respect for the other, their values, beliefs and cultural habits.

As an educational initiative, it has the following objectives :

- To expand and support emerging multilingualism in schools.
- To provide learning of Portuguese as a second language.
- To assess individual language proficiency and develop learning plans.
- To form a bridge to wider academic success.
- To reduce academic failure and school leaving.

Flexibility is built into the programme to cater to individual learning needs and circumstances. Students are able to join the class at any time during the year and the length that they participate relates to their own learning needs. The cultural background and the individual personalities and experience are taken into account in order to draw up individual learning plans. Students are able to stay in the class until they have acquired sufficient language skills to function fully in the Portuguese education system. This language learning is intrinsically linked to the language of schooling and subject learning as well as helping students adapt to host countries teaching/learning methodologies.

A priority in the early stages of the learning process is to develop communication skills with a focus on spoken language. The class facilitates conversational interactions- the development of the expressive abilities of the student in listening and speaking including the expression of opinions, feelings and thoughts and the minimisation of ambiguities in discourse. Promoting formal and informal processes for improving oral competence and reinforcing relationships of trust curtails feelings of inferiority and insecurity and helps build confidence and fluency.



In terms of reading and writing, the learning process breaks down the specific context of the Portuguese language with an alphabetical system, graphemes and phonemes. This structure and foundation may be very different to the mother tongues of students. A careful selection of texts to develop reading skills is important in terms of student motivation and quality of learning. This enables a better mastery of the different levels of decoding involved in understanding and appreciating the texts.

The development of writing skills through improving competence in written Portuguese involves learning to express, organise and structure ideas into a coherent and logical order. This improvement of writing skills is of course a competence important to the successful study of all disciplines and not only Portuguese language learning.

The experience of Welcome Class verifies the importance of students' involvement in the construction of knowledge and language learning education process. Welcome class teachers emphasise the importance of including the skills and methodologies associated with multicultural teaching environments in teacher training and continuing education.

Further Information: <http://aedamaia.pt/index.php/projetos/percursos-diferenciados/turma-de-acolhimento>

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5. Teacher language awareness: Lansimäki School, Vantaa (FI)

The Background:

High quality basic education is considered as the right of every child in Finland. The core values of education are wellbeing, the joy of learning and respect for others. In order to create places conducive to learning school staff, students and parents collaborate.

Vantaa is the most multicultural city in Finland. 36,000 of a total population of 219,341 (16.6% of total population) have a mother tongue other than Finnish or Swedish. This is particularly visible within the 42 basic education schools in the city where the number of students with an immigrant background in some schools can be half of all students. The total number of school students is 22,000 of whom 22% study Finnish as a second language. Children from migrant backgrounds receive preparatory education for basic education for up to one year before joining mainstream classes and then may continue to receive special support once in mainstream education. The child will continue to receive Finnish as a second language classes if required. Mother tongue group learning is also available to migrant pupils in addition to the normal curriculum subject to demand and availability of teachers.

The Action:

Lansimäki school is located in Eastern Vantaa and is one of the most multicultural schools in Finland. It has 600 pupils in grades 1 through 9 (ages 7y to 16y) and almost half the students (44%) speak another native language than Finnish- pupils are from diverse backgrounds with 29 different native languages.



It employs a range of staff who are specialised in different elements of education- primary school teachers, subject teachers for secondary level, special needs teachers, preparatory class teachers, Finnish as a second language teachers (S2), teaching assistants and visiting teachers. Additionally, there is a student welfare group. These elements combine to offer general, individual and special support for all pupils.

Cooperation between the different teachers is an essential aspect of the school's daily operations. For example, it is part of normal routine that a class teacher and S2 teacher work together not only during class hours but also when it comes to assessment of students. In addition, the teachers collaborate to plan the social interaction and learning of students so that pupils are grouped in different ways during the day. This supports the development of social skills and encourages different types of encounters between students. Teacher language awareness is an important element of the school's operation. In addition to the specialist S2 teachers the school has adopted a culture of language learning across all subjects with every subject teacher seeing themselves as teacher of the Finnish language.



Lansamaki is well integrated with the local community and pre primary education. It collaborates with a local NGO Hakunila International in organising various events and activities. Hakunila International supports multicultural projects and events and also runs an Immigrants Advice Centre and Youth café.

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6. Learning Spanish Language and Culture, Roquetas de Mar (ES)

Background:

Roquetas de Mar is in Almeria province in southern Spain. It is an area which has experienced incredibly rapid population growth in recent decades, growing from 28,000 inhabitants in 1990 to 96,000 in 2017. This has been stimulated mainly by economic growth in intensive agriculture and tourism. It has a high migrant population- 30% of the permanent resident population- and this population is highly diverse with the main EU migrant population coming from Romania and the main origins of third party migrants from Senegal, Morocco, Mali, Guinea Bissau and Ghana.

The city created the Municipal Office for Immigration in 1997 which leads on migrant integration policy. As a result, intercultural policy is cross-cutting across all policy areas in the municipality. The aim is to ensure closer working between relevant departments with migrant integration as a common goal. The city is very positive about its increasing population diversity, viewing this as an asset. The overarching challenge for Roquetas is to improve the standard of living for the migrant population and to eliminate inequalities between the migrants and residents.

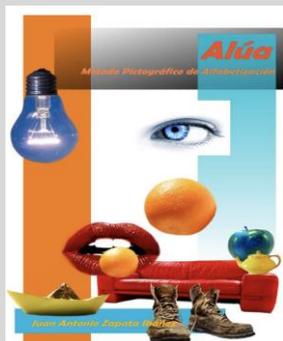
The Action:

The Spanish Language Learning and Culture Programme is a key service delivered by the Municipal Office for immigration. The program started in 1992 and has during this time served over 20,000 migrant students. It is considered very important that this programme is available to all migrants irrespective of their legal status- to qualify for the course migrants need to be resident of the city but this does not require any legal migrant status.

In particular, the target group of this programme is migrants over 18 who are out of the educational system and labour market. It provides an integrated process for cultural and linguistic learning and well-being.

The course runs for 1 year corresponding with the academic year and the cost is kept at a very low rate- currently it is set at 25 EUROS for the year. Course activities are daily for 4-5 hours each day.

Broadly, the programme can be understood as comprising 3 main elements:



-Spanish Language learning- the development of linguistic and literacy ability. In terms of language learning, the program aims to provide all students with an adequate general competence for everyday living however it also accommodates more specific and advanced learning geared towards an individual's work/career. After an initial assessment students are placed in a class to suit their level. The teachers draw from the 'Alua' method- a pictographic way of language learning.

-Understanding society and culture- Learning the basic rules, values, functionality, rights, duties and customs of Spanish society and promoting the values of peaceful co-existence and democracy. Actively finding common links between Spanish culture and those of migrants countries. This includes the celebration of a range of cultural days such as International Women's Day, The Spanish Constitution day, Labour Day etc and sharing food from different cultures.

-Personal development, life skills and career development, such as first aid training, hygiene and health, basic introduction to the labour market, support with job searching, safety and health at work, understanding the housing market and how to rent a home. As a wider aim the course seeks to reduce social isolation and has a programme of social and cultural activities. This involves cultural trips to museums and historic sites.



This programme successfully combines language learning with integration services for migrants. It offers an affordable and accessible route into society and work via language learning, capacity building and skills development and cultural/philosophical understanding.

Further Information: Municipal Office for Immigration https://www.roquetasdemar.es/seccion/oficina-municipalde-inmigracion_355#estadisticas

Contact: Juan Francisco Iborra Rubio juanfrancisco.iborra@aytoroquetas.org

7. Bibliomigra, Turin (IT)

Background:

Turin has historically been a city of immigration and has seen waves of different migrants coming to the city more recently particularly from North African countries. In some areas such as the historic districts of Borgo Dora and Porta Palazzo, the proportion of migrants has been reported to be as high as 50%. It has been undergoing a gradual process of change from an industrial capital to a centre of innovation and culture in Italy.

Turin was among the first cities in Italy to address immigration related issues in a specific manner by adopting a welfare-mix approach and a policy of cooperation with the third sector. However a changing political climate and the recession coupled with the more recent refugee crisis has generated more overt conflicts around immigration in the city and public budgets have been tightened.

Turin is home to a range of local organisations who use the 'street' as a place of intercultural communication and as places of opportunity to develop projects of active citizenship. These grassroots projects have created vital links between Italian residents and immigrant groups. One such project has been Bibliomigra.

The Action:

Bibliomigra is an initiative which began in 2007 developed through a collaboration between arts organisation Associazione Arteria and the municipal library of Turin. The project was originally designed to encourage more active and convivial use of public space and to promote intercultural dialogue.



As a result the idea of a multilingual mobile lending library was developed to circulate thousands of books, newspapers and magazines in 14 languages (including Chinese, Arabic, Albanian, Romanian, Hungarian, Russian, Italian, as well as in the Sicilian and Piedmont dialects) around the city. The library is stocked through donations from Turin library and individual donors. Often donations come from people who have brought back books from holidays overseas. The service is free and anyone can get a 'library card' – identity documents are unnecessary – and books can be loaned for two weeks. This loaning system has established a system built on trust.

The mobile library was initially created through the conversion of a caravan into an eye catching and practical library unit. It has travelled around different public spaces in Turin, creating temporary outdoor reading rooms. It has provided a process for Turin library to target migrant groups taking books and other resources to areas where migrants naturally congregate. The project initially focused on the neighbourhood of Porta Palazzo but after a successful trial another Bibliomigra caravan was developed for another city neighbourhood Borgo San Palo.

Bibliomigra is important for both Italians and immigrant communities and the project goes far beyond one of providing a library service. Those working on the project and accompanying the libraries are involved in mediation, intercultural dialogue, community cohesion and outreach work. The libraries have acted as a catalyst for social interaction bringing together people who may never have met. Multicultural events are programmed with the library animating public spaces and providing opportunities for sharing.

In the face of municipal budget cuts, Bibliomigra was able to continue thanks to the efforts of volunteers who have kept the service going. However budget cuts have meant that the service has reduced in scale with cuts to the frequency of operation.

Further information:

Associazione Arteria <http://www.associazionearteria.it/>

A video about the project (in Italian) can be found here <https://www.youtube.com/watch?v=FPOj-88eDko>

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9. SchlaU School, Munich (DE)

Background:

While education is a national policy area in Germany, no nationwide laws exist to regulate the schooling of refugee children. Each state has its own policies for admission numbers, teacher training and language training as well as the process for integrating young refugees into education and how long they are required to attend school, if at all. Therefore individual states vary in terms of how education is accessed and what sort of educational programmes are available, creating different gaps in service provision.

In Bavaria an interesting response to the challenge of refugee education and potential gap in service provision has developed through the SchlaU School. This school was founded with the belief that a special institution was necessary to support young refugees participate and progress in education. While initially starting in Munich the methodology and service is spreading to other parts of Bavaria. The municipality of Munich recognizes the right of every underage refugee to attend school and has made school attendance part of the settlement services offered to young refugees on arrival.

The Action:

The SchlaU (Smart) School was set up in Munich in 2000 by the association Tragerkreis Junge Flüchtlinge e.V whose aim is to support young refugees to exercise their right to an education and become part of society.

In 2004 it was recognised by the Bavarian Ministry of Culture as a state approved supplementary school.



The school was originally set up to address a gap in Germany's asylum system which prevented young refugees over the age of 16 from attending local schools, denying them the right to education and effectively excluding them from an essential step in the settlement process. It has developed into an educational service and community for refugee youth and unaccompanied young asylum seekers between 16 and 25.

The methodology followed within the school is a learner-centred approach which has resulted in a modular class system and flexible learning programmes catered to individual needs. Courses are structured to be the equivalent of those offered in mainstream state education combined with special language training and students follow the courses which are of priority for them. SchlaU-Schule's primary goal is to prepare students for the basic state school exam which enables them to qualify for higher education and vocational training or sets them on course towards a professional career.

Classes are kept small with a maximum of 16 students and there is the capacity for teachers and social workers to work one-to-one with students. The school has developed its own educational materials and resources tailored to the needs of refugee youth. This involves making the materials relevant to the student's background and reality, which are sensitive to their life backgrounds. The school also pays attention to the socialisation and peer-to-peer social interaction needs of students and runs a programme of extra-curricular activities supported by a team of local volunteers.

The education programme is delivered in an accelerated time frame with 96 % of students graduating within 2 years which normally takes 9 years of schooling in mainstream education. SchlaU students also outperform their native peers, with better grades on their exams than average Germans.

In addition to the school lessons, students receive intensive individual support including legal assistance and social, pedagogic and psychological support. The institution has a significance way beyond that of a school, giving students a stable supportive base to recover from trauma and massive disruption into adulthood in a new home and culture.

The school supports students in the transition from education to work. Through the program "SchlaU Übergangs Schule-Beruf", former students are provided with follow-up care during their education or after attending a secondary school. All students complete a 2 week internship during their final year and students

are connected to training opportunities, apprenticeships and employers. They can also receive mentorship through pro bono business partners. As a result, it has been found that the drop out rate from vocational training of ex-SchlaU school students is much lower than that of native born Germans.



In order to share and spread the learning that has been gained through the SchlaU School experience the SchlaU Workshop for Migration Education was founded in January 2016.

Further Information: <http://www.schlaU-schule.de/>

See <http://www.schlaU-werkstatt.de/> for more information about teaching methodology and teaching resources.

Contact: secretariat@schlaU-schule.de

9. Intercultural Coordinators for Schools, Hamburg (DE)

Background:

Every second student in Hamburg has a migration background however there is still a high level of inequality within education. Students with migration backgrounds are underrepresented in higher education and over-represented in low achieving schools. Good practice has shown the benefits of schools that are more open and embracing of interculturality. Proactive intercultural practice in schools is shown to improve the school environment, atmosphere and results. In order to approach this on a systematic level, in Hamburg it was recognised that schools needed highly trained staff with intercultural knowledge and skills.

The Action:

The Department of Intercultural Education in the Hamburg Teacher Training Institute has developed a number of initiatives to further intercultural learning such as counselling in intercultural issues and questions; the publishing of learning materials; and provision of short-term seminars in intercultural education for teachers. However it was recognised that a systematic and longer-term intercultural qualification would be of great benefit as despite previous efforts, schools were still struggling in terms of their accessibility to young people of diverse cultural backgrounds.

Therefore, in 2012 the Institute introduced a new qualification 'Intercultural Coordinator' which entails 80 hours of learning. This course contains the following main focus elements:

-Intercultural sensitivity and eliminating bias. This involves identifying personal prejudices and eliminating cultural bias. There is a strong emphasis on biographical work incorporating an awareness of any personal discriminating attitudes and developing alternatives, and reflection on privilege and discrimination and their impacts in society and schools.

-Intercultural school development. This breaks down into **curriculum**- exploring how the competences of all students can be developed, including for example the world knowledge and bilingualism of migrant students without 'culturising' students; **organisation**- cultivating a welcoming culture, establishing good cooperation between parents and the school, cooperating with partners outside of the school system and implementing diversity in school code and processes; and **staff**- including the recruitment of staff with intercultural experience and staff with migration backgrounds.

-Change management. This includes carrying out intercultural quality checks and monitoring progress; formulating SMART aims and indicators of success; identifying stakeholders and their different roles; finding allies; initiating and managing projects; coaching, supervision and peer counselling.



The Institute recommends that schools support teachers to realise this qualification within their work time which is also connected to a better salary when completed. Evaluation so far of the qualification has shown that in practice this qualification is raising the motivation and activity of schools to take a more systemic approach to intercultural learning and development. Examples of this training being put into everyday school practice are the integration of religious holidays into the students school diaries, the use of simple, clear language when communicating with parents, and the establishment of multilingual cafes for parents to meet.

Further Information:

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Section Three: Additional Resources

This section provides access to additional background reports and also other case studies relating to the theme of Education Services.

- Current migration situation in the EU: Education, FRA 2017
- Migrants in Europe, A statistical portrait of the first and second generation, 2011 edition
- Council of Europe Commissioner for Human Rights, (2016), Time for Europe to get migrant integration right, Issue Paper.
- European Commission (2016) Integrating refugees and migrants through education. Building bridges within divided societies, Lifelong Learning Platform.
- Facing 2020: Developing a New European Agenda for Immigration and Asylum Policy
- Fighting school segregation in Europe through inclusive education: a position paper Council of Europe Commissioner on Human Rights 2017
- Migrant Education and Community Inclusion (feb 2015): Sirius Network Policy Brief
- Good practice in relation to migration and education <http://citiesofmigration.ca/good-ideas-in-integration/learn/>
- Inclusion of refugees through non-formal education – Nordic best practice (2017), Kajsa Wiktorin

Section Four: Workshop materials

This section provides access to the workshop material:

The [agenda](#) of the workshop

Presentations of [Case Studies](#)

Some [photo's](#) on our Facebook album.

This report has been produced by Haroon Saad (lead expert) and Ruth Essex (support expert) for the Arrival Cities Network.

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