



Language
Environment
Inclusion

LEI ENVIRONMENT: GUIDING CRITERIA AND BEST PRACTICE

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INTRODUCTION

LEI - Environment

With the recent migratory phenomena reducing educational inequalities in the population continues to represent a major challenge for the different education systems, although the pressure of numbers and the complexity of the situation is totally uneven across countries participating in the LEI project;

We recognize that the different educational systems despite the measures that are being implemented continue to demonstrate difficulties in dealing with the presence of students with a migrant background and especially with the problems that these students face of linguistic, social and cultural adaptation, often associated with other disadvantage factors;

We recognize that the availability of resources and the way they are mobilized and organized is a crucial factor in promoting the quality of learning. In order to achieve equity a positive attitude and more collaborative, win-win relationship must be ensured by schools and all the stakeholders that can contribute to better academic performances and more community's well-being;

We also recognize that schools must act proactively to allow for more interactions and more positive relationships to develop new and innovative ways to engage communities, promote better and effective communication within all actors and develop teaching and holistic and multidisciplinary learning approaches, through teacher collaboration, through the development of reflective practice and mainly through student active participation;

Considering that everyone belongs to multiple groups, and the intersection of group membership within individuals is growing, it is highly recommended that education leaders at different levels, and teachers provide conditions to attract students that fill with dropout profile (disenchantment with school, lack of support at home, negative learning experiences and having to repeat years because of poor performance) with teaching approaches that take into account their knowledge and the skills developed

out of school, giving them growing responsibilities in activities in which they feel more comfortable with and easily achieve success;

We also noted that it is predominant the teaching work in an individual logic, formatted by a bureaucratic and administrative network that not consider individual needs built from decision centers, crossing school leaders with formal relationships. LEI tools should invite school leaders and teachers, to work towards a common understanding of the school as a learning organization;

Considering that motivation is a key factor for a learning environment and the big challenge teachers have to face when they have to develop their own motivation and they have to motivate students that devalue the school as a source of access to knowledge, it is highly recommended that school leaders value teachers efforts and improve teachers perceptions about the usefulness of their work, encourage them to be more confident by giving them opportunities to share their expertise and experience more systematically;

Burnout can be avoided when school leaders support their teachers giving conditions to share their concerns about their working conditions (recruitment methods, teachers careers and salaries progression, the teacher's role valorization, number of students per class, curricula, specialists support) that function as work disengagement;

In this context, the autonomy of schools and their capacity to generate differentiated and specific responses according to local contexts is not yet a common situation and despite the different measures and practices reviewed in all the countries, it is still under discussion;

With regard to improve the opportunities, achievement and school careers of migrant and native students, the education system should be encouraged to be more inclusive and less selective. The skills youth acquire at school are not taught as they should and mainly with LEI beneficiaries they must be inspired to discover the relevance and importance of school to prepare them for a career;

In spite of this context there are practices and schools that manage to overcome structural and social constraints, the latter associated with the origin of the students and are distinguished by adding value to the learning and the results they show;

Good practices are still not consistently reflected in operations on the ground. We note the need to that. Local and regional processes of sharing and networking being established, leading to their dissemination are essential. Inclusive schools depend on the ability of a wide range of actors working together to improve a successful learning environment;

We note that the results of educational processes are multifactorial but the social and local contexts play a role-based, so it is recommended that its analysis and monitoring should be an ongoing process to find answers in real time to the new challenges that societies are facing.

The International Legal Framework

We stress the importance of the recognized legal safeguards with regard to minors such as the UN Convention on the Rights of the Child, other international instruments which also give rights to children and young people, all national legislation to set out that Education is a human right.

States, therefore, have an obligation to respect, protect and fulfill the right of all learners to education (UNESCO, 2014). This includes, for example:

Article 26 of the Universal Declaration of Human Rights (1948);

The Convention relating to the Status of Refugees (1951);

The International Covenant on Economic, Social and Cultural Rights (1960);

The Convention against Discrimination in Education (1960);

The Convention No. 138 of the International Labor Organization (1973)

The Convention on the Elimination of All Forms of Discrimination against Women (1979);

The Convention on the Rights of the Child (1989);

The Riyadh Guidelines (1990);

The Rules for the Protection of Juveniles Deprived of their Liberty (1990)

The Hague Adoption Convention (1993)

The Rome Statute of the International Criminal Court (1998)

The UN Convention on the Rights of Persons with Disabilities (2006);

The UN General Assembly Resolution on the Right to Education in Emergency Situations (2015)

The Education 2030 Incheon Declaration and Framework for Action. Paris, UNESCO.

Scope and Methodology

For a long time, OECD is calling the attention of political leaders to equity and fairness in education supported with literature review in different subjects. All the recommendations have been done as an outcome of comparative studies, illustrated with inspiring practices implemented in the field.

The analysis conducted through OECD publications followed the dimensions that we found as relevant from the information collected on the countries Bana Reports and the final IO 1 product, the Comparative Bana Report. And it is also in line with Roberto Carneiro's vision that Intercultural Education should encompass a variety of dimensions and tools, such as correct school-society interaction; governance of schools; teaching-learning languages; teaching methods; teacher training; the curriculum; teaching materials. On the other hand, the analysis of the practices already implemented allowed us to find the common thread, which simultaneously acts as a link between the elements we have highlighted above.

- **School life/ engagement**

According to OECD, one of the greatest challenges of today's communities is the integration of those who are on the margins of society, those do not feel like an integral part of the school, and whose learning difficulties hamper their self-confidence.¹ In this sense, school authorities should make education systems more comprehensive and less selective in order to improve the opportunities, achievement, and careers of migrant and native students.

In line with OECD studies, the term "engagement" refers to the degree to which students identify and value outcomes and participate in school activities, both within and outside of school. This concept comprises a psychological component that relates to the sense

¹ Kools, M., & Stoll, L. (2016). What Makes a School a Learning Organization? In OCDE, OECD Education Working Papers. Paris: OCDE Publishing. Pg. 2

of belonging of each student in relation to the school, and a behavioral component related to student participation in school activities (Finn, 1989, 1993; Goodenow and Grady, 1993; Voelkl, 1995, 1996, Wehlage et al., 1989).²

Thus, school success and effective integration depend on a number of factors, such as:

- the early entry of children into school and earlier involvement of parents in the academic journey;
- the quality of teaching that involves: cooperation between teachers; teachers' expectations; teachers' expectations regarding students' achievements: the academic and emotional support; discipline; adequate facilities; disaggregation of schools and classes where there is a greater concentration of minority students, joining them with better performing peers and higher vocational aspirations.^{3/4}

Inspiring Practices

- A system of signalling students' risk; a model of training / empowerment of students, with functional analysis, personalized intervention plan and intervention techniques - covering family, school and territorial surroundings;
- A boarding school supported learning environment and the holistic pedagogical approach to personal development;
- The team of supervisors consists of social educators, psychologists and boarding school educators;
- Support concrete collaborations through the definition of objectives, areas of intervention, phases and places of realization, human and material resources to be used, definition of results expected;
- To facilitate that participants can live new experiences, improve their self-esteem and their personal and social development, taking the mentor as a role model, by trusting in him or her they can generate new opportunities and future educational expectations.

Source: EPIS (Portugal); Fit For Germany (Germany); In-Contro (Italy); Projecte Rossinyol (Spain)

² Willms, J. D. (2003). Student Engagement at School - A Sense of Belonging and Participation. OCDE., Pg. 8

³ Odile, Q. (2008). EDUCATION AND MIGRATION - strategies for integrating migrant children in European schools and societies - A synthesis of research findings for policy-makers. Brussels: European Commission.

⁴ Ibid

- **Decision making**

As stated on OECD documents countries seek to adapt their education systems to the current needs. Several are headed towards decentralization, making schools more autonomous in decision-making in the regions /local problems and holding the regions by accountable as student outcomes.

The need to improve overall student performance while serving more diverse populations of students requires the adoption of the new teaching practices directly related to the current reality and a practical application to real life which implies the need to readjust the programs, selecting, for example, thematic priorities.⁵

In this sense, the OECD recommends the promotion by education local authorities and municipalities, the creation of mediating organizations with the aim of developing the learning competencies for the dissemination and development of education practices, sharing of knowledge, innovation, creativity, and leadership. The intention is not creating a new bureaucracy, but to facilitate relationships between schools so that they can collaborate for the good of all students.⁶

According to the authors, the sharing of skills, knowledge, and experiences allows to achieve richer and more sustainable opportunities for transformation, that provided by isolated institutions would not be possible. However, in order to achieve these opportunities, more freedom in leadership is needed from schools.

⁵Pont, B., Nusche, D., Moorman, H., Gouby, J., & Copeland, S. (2008). Improving School Leadership activity. Paris: OCDE., Pg. 2

⁶ Ibid

Inspiring Practice

- Teachers found that collaborating with their colleagues and with students has led them to think in new ways about how to respond best to learner diversity;
- Intercultural Mediation in Public Services Project - aimed to develop an intervention model based upon the principle of intercultural mediation in municipal territories, through intercultural mediation teams; as well as to improve the quality of life of communities, promoting new and transforming relationships towards intercultural coexistence, contributing to local development and social cohesion;
- Municipal Roma Mediators to provide Roma inclusion related services, guaranteeing the establishment of a close relationship between local services, organizations and local Roma communities;
- The individual consultation and support, versatile day structure orientated to individual support needs, motivating learning and competence training, organization of consultation hours at schools, individual and group offers (job-oriented offers, culture and theatre workshop, learning groups, ...);
- “Mediators for school success”. It is an intervention program focused on empowering adolescents (12-18 years old);
- Mentoring programme for people who are aged 16 to 24 who are not in employment, education or training. It does not have much class-room activity. Each participant is allocated a personal mentor who works with the young people and is flexible to their changing needs.

Source: Portugal BANA Report; EPIS (Portugal); CO-MENT (NI)

- **Teacher education and training**

All countries seek to improve their education system and respond better to social and economic outcomes. The quality of teaching is generally recognized as one of the key indicators for positive educational purposes for students. Having good career prospects can be an important factor in helping teachers stay motivated throughout their careers and stay encouraged to develop skills to follow the evolution of the educational environment.

In addition, to support for interpersonal relations and personal matters, teachers may also receive support for developing and improving their professional practice. This support refers to the specific guidance and help that teachers may receive to develop particular skills or deal with specific challenges. This support is provided outside the school by pedagogical/education training institutes (Germany, Spain). In Portugal, the service is organized at school level provided for a cluster of schools. In Northern Ireland by school heads. In Spain, the Guidance Teams are multidisciplinary services supporting

the development of teachers' professional competencies to deal with diversity and general learning difficulties in primary education. Secondary schools usually have their own guidance departments. Educational resources are also made available on the websites of the National Institute of Educational Technologies and Teacher Training and the National Centre for Educational Innovation and Research. Several Autonomous Communities have also developed their own portals with online resource centers and teacher networks. In Italy, top-level regulations provide for peer support in schools and school networks, which can be provided by professional specialists, qualified teachers, and school heads. The three-year National Plan for Digital Education (Piano Nazionale Scuola Digitale), which aims to improve the digital competencies of teachers and pupils, promotes the role of 'digital animators' in schools.

In 2014, the Council also encouraged European countries to promote the development of comprehensive professional competence frameworks for teachers. The teacher competence frameworks list the competence areas but do not provide further detail on what they entail. This is the case in Spain and Italy where only areas of competence are specified. In the case of Portugal, Germany and Northern Ireland areas of competence are specified with defined knowledge and skills.⁷

The growing heterogeneity of students cannot be seen as an obstacle or transformed into regret but rather as an opportunity for teachers upgrade themselves to learn and explore unknown approaches appropriated to the learners concerned, to actualize advances in their domain, to understand the best practices which can be used as references in the different domains of learning. As an example, to facilitate the understanding how a country practice can inspire teacher's reflection, the Portuguese government invested in the teacher profile and content of a new discipline Citizenship and Development for schools, creating and supporting learning environments that respect diversity. The description of this profile is a good tool to identify teachers' learning needs.

⁷ European Commission/ EACEA/ Eurydice (2018), *Teaching Careers In Europe: Access, Progression And Support, Eurydice Report*, Publications Office of the European Union

Inspiring Practices

Profile of teacher Citizenship and Development

- Know how to identify and respect the cultural differences of students and the rest of the educational community;
- Create learning situations for students to develop critical thinking, collaborative work and problem solving;
- Promote learning situations in articulation with the community;
- Have experience in team coordination and organizational capacity;
- Attend / have attended training courses on Citizenship Education;
- Have work skills in project methodology;
- Possessing skills in the use of technological means;
- To establish and maintain empathic relationships with students;
- Feeling motivated to perform the task, without higher imposition;
- Be recognized by the class council as the appropriate teacher to coordinate the respective class's Citizenship and Development.

Source: Portugal

- **Curricula**

Cultivating professional practices that allow teachers and students to exercise autonomy and flexibility takes time. Because of this, they should be seen as long-term measures that future governments must be strongly encouraged to commit to maintaining what the OECD argues.

The joint report from Sirius and Migration Policy Group⁸ confirm teachers' opinion that cultural and linguistic diverse classrooms requires special skills among teaching staff and school leaders such as strong interpersonal skills (many are centered around communication, such as listening, questioning and understanding body language) but also associated with teachers emotional intelligence like persistence and resilience, curiosity about students background and motivation, availability to change and experiment strategies and methodologies. According to Esteves⁹ "a professionally

⁸ Degler, E. (2011). Teacher training and professional capacity - Lifelong Learning Programme - Call for proposals. European Parliament and of the Council.

⁹ Esteves, M. (n.d.). A diferenciação pedagógica e a formação de professores. II Congresso Internacional de Direitos Humanos e escola inclusiva: Múltiplos olhares.

committed teacher, researcher of his/her working context, active, able to work in teams (...) briefly an authentically reflective teacher”.

In Portugal, the Portuguese program for autonomy and flexibility in curricula (PAFC), currently in pilot phase in more than 200 schools in the country, reveals that "by using schools as a model, others will be encouraged to be innovative and the authorities will also be encouraged to resist temptation to standardize," the report said. According to the same report, the teachers of the schools used as a model, revealed that the pilot project allowed them to learn and improve their teaching practices, through reflection on the design of school curricula, and the opportunity to work materials in a perspective of collaboration with friends.

The pilot project has the potential to increase equity and inclusion and to reduce retention rates and early school leavers. For example, one of the schools visited by the OECD stated that without curricular flexibility a student who chokes may have to repeat exactly the same subject in two consecutive years, but with flexibility this student has the opportunity to learn new subjects in new ways, more personalized and in a more successful way. On the other hand, students point out that this is a form of learning less "deregister" on the sides of teachers and closer to the autonomous learning that is expected of them when they become university students.¹⁰

¹⁰ Chung, C., Hannon, V., Waslander, S., Taguma, M., & Barteit, L. (2018). Curriculum Flexibility and Autonomy - an OCDE Review. Portugal: OCDE.

Inspiring Practices

- The REEI Program - Network of Schools for Intercultural Education is a joint initiative of the High Commission for Migration, I.P. (ACM, I.P.), from the Ministry of Education through the Directorate General of Education (DGE) and the Aga Khan Foundation (AKF). It is proposed to establish a network of public educational and teaching establishments (non-grouped schools / schools) and private and cooperative schools, involved in the transformation of the school, its organization and its pedagogical approach, aiming at interculturality.
 - REEI seeks to encourage interaction and rapprochement among all, in the school community and in the educational community, as well as to ensure that the curriculum, practices and organizational culture value diversity. Since diversity is a fact, the school recognizes and values it as a wealth to promote inclusive education that leads to the development of each one's identity, to dialogue, to interaction, to encounter with others, to the constructive analysis of diversity and to educational success. The school considers Intercultural Education as an educational process under its responsibility.
- In Peace Education, the goals are three-fold. First is the building of awareness on the realities, roots and consequences of violence, and the building of awareness on the roots of peace. Second is the building of concern and the development of the values of empathy, compassion, hope and social responsibility. In 2003, Harris and Morrison call it the development of moral sensitivity culminating in the building of the capacity of learners to care for others. Third is the call to action beginning with the resolve to change personal mindsets and attitudes and doing something concrete about situations of violence.

Source: Portugal

- **Languages of instruction**

According to OECD studies language is crucial to supporting children's performance in the education system. Most EU countries implement specific language training in their education systems. The OECD emphasizes the need for additional language classes using PISA exams to compare the performance of immigrant children with those of the established population.

Therefore, specific practices that are most effective include early intervention in the language, integration of language and content learning, description of procedures and assessment criteria in the national language and in English or another widely spoken

language¹¹, the involvement of evaluation of individual needs and teacher training (OECD 2010).¹²

Finally, research has also shown that programs that delay the incorporation of immigrant children in the regular course until they can administer the language are not effective and can lead to stigmatization (Karsten, 2006). In other words, this is a measure that should be discouraged. However, the existence of transition groups, classes where language learning is the essence, combined with regular education, clearly underlined the positive effect on the performance of immigrant children (Heckmann, 2008).¹³

Inspiring Practices

- An educational service, aimed at foreign students who are enrolled in a compulsory education stage, and who show specific educational needs associated with the lack of knowledge of the (...) language. (...) it is contemplated to facilitate the access of students to fundamental cultural and social aspects, which will help them in the process of integration in the social and educational environment.
- Free (...) language courses available for immigrants. Face to face classes, communicative approach (...) These courses are promoted by public institutions and take place in public schools;
- The aim of covering the shortcomings of the existing program at the national level and to follow an Individual Plan of Activities that is based on three pillars: Learning of the language; Orientation, training and job placement; Discovery of their environment through the establishment of social bonds;
- To offer language development opportunities to participants in the form of conversation classes and (...) classes to help advance spoken levels to intermediate levels. An outcome from this will be to sign post or refer to higher level (...) development programmes available through local colleges or ESF funded projects;
- Education for Adults – to enrol in the (...) language literacy and learning paths;
- Platform Online - assumes itself as an online tool that allows the user to learn and enrich (...) vocabulary, as well as acquire the knowledge of (...) grammar in the context of the language use;
- Telephone Translation Service offers a database of 58 translators that fluently speak, besides (...), one or more languages;

Source: Programa Català del Refugi (Spain) ; Portugal BANA Report ; SPEAK BANA Report (NI) ;Italy BANA Report

¹¹Transparency and Information Provision. (2018, 01 10). Retrieved from ENIC-NARIC: <http://www.ear.enic-naric.net/emanual/Chapter2/Recommendation.aspx>

¹² Essomba, M. À., Tarrés, A., & Guillén, N. F. (2017). Research for Cult Committee - Migrant Education: Monitoring and Assessment. Brussels: European Union.

¹³ Ibid

- **Teaching methods**

Teachers have a variety of teaching strategies at their disposal. Some of these can be classified as "traditional" or "modern" methods (Bietenbeck, 2014, Schwerdt et al, 2001, Schoenfeld, 1987, 1992 and Stein 2008).

According to studies published by the OECD, well-structured and dynamic quality classes can be considered as inspiring and challenging practices for students, while teacher-centered classes (teacher-centered instruction) can leave students with a more passive attitude because these strategies are associated with greater discipline in the classroom.

Student-centered teaching methods, on the other hand, aim to give students a more active role in classroom processes (Deboer, 2002; Felder and Brent, 1996). According to the OECD, students should work in small groups to find joint solutions to problems or tasks, assigning projects or homework that require at least a week, giving students a role in planning activities and topics in the classroom and / or assigning different tasks to students, requiring students to reflect and share with their colleagues the process by which they were addressed, for example, math problems addressed in class, require students to apply what they have learned to new contexts, provide informative and encouraging feedback for better student performance (Hattie and Timperley, 2007; Black and William, 1998) these are inspiring teaching practices. These types of practices may allow for more informal exchanges between teachers and students, and between students themselves (e.g. cooperative learning), compared to the more formal relationships engendered by traditional approaches, and moreover allow teachers to use the greater part of their time teaching, rather than controlling disruptive behavior (Creers and Kyriakides, 2008, Harris and Chrispeels, 2006, Hopkins, 2005, Scheerens and Bosker, 1997).¹⁴

¹⁴ Echazarra, A. e. (2016). How teachers teach and students learn: Successful strategies for school", OECD Education Working Papers, No. 130. Paris: OECD Publishing.

Inspiring Practices

- Involved trios of teachers supporting one another in analysing how to make their lessons more inclusive. The findings from these activities have led teachers to explore how students could be partners in education, and participate in planning and, sometimes, teaching lessons;
- Whole Approach - Peer learning: In-school training to develop and promote a culture of peer-to-peer learning (among teachers, but also with pupils) and peer observation is essential. Peer supervision could also be encouraged, both within the school and in cooperation with other schools; schools of various types and levels should serve as resource for each other through school networks whereby schools can work and learn from each other. IT tools and collaborative platforms such as eTwinning can be very effective to support these forms of cooperation;
- Edmodo "OECD Teacher Community";
- A language class gives the opportunity to tell stories. You can discuss something that has happened in the third person, or use puppets and drama. These techniques allow people to tell their stories and describe emotions without feeling as vulnerable;
- Teacher's Guide to Inclusive Education.

- **Student interaction**

Constructive peer relationships are essential for a healthy and productive school (Johnson, 1981). Students who feel secure and appreciated by peers tend to have higher learning capacities, better academic performance, and greater motivation for school (Cohen et al., 2009; Sánchez, Colón and Esparza, 2005). Strong and rewarding peer relationships are particularly important for teens, as they spend relatively more time with friends and less time with their parents. (McElhaney, Antonishak and Allen, 2008).

According to OECD studies, these relationships should be particularly relevant for the assessment of collaborative and interpersonal skills, particularly in problem-solving. On the other hand, the more solitary and intimidated students may, therefore, be at a disadvantage as they have fewer opportunities to develop these collaborative skills.¹⁵

Studies also point out that more instructional time may allow for more interaction and more positive relationships between teachers and students, benefiting academic performance. In this sense, school authorities and school boards should collaborate, encourage and coordinate out-of-school activities guided by voluntary associations,

¹⁵ OCDE. (2017). PISA 2015 Results (Volume V) COLLABORATIVE PROBLEM SOLVING, PISA. Paris: OCDE Publishing.

social service organizations, migrant associations, and municipalities, thus ensuring that learning is social, collaborative and that goes encounter the motivations and emotions of the students.^{16 / 17}

Inspiring Practice

- Participatory education means allowing learners to inquire, share and collaborate. It allows learners to engage in dialogue with the teacher or with their co-learners. The practice of articulating and listening to diverse points of view is an important exercise in broadening perspectives. Such a skill is necessary in a world where many conflicts remain unresolved because of peoples' refusal to hear one another;
- Pelz 's activities examples: Student Led Discussions; Students Find and Discuss Web Resources; Students Help Each Other Learn (Peer Assistance); Students Grade Their Own Homework Assignments; Case Study Analysis;
- Living Library (Desincoop and Escola Francisco de Holanda)
- Time To Be Welcome
- Caritas Learncafés
- "Orçamento Participativo Jovem Portugal". Young people aged 14 to 30 were able to present proposals and vote on the finalists in the first year of implementation (2017).
- Parliament Program Of Young People - is an initiative of the Portuguese Parliament aimed at young people in the 2nd and 3rd cycles of basic and secondary education, public, private and cooperative schools of the Continent, the Autonomous Regions and the circles of Europe and outside Europe.
- The European Youth Parliament - non-formal educational project since 1987, supports the development of young people into political awareness and to be responsible citizens by involving them in European political thinking and promoting intercultural understanding.

- **Learning materials**

Specialists recommend the use of multiple teaching aids to achieve common learning outcomes for diverse learners. One variant of this idea that emphasizes and addresses intellectual diversity is differentiated instruction. This strategy is based on the notion that learners learn in many different ways and at different rates, and that learning styles are strongly influenced by cultural socialization and previous experiences.

According to the OECD, different societies and cultures develop their own assumptions about the nature of knowledge and forms of learning. However, it can become

¹⁶ Odile, Q. (2008). EDUCATION AND MIGRATION - strategies for integrating migrant children in European schools and societies - A synthesis of research findings for policy-makers. Brussels: European Commission.

¹⁷ Kools, M., & Stoll, L. (2016). What Makes a School a Learning Organization? In OCDE, OECD Education Working Papers. Paris: OCDE Publishing.

problematic when students are taught by teachers of the dominant culture who do not understand, value or accommodate their different types of "cultural capital". When teaching styles are compatible with students learning styles, student performance increases.

According to the OECD study, the first step in making materials more accessible to all students is to begin with the assessment of learning styles earlier in the year which in turn accommodate different learning styles of various students in a way that affirms their previous skills and make the new material easier to master. Initially, a questionnaire can be used to assess learning preferences. Such questionnaires will help students self-assess their preferred learning styles and, as an added benefit, will usually also provide tips on how best to attend to different learning styles. It is also helpful to evaluate your own learning preferences as they necessarily influence the teaching style of each teacher.

The study also refers to the fact that tradition and culture generally influence learners' preference for learning and therefore it is important not to over-generalize, as there will always be divergences within diversity. In this sense, the OECD recommends the varied use of strategies to ensure that all students benefit from the teaching provided by teachers,¹⁸ such as the integration of elements and symbols of migrants' culture of origin into school life, textbooks and other materials school children with the goal of empowering the self-image and self-esteem of young migrants, which will therefore promote school success and will help pave the way for crossing cultural boundaries or constructing contexts in which pupils can share their own cultural experiences.¹⁹

¹⁸ OCDE. (n.d.). EUCERI. Retrieved from OCDE - Better Policy's for Better Lives: <http://www.oecd.org/education/cei/toolkitonteachingfordiversity>

howtomakematerialmoreaccessibletoallstudentsbyincludingdifferentkindsofthinkingandknowingintheclassroom.htm

¹⁹ Odile, Q. (2008). EDUCATION AND MIGRATION - strategies for integrating migrant children in European schools and societies - A synthesis of research findings for policy-makers. Brussels: European Commission.

Inspiring Practices

- School Education Gateway (SEG) - Presented in 23 European languages the School Education Gateway is an online platform for teachers, schools, policy makers and other stakeholders. It presents European education policy developments together with news, expert articles, examples of good practices and additional resources for teachers and school leaders. Resources and articles relevant to the teaching and learning of students with a migrant background are available by searching on the SEG homepage.
- Gamification is most likely to be successful in those countries that have high internet penetration or are comfortable spending considerable funds on education.

Source: World Government Summit & Oxford Analytica. (2016). Gamification and the Future of the Education. United Kingdom: Oxford Analytica.; School Education Gateway

GUIDELINES

Andreas Schleicher summarizes the today's challenge in the way of teaching that it should be "student-centred", more "integrated", more "collaborative" and "participatory" and based on the experiences of each student, working not only cognitive skills, but emotional and social skills.

Several countries adopted Guidelines with the main purpose of ensuring that students have the understanding, skills and opportunities to contribute to welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging.

Taking into account that all international tools LEI partners affirm their commitment to contribute to promote safe and supportive school environments for all students including in all the intellectual outputs two main principles: the diversity promotion to prevent discrimination of any kind and equity promotion.

The issues associated with the perceptions about migrants are different from country to country and according to some surveys, some are more linked with the crime perception than the impact on the welfare system or the labour market. Some of our countries before the economic crisis had a peaceful cohabitation with migrants that reached Europe, most of them for economic reasons.

In the countries involved on LEI project (Portugal, Spain, Italy, Northern Ireland, Germany) the unemployment rate is gradually falling down, employment within the scope of the social security system keeps rising and labor demand is still high. But the rates, particularly among the young and long-term unemployed, are still high which means loss of skills and poverty due to the lack of quality jobs they can find in a so competitive and growing economy. This current context requires careful attention to some of the variables that influence the frequency of compulsory schooling. LEI tools are designed to assist in gathering information to allow teachers/trainers and other staff to achieve the ambitious goal for inclusive and equitable quality education and lifelong learning opportunities for all.²⁰

The elements that stood out the analysis of BANA Report and contributions from partners are five: leadership, partnership, engagement, resources, and communication. All of them are fundamental but there is one that empowers everything else that is the effective communication between the main protagonists in a learning environment. The complexity of our societies is a permanent challenge and our task is to find realistic and practical solutions that can be supported and possible to sustain in a long-term with the available resources and all that can be mobilized through our action. The innovation in this sense happens when all the available information is used with flexibility and commitment in favor of the results that we propose to achieve. Considering these elements, it is possible to construct a good practice ensuring in each of the LEI products the means to enable teachers and technicians with responsibility in the integration to communicate effectively through knowledge, development of new competencies and attitudes.

Effective communication

Communication is a key element to build capacity at all levels but also requires training of specific themes centered on developing communication skills according to the profile, role, and needs of educational and social actors. Including communication skills development in school curricula do not automatically lead to developing those skills. To achieve this goal the training programs should include a set of techniques (role play,

²⁰ Sustainable Development Goal (SDG) 4

simulated practice sessions, observation, and group work) that allow participants to put themselves in a situation and reflect, with a supervisor teacher or some coach support.

Courses for teaching communication skills can also be delivered using various electronic means, such as teleconferencing, distance learning, telephone discussion, e-mail, and a global network of computers. Electronic learning is useful to extend the class discussion beyond the limited time and place of the classroom and helps facilitators provide each participant with feedback privately.

Communication is a key element to face the lack of connections within the local communities. It is important to ensure effective communication among various stakeholders in countries where various laws and sectors regulate certain population groups. When communication is effective, it is possible to build a legislative framework that will unite available resources around the single purpose of creating a more inclusive and equitable system of education.

GUIDELINE 1 - Communicating more effectively families - Improve communication with parents/ Engage parents

Parents have the responsibility to ensure that their children attend compulsory education. They cannot deny their children access to education, this assumption is true to native families, migrant families or refugees/asylum seekers in the last case, according to their current law situation. Many parents and other relatives do not feel able to support their children's schooling, which often adds to the lack of time due to the professional obligations of families. The result is the growing resignation of their responsibilities and consequent delegation of family responsibilities in schools. Several measures were already implemented to engage families in different countries, since this situation crosses very different societies and contexts. For this reason, it is highly recommended that they should be suggested to schools and other stakeholders acting in families support.

Inspiring Practices

- Before school starts, teachers should send a letter of introduction to student's families introducing themselves and welcoming them to their class explaining briefly their experience, teaching philosophy and expectations regarding students and parents' engagements. This is the best moment to explain how the communication will flow, the days they are open to receive families (face to face meetings, activities days, open weeks) the tools to be used (email, newsletters, social media (blogs, websites, Facebook, twitter pages...)).
- Regarding expectations it is also recommended that teachers give confidence to students' parents, that communication will be about academic performance, which means not only about negative but also positive achievements and, in both cases,, teachers expect parent's feedback and participation in the terms agreed in the beginning of the school year.
- Inviting families to schools during all school year according with their availability, and choosing with them when and what contributes they can give to improve a learning environment for all.

GUIDELINE 2 - Communicating more effectively with students

Effective communication, especially in the educational field is based on the ability to express ideas and views clearly, with confidence and concisely, permanently adapting contents and styles. Several studies point out to two factors for the success of the teacher with the students: the personal and relational qualities of the teacher and the ability to make learning fun by using creative teaching strategies. Teachers must remember that learners are observing their verbal and nonverbal communication and depending on students' needs various communication styles might be needed. Teachers should use coaching to develop different communication styles.

A good and innovative approach is the use of technology to mediate the interaction between teachers and students. Technology can contribute to effective communication because teachers use tools that are familiar to students in a very democratic way and can avoid problematic situations for example about the availability of the support documentation to learning activities. Now lessons can then be shared with students via a link and they can access at home, in the school library or another public point with

Internet access. More formal contents can be used with support videos or applications that allow students to learn with fun (gamification).

Inspiring Practices

- Management of school spaces;
- Follow up by the psychologist office and other support staff;
- Include those who are new to a class, learners from different cultural and language backgrounds, and those with disabilities through non-formal activities;
- Listening Students voices and give them feed-back on their suggestions (events organisations)
- PARTIS - Artistic Practices for Social Inclusion

GUIDELINE 3 - Communicating more effectively with staff

One of the main functions of a school leader it is not be surrounded of bureaucratic tasks but to be free to work with others, to analyse the context, to know deeply the terrain and who is the target of his/her work in each moment, and most of the time, the first target are not the students.

Coaching is also a style of leadership, which encourages people to try things out for themselves and learn from their experience. Here, the leader acts as a coach to help people to solve their own working problems. The skills of a great coach include:

- High emotional intelligence, and particularly empathy: they're good at understanding and relating to people, and they're interested in people;
- Strong communication skills;
- Strong listening skills, including active listening. They make sure they've understood by reflecting and clarifying and using questioning skills;
- Providing feedback and using tact and diplomacy;
- Expertise in various models of learning and thinking.

Retention of a member of staff is also a key element on developing the leadership capacity within teachers and the goal is to manage human resources, organizing a better

distribution of the workload creating the conditions to transform these teachers/trainers in those that are going to transform others, the students and the members of the community.

Learning support staff usually work with various teachers, classes, and groups, which can lead to fragmented and inconsistent support, and may represent a challenge in terms of communication between teachers and learning support staff. If learning support staff have to work with different teachers, less time will be available for them to work as a team, and plan the class together, or engage in a reflection after the session. Different studies (e.g. Moyles and Suschitzky, 1997; Cremin et al., 2005; Alborz et al., 2009; Webster et al., 2013) signal this as a big obstacle for support staff to provide effective attention and teaching for students. Accordingly, the successful contribution of learning support staff in schools will depend to a great extent on the quality of the partnership formed with teachers, and to ensure this, they should have enough time allocated to work together before and after lessons. Some studies (e.g. Blatchford et al., 2004; Cajkler and Tennant, 2009) consider training beneficial for learning support staff's skills and job satisfaction, as well as in raising knowledge and confidence, which can be expected to have a positive impact on the quality of support that students receive.

Inspiring Practices

- Informing professional development planning and Co-teaching strategies;
- Providing professional learning opportunities that build the capacity of staff to support diverse approaches and priorities within a framework of basic good practice principles;
- Discussion of conceptions proposal in regular team meetings or Teachers Conferences;
- The German Eichenberg Institut PLC in Koblenz is a supplier of further training programs for language teachers. The main objective of their seminars is to enable the teachers to realize and understand stress and emotional pressure of refugees, in particular of severely traumatized refugees.
- The University of Applied Sciences Münster, Dept. of Social Work offers seminars, for instance in September 2018 (“Systemic Consulting in cases of students’ resistance and lack of motivation and commitment”)
- Camões Institute in partnership with Coimbra University develop teachers training “Learning and Teaching of Portuguese Non-Mother Language”
- Create structures to support team teaching (Interactive team teaching; Rotational format team teaching; Participant-observer team teaching; Team coordination.

Source: Klausenhof Reference Group (Germany) Desincoop Reference Group (Portugal)

GUIDELINE 4 - Communicating more effectively with community members.

Civil society plays a crucial role in promoting the right to education and holding the state accountable for its obligations. Namely requiring the valuation of the exercise of professions linked to the education system, the integration of other professionals (social workers, educators, psychologists, therapists, mediators) in order to create a closer approximation between school, students and families on a multidisciplinary approach, is highly recommended for a better coordination between all the institutions involved, rooted on a humanistic, altruistic and conciliatory strategy.

The first step to construct a local partnership to experiment LEI products is to change perceptions about students with a path of retentions, the lack of parental awareness regarding education and child development, the fear of migrant’s and refugee’s presence in positive opportunities to enrich communities with a sense of belonging.

The second one is to define common goals and objectives considering available resources in the short term, the potential resources to be found in the middle and long-term in order to assure the sustainability of actions. Public organizations and non-profit should be encouraged to train their staff on intercultural education and develop codes of conduct for the provision of general advice about inclusion processes and the construction of a life project.

Finally, a strong and transparent group commitment of organizations and shared practices must be available to maximize effectiveness and efficiency. A network under these principles can adapt their strategies to local and changing circumstances, defining realizable purposes for good outcomes which inspire to work together within communities and different countries.

Inspiring Practices

- Leadership role in promoting meaningful partnerships;
- Social protection systems play an important role in supporting families and student native's potential early leavers / migrants or refugees because these people cannot transform their lives all on their own. Advisory services delivered by different types of institutions should focus their support on: providing knowledge is also providing integrated packages of legislative information about rights and duties and complementary support that responds to families and student's individual needs;
- Building capacity – more than strengthening the individual ability of people to function or perform tasks it is applying tools and ideas to the capability challenges they face in their own contexts and the historic and cultural country context what is important;
- The empowerment of the beneficiaries changing their status of “vulnerable people/ people in need” into active actors of their own development and inclusion providing them with the life skills they need to get a better start in the labour market (self-awareness, creative thinking, coping with emotions and decision making) and progress in their career (empathy, effective communication, interpersonal relationship skills, critical thinking, problem solving, coping with stress).

Source: EPIS and Guimarães Welcome (Portugal); Casa dei Venti and Percorsi Project (Italy) Fit for Germany (Germany) NICRAS (NI)

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