



Inclusion and Diversity
in Education

Guidelines for
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in Schools

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First Published in 2010 by
British Council
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28010 Madrid

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Copy Editor: Mark Levy

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Design: www.baetica.com

D.L.: M-48614-2010

Print: LERKO PRINT, S.A.

Acknowledgements

The authors would like to warmly thank the young leaders, INDIE co-ordinators, headteachers and education officials who developed and implemented the projects and to the co-ordinators and British Council country managers who assisted in collating the examples of best practice on which the guidelines are based. Many examples were sent in. Unfortunately space does not allow us to represent all of the excellent work that has taken place across all of the project countries. The authors take full responsibility for any factual or other errors in reporting the examples.

Note on terminology

The terminology relating to inclusion and diversity is complex and contested and there are differences in interpretation and meaning both within and between countries. For the sake of simplicity the following terminology has been used:

The terms “children from a migrant background”, “children of migrants” and “migrant pupils” is used to refer to the children of all persons living in an EU country where they were not born, irrespective of whether they are third country nationals, citizens of another EU Member State or subsequently became nationals of the host Member State. This is consistent with the terminology used in the recent EU Green Paper¹.

‘Racism’ is used to refer to discrimination including harassment, violence and unequal treatment targeted at an individual or a group on account of the colour of their skin

‘Xenophobia’ is used to refer to discrimination including harassment, violence and unequal treatment targeted at an individual or a group on account of their cultural, linguistic or religious identity.

‘Inclusion’ is used to refer to processes of recognising the rights and needs of minority groups within mainstream schools, in this case with special reference to cultural, linguistic and religious minorities.

Disclaimer

The British Council is not responsible for the contents of any external website referred to in this publication.

¹ Commission for the European Communities (2008) Green Paper on Migration & mobility: challenges and opportunities for EU education systems (EC: Brussels)

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1. Introduction

Objectives

These guidelines aim to provide policy makers and head teachers with a practical framework and examples of best practice to assist them in meeting the challenges of inclusion and diversity in education. Specifically the guidelines make suggestions as to how schools can:

- Raise achievement of all learners
- Respect and celebrate diversity
- Promote learner voice
- Incorporate best practice into their processes of improvement and self evaluation so as to make these practices sustainable in the longer term.

Whilst we suggest that the guidelines are based on international evidence (see below) and are thus applicable at a general level across a range of country contexts, it is important to bear in mind that no two countries are the

same and that the same can be said about schools and indeed about individual learners. Thus the specifics of what works in relation to each aspect of the model might differ from one country or school or classroom to the next. To make the task of interpreting the model easier, we have provided an overview of the broader policy contexts in the countries covered by the guidelines and have provided a range of examples wherever possible drawn from schools in these countries. Rather than offering a simple check list or blue print the guidelines are intended as a starting point for discussion and debate.

Background to INDIE

The guidelines arise from the Inclusion and Diversity in Education (INDIE) project². The INDIE project is sponsored and managed by the British Council and involves eleven countries across Western Europe divided into three clusters.

INDIE country clusters

Cluster One	Cluster Two	Cluster Three
Spain	Belgium	Netherlands
Portugal	Italy	Germany
Scotland	England	Wales
Greece	Malta	

² <http://www.britishcouncil.org/indie.htm>

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The project commenced in March 2007 and finished in 2010. Each country has between 2-5 project schools. In each school 10-20 young leaders have been identified and one coordinator with commitment and support from the school leadership and from the relevant education authority (national, regional or local). The aims of the project are:

- To develop best practice and shared guidelines for policy makers and head teachers on building and developing culturally inclusive schools;
- To develop and express student voice through a charter which will be implemented through projects and activities.

The leading role of young people provides a unique perspective on policy and practice in the area of inclusion and diversity. Drawing on the charter (see below) schools designed and implemented projects in the area of inclusion and diversity in collaboration with partner schools from other countries in their cluster and it is these that provide much of the evidence and examples on which the guidelines are based. They cover issues of learner voice in school councils; awareness of diversity amongst teachers and learners; initiatives to

promote diversity; and the role of mentoring in supporting the inclusion of minority learners. The guidelines also draw on other sources of evidence linked to the INDIE project and these are referenced in the text. They include:

- Evidence from the project baseline study including the policy context, examples of existing practice in schools and the perceptions of young leaders and INDIE co-ordinators³
- Best practice proforma completed by project schools
- Field notes and presentations from INDIE project meetings involving policy makers, practitioners and young leaders⁴.

The INDIE project has had to overcome some key challenges along the road to becoming more inclusive and diverse. These along with the strategies that schools have used to overcome these challenges are discussed at the end of the document.

³ Tikly, L. (2009) Inclusion and Diversity in Education: Project Baseline Report (London: British Council).

⁴ In particular meetings involving headteachers, INDIE co-ordinators and young leaders in Berlin, November 2009 and at a dissemination event for the INDIE project organised at the European Parliament in May 2010.



The European Youth Charter on Inclusion and Diversity



European Youth Charter on Inclusion and Diversity in Education

1. In the school environment, both pupils and staff should learn to appreciate the differences between religions, cultures and sexual orientation in the school community, even if one's views clash with others' beliefs.
2. Young people should have their voices and opinions heard when decisions are being made concerning them, for example by giving student councils an effective and powerful voice; student councils should have an advisory role in schools.
3. Within the school curriculum, students should be given opportunities to learn about cultural diversity.
4. Schools should offer the possibility for pupils to share their experiences and views with the community, promoting better communication and integration.
5. Schools should educate the whole person; to develop them academically, emotionally, physically and morally to achieve their full potential.
6. Schools should provide new ways of teaching and learning to help every young person learn well, for example by having courses taught by specialist practitioners in intercultural learning to enable the students to benefit from their expertise and passion.
7. Schools should give possibilities to a wider range of cultures and religions, including more diverse language learning.
8. Schools should provide mentors to help new students, foreign students or students with special needs to integrate into the community, for example by having extra sessions to help foreign students learn the majority language and preserve their mother tongue, and by ensuring that additional needs of students are catered for through the school environment and within the school curriculum.
9. Schools should provide training to ensure that teachers and support staff are able to deal with student problems and issues in a culturally sensitive way and increase the number of staff from ethnic minority backgrounds.

The European context of inclusion and diversity

It is important to make some brief comments about the bigger picture with regards to inclusion and diversity in Europe as this provides the context in which the guidelines need to be understood. There has been a rise in the numbers of migrants, including asylum seekers and economic migrants into Europe from regions outside of Europe as well as increasing levels of migration between the countries of Europe, an aspect of the broadening of the European Union. The recent European Union Green Paper on 'Migration & mobility: challenges and opportunities for EU education systems'⁵ has noted that:

Historically high inflows of third country nationals into the EU, coupled with high internal EU mobility in the wake of the two most recent enlargements, mean that schools in a number of EU countries are experiencing a sudden and steep rise in the numbers of such children. PISA (2006) data show that at least 10% of the school population at age 15 within the EU 15 countries was either born abroad or has both parents born in another country; the figure approaches 15% at the fourth grade of primary school.

In the eleven countries participating in the INDIE project, there has been an increase both in the numbers of children born outside of the country (first generation migrants) and in the numbers of children whose parents were born outside of the country (second generation migrants). In England, for example, net migration in 2007 showed an increase of 36% on the 2002 figure whilst in Germany there has been a steady year on year increase in net migration over the last ten years. In Italy the number of migrants has more than doubled since 2000 and increased by a factor of 25 since the 1970s whilst in the Netherlands the share of the population that is migrant has increased from 17.6% in 2000 to 19.6% in 2008. In Portugal the number of migrants has more than doubled between 2000 and 2004 whilst in Spain the percentage of migrants in the population has increased fivefold since 1999. The spread of the migrant population around the partner countries has not been even however, and migrants have tended to congregate in the major urban areas including those where the INDIE schools are located.

The EU Green Paper on migration along with other recent influential reports⁶ has identified the low achievement of some migrant groups as a key issue. This is supported by evidence from some of the INDIE country reports. For example, in Germany a study released by the Organisation for Economic Cooperation and Development (OECD) in 2006 showed that

⁵ Commission for the European Communities (2008) Green Paper on Migration & mobility: challenges and opportunities for EU education systems (EC: Brussels): 1.;

⁶ See NESSE (2008) Education and Migration: Strategies for Integrating Migrant Children in European Schools and Societies (Brussels: EC); See the various country reports produced by the Commission into Racism and Intolerance relating to education. They are available for download at http://www.coe.int/t/dghl/monitoring/ecri/library/publications_en.asp (last accessed 20 July 10).



migrants in Germany perform much worse at school than their counterparts elsewhere⁷. Even more worrying was that the second generation is falling even further behind. In Belgium pupils with migrant backgrounds and from less advantaged socioeconomic backgrounds are overrepresented in technical and vocational secondary education and underrepresented in general and artistic secondary education. About 70% of pupils with a migrant background have stayed down one or more classes.

The picture is not uniform across all immigrant groups. Some groups do better than the non-migrant population. In England, for example, students from Chinese and Indian backgrounds achieve significantly above average results. But the picture for other minority ethnic communities is very different. Gypsy/Traveller children, mostly either Gypsy/Roma or Travellers of Irish Heritage, have the lowest results of any minority ethnic group and are the group most at risk in the education system. Black pupils and those from Pakistani and Bangladeshi backgrounds achieve poorer examination results than do other groups. These patterns are repeated in Scotland and Wales and appear to be the case in some other partner countries where data relating to achievement by ethnicity is less readily available⁸. Thus in Greece, for example, evidence gathered for the baseline report revealed that some groups (e.g. Bulgarians and Albanians) are at risk of underachieving.

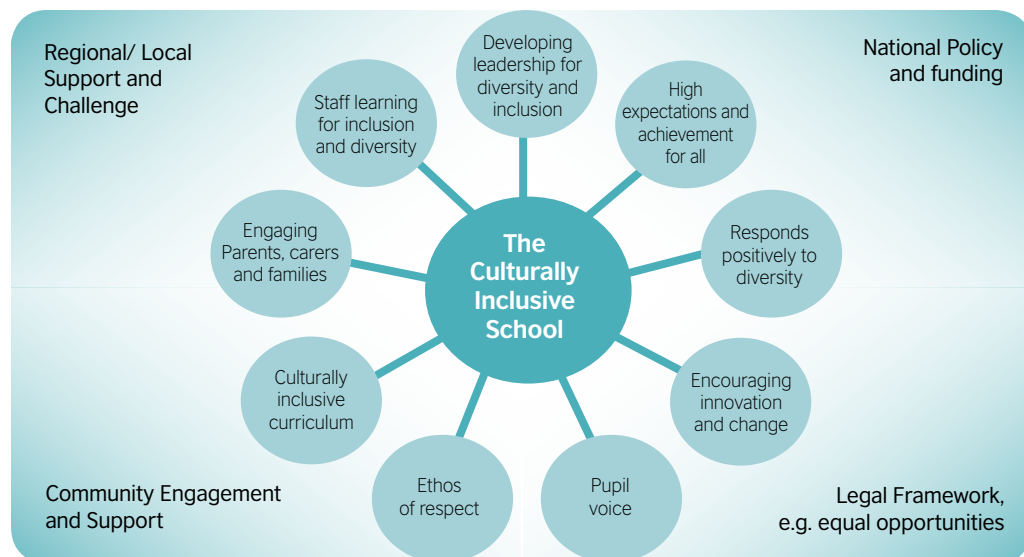
According to the Green Paper, if education systems do not act to integrate migrants they have the potential to exacerbate ethnic divisions, segregation and to contribute to the socioeconomic disadvantage experienced by many migrant groups. On the other hand, if education systems are successful at integrating migrants then this can have a positive impact on social cohesion and on economic outcomes both for migrants and for the economy as a whole. An initial impetus for the INDIE project was to share experience of how countries have coped with increasingly diverse student populations, tackled problems of racism and xenophobia and developed strategies to promote diversity and achievement for all in education.

⁸ In some countries, such as Greece it is difficult to accurately state the makeup of the migrant population because the government does not collect data on ethnicity.

2. Introducing the model of a culturally inclusive school

Although the guidelines draw inspiration and ideas from the work of young leaders, practitioners and policy makers involved with the INDIE project, they also draw on a model of the ‘culturally inclusive school’. The model is based on research evidence from different countries in Europe and elsewhere⁹ and has been refined in relation to evidence gathered as part of the INDIE project and in consultation with policy

makers and practitioners¹⁰. The model is presented in the diagram below. The boxes around the edge represent the context of the school including the legal, policy and funding environment and community support. Each of the circles represents an aspect of best practice in a culturally inclusive school. Each element of the model is discussed in more detail in the sections below.



⁹ The following have been particularly influential in shaping the model: NESSE (2008) Education and Migration: Strategies for Integrating Migrant Children in European Schools and Societies (Brussels: EC); Department for Education and Skills (2005) Ethnicity and Education: the Evidence on Ethnic Minority Pupils (London: DFES); Tikly, L. et al (2005) Raising African Caribbean Achievement (DFES: London); Tikly, L. (2004) Understanding the Educational Needs of Mixed Heritage Learners (DFES: London); Banks, J. A., Cookson, P., Gay G., Hawley, W. D., Irvine, J. J., Nieto, S., Schofield, J. W. & Stephan, W. G. (2001). Diversity Within Unity: Essential Principles for Teaching and Learning in a Multicultural Society (Centre for Multicultural Education, College of Education, University of Washington, Seattle).

¹⁰ In particular, the model was discussed during meetings involving headteachers, INDIE co-ordinators and young leaders in Berlin, November 2009 and at a dissemination event for the INDIE project organised at the European Parliament in May 2010.



Ensuring an Enabling Environment for Schools

Schools do not operate in isolation from the wider society and need to be supported by an enabling legal, policy and financial environment and by the communities that they serve. Although the main focus of the best practice guidelines is on the school level, evidence gathered by the INDIE team and from the broader literature provides some useful pointers for policy makers concerning the support that schools need if they are to effectively deal with the challenges of inclusion and diversity. Selected examples have been

given to illustrate each area drawn from the INDIE baseline report¹¹.

A legal framework for equal opportunities

A suitable legal framework is required to provide a basis in law for ensuring that policy makers and practitioners address issues of inclusion and diversity and the integration of immigrant communities and as a means for holding governments and schools to account. Although many of the INDIE partner countries have a framework in place this is not universally the case.

Examples of legal frameworks that are used to ensure equal opportunities

All of the INDIE partner countries have a legal framework in place that is designed to ensure the right of all children including migrant children to school. In Italy, for example, *Law no. 40 of 6 March 1998* decrees that migrants who are children have the right to education and must attend compulsory school; in Portugal all children, regardless of their legal situation in the host country, have the legal right to education and, therefore, the right to go to school, whilst in Malta the *Education Act (2007)* ensures the implementation of the principles of inclusive education by making it statutory for schools to provide equitable access to all. Legislation in some countries is oriented towards integrating minorities in the interests of social cohesion. In Germany, for example *The Immigration Act* makes provision for language support for migrants in schools, more teaching staff with a migrant background and support for parents.

Recent amendments to the Nationality Act also emphasise possession of adequate knowledge of the German language, which is seen as critical for the integration of each individual into German society. Similarly the 2006 Education Act in Spain establishes that public authorities must provide for pupils coming from a migrant country. In some countries national legislation is targeted not only at ensuring equal access to education and integration but also equal opportunities within education including tackling discrimination. In Belgium, for example, the *Equal Educational Opportunities Act (2002)* (*Gelijke Onderwijskansen* or 'GOK'), ensures all children have the same opportunities to learn and to develop. The aim is to combat exclusion, social segregation and discrimination, with special attention to children from disadvantaged backgrounds. In England, Scotland and Wales the *Race Relations Amendment Act*

¹¹ Full details of the examples provided as well as other examples can be found in the report. Tikly, L. (2009) Inclusion and Diversity in Education: Project Baseline Report (London: British Council).

(2000) places the general duty on all public authorities, including education authorities, “to have due regard to the need to eliminate unlawful discrimination and promote equality of opportunity and good race relations in carrying out their functions”. In particular, it requires education authorities to publish an Equality Policy, which describes how the education

authority and educational establishments will comply with the general duty. The Dutch Constitution provides the legal basis for the civil rights of migrants including education and for their cultural rights (e.g. to participate in cultural life, to protect and develop cultural and linguistic identities, to create, etc.)

National Policy

A suitable legal framework needs to be implemented through national policy and funding arrangements. Listed below are examples of areas of policy where governments can intervene to support inclusion and diversity.

Targeted funding to support inclusion and diversity

A recent report by the Network of Experts of Social Science in Education and Training (NESSE) has argued that one way that governments can support inclusion and diversity is to target funds explicitly for this purpose. This can either be to support interventions including, for example, language support or induction programmes for newly arrived immigrants (see below) or to support specific groups of learners who are at risk of underachieving. Once again, only a proportion of INDIE partner countries make use of such targeted funding.

Examples of targeted funding to support inclusion and diversity in EU member states

In Belgium the Equal Educational Opportunities Act (2002) sets out the criteria for extra funding which schools obtain on the basis of their pupil's socio-economic profile. The Incentive Fund for the Migrants Policy (*Fonds d'impulsion à la politique des Immigrés - FIPI*) was created in 1991 by the federal government. Schools can apply for extra projects to support migrant integration from this fund. In England the Ethnic Minority Achievement Grant is a ring-fenced grant aimed at supporting learners for whom English is an additional language (EAL) and raising the achievement of groups at risk of underachieving. Similarly, in the Netherlands the *Learning Plus and Newcomers Funding Scheme (Secondary Education)*, was introduced to fund compensatory policy in secondary education. An example of funding to support a specific group of learners is the specially funded support programmes that the Spanish government provides that are targeted at the Romany population.



Inclusion and Diversity in Education

Inclusion and diversity in the curriculum

A major focus for governments wishing to support migrant pupils is through providing curriculum guidelines that support inclusion and diversity. In order to ensure equal access and that all learners benefit from the curriculum it is also important to ensure that systems of assessment are in place that can be used to track and monitor the progress of migrant learners. Inspection systems and frameworks have an important role to play in ensuring

that schools implement race equality policies, deliver a diverse curriculum and raise standards for all learners. Although many countries make a commitment to inclusion and diversity in the curriculum there is often a gap between policy and practice and there are relatively few examples of efforts to effectively monitor the progress and attainment of different groups of migrant learners or to provide an inspection framework that incorporates issues of inclusion and diversity.

Examples of inclusion and diversity in curriculum, assessment and inspection frameworks

Curriculum statements in many INDIE partner countries including Belgium, England, Wales, the Netherlands, Scotland, Portugal, Malta and Spain make explicit reference to the need for the curriculum to reflect diversity. A slightly different approach to promoting inter-cultural education and disseminating good practice was provided by the Greek government with the setting up in 1996 (Law 2413/1996) of a total of 26 Schools of Intercultural Education (primary and secondary education). These schools follow the mainstream curriculum but they put emphasis on activities promoting diversity. However, more recently the need to apply intercultural orientated activities in every school has been recognized and the New School Reform reflects this need.

Related to diversity is the inclusion of some element of citizenship education in the curricula of many of the INDIE partner countries. For example, in Spain Citizenship and Human Rights Education is part of the

curriculum. The content aims to give pupils a space for thinking, analysing and studying the main characteristics and functioning of a democratic regime, access to the principles and rights established by the *1978 Spanish Constitution and in the Universal Declaration of Human Rights*, as well as of the common values underpinning democratic citizenship in a global context. Similarly, in the Netherlands the curriculum includes citizenship in a diverse society, social integration and global orientation whilst in Italy the *Civis Project* supports the development of citizenship and multicultural awareness amongst migrants and native Italians and in England the National Curriculum makes citizenship a statutory subject in secondary school including a focus on identities and diversity.

In England and Wales the Pupil Level Annual School Census (PLASC) gathers pupil background data including ethnicity. This is matched with the national pupil data base to

provide annual information about the progress of different groups of learners including migrant learners. The government's Office for Standards in Education (OFSTED) operates in accordance with a race equality framework

for school inspections and has produced a document entitled *Race Equality in Education: Good practice in schools and local education authorities 2005*, which focuses on race equality in the National Curriculum.

Language support

A key concern for governments is to provide language support for migrants to enable them to more fully integrate into the mainstream culture and to achieve their full potential, particularly in key curriculum areas. The nature of support required can vary however depending on context.

Examples of language support for migrant learners

In Spain the lack of knowledge of the local language is seen as one of the main obstacles to integration and school success. There is additional support, inside and outside the classroom, to study the Spanish language and to reinforce the 'instrumental subjects' (language and mathematics). This support is both human and material. Sometimes, it is provided by support teachers who are already in the schools and who have broadened their role to assist migrant pupils; at other times, support is given by specific teachers. Likewise schools in Portugal are required to supply "specific curriculum activities for learning Portuguese as a second language for pupils whose mother tongue is not Portuguese". In England and Wales bilingual support for migrant learners is provided through the Ethnic Minority Achievement Grant. Here the emphasis is on developing competence in both the host language and the home language which is seen as important for raising achievement. Many schools in England as well as in Wales and Scotland have their own specially trained English as an Additional Language (EAL) teachers.



Provision for newly arrived migrants

Linked to the question of language support is provision for newly arrived migrants. Provision is not confined to learning the host language but also includes content aimed at easing familiarisation with other aspects of the host culture and way of life. Support can be extended to the parents of migrant learners.

Provision of teacher and headteacher training in inclusion and diversity

The European Commission Against Racism and Intolerance has identified the training of teachers in the area of diversity as a key priority across all member states¹². However, an issue that arose from the responses to the questionnaires administered as part of the INDIE baseline report is that many schools do not have teachers or headteachers with specialist expertise in teaching intercultural education and there are relatively few examples where issues relating to inclusion and diversity are included as an aspect of initial or continuing professional training. A related issue was that schools often did not recruit teachers from migrant backgrounds. This was particularly the case at leadership levels. This is an area in which policy can usefully focus on in the future.

Examples of provision for newly arrived migrants

Most of the INDIE partner countries provide support for newly arrived migrants. For example, the Flemish government provides language support to learners and their parents to assist them in learning Dutch. Similarly the Greek, Spanish, English and Italian governments provide reception and language support classes for newly arrived migrants. These classes aim to foster the learning of the host language and support access to mainstream. In Malta foreign migrants are taught languages, life skills, the 'Maltese way of life', the island's history, and informed about issues of equality and democracy. Officials from the Employment and Training Corporation assist migrants with developing work skills, such as drawing up a CV. In Portugal schools can organise Portuguese and Portuguese Culture courses, after working time, for migrants and provide a linguistic competence certificate. Public schools organise language courses for adult migrants who want to take the citizenship exam. In Spain there are extra classes that migrant pupils attend for a certain number of hours every week. In Madrid, for example, liaison classrooms have been introduced by the regional Department of Education to facilitate educational and social integration, and to integrate migrant students into the Spanish education system.

¹² See ECRI General Policy Recommendation N°10 on combating racism and racial discrimination in and through school education (available to download from: http://www.coe.int/t/dghl/monitoring/ecri/activities/GPR/EN/Recommendation_N10/default_en.asp). Last accessed 18 October 09.

Examples of teacher and headteacher training in inclusion and diversity

A participating state department of curriculum and teacher education in Germany has introduced a module for trainee teachers in the area of intercultural competence that has drawn inspiration from the involvement of local schools in the INDIE project. The aims of the module are to acquaint secondary middle school teachers with innovative approaches to managing diversity in education. Specifically it aims to enable them to engage with school development processes that can ensure the rights of immigrant children to education regardless of their linguistic, social or national background; encourage a constructive engagement with Europe; initiate multiple cultural perspectives when planning their lessons; allow trainees to gather experience of everyday life experienced by immigrants so that they can gain skills and abilities when confronted with the special learning requirements of immigrant children and adolescents in secondary schools.

In Italy, training initiatives for practicing teachers and headteachers are aimed at better integration

of newcomers within the education system and towards understanding and respecting diversity whilst in Belgium teaching packages are prepared as part of wider government initiatives to support inclusion and diversity. In Spain the government has developed the *Centro de Recursos para la Atención a la Diversidad Cultural en Educación, CREADE (Resource Centre for Attention to Cultural Diversity in Education)* with funding from the EU. The objectives of CREADE are to provide intercultural resources which address the demands of professionals working in social and educational fields; to gather, process and generate information relating to intercultural education; to develop new materials and tools in the areas and subjects where needs have been identified; to encourage innovation and research in the field of attention to cultural diversity in education; to provide educational institutions and teams of professionals with advice and training for them to develop intercultural skills.

Supporting learner voice

A key lesson arising from the INDIE project is that initiatives aimed at supporting learner voice in schools can provide a powerful mechanism for including migrant learners in the life of the school and promoting issues of inclusion and diversity. Government policies to promote learner voice are however limited across partner countries and this is another area where governments can consider addressing in the future.

Examples of Policies aimed at supporting learner voice

Legislation in many countries, including, for example, Belgium, Germany, Malta and Spain makes provision for the establishment of school councils, although they are only mandatory in Belgium and Malta.



Regional/ local support and challenge

The Regional/ local level plays a crucial role in challenging and supporting schools to raise the achievement of all learners and to become more inclusive and diverse in their outlook and practices. Specifically, the regional/ local level can assist schools through processes of monitoring advising and evaluation; targeting interventions to schools in which children are at risk of under achieving; supporting innovation in schools and disseminating successful practice; facilitating successful partnership between schools and their communities; assisting schools to make effective use of data to raise achievement; facilitating in-service training for inclusion and diversity; providing opportunities for young people to get involved in local forms of governance including young people's parliaments.

Examples of regional/ local support and challenge for schools

In Belgium the INDIE schools are located in Flanders where the *Flemish Government adopted the Flemish Equal Opportunities and Non-discrimination Act (Decreet houdende een kader voor het Vlaamse gelijkekansen-en glijkebehandelingsbeleid)* in July 2008. It provides a framework for the Flemish Equal Opportunities Policy. In Spain the autonomous region of Madrid provides its own provision for newly arrived migrants including compensatory education and liaison classrooms. The UK partner authorities each have a race equality strategy. In order to implement their strategies they advise schools on inclusion and diversity issues including the effective collection and monitoring of data, disseminate good practice, provide support for learners for whom English is an additional language and training for teachers, headteachers and governors in inclusion and diversity. There were also examples of locally organised initiatives to promote learner voice. In Portugal for instance, students from one school took part in the Young Municipal Assembly, which developed a Bill of Rights and presented it to the Educational Community. In England students took part in a local young people's parliament that had an input into local issues.

Parental and Community Engagement and Support

Engaging parents and communities in the life of the school is important for several reasons. It can provide stakeholders with a formal means whereby they can be included in the policy making processes of the school; can provide parents with opportunities to support their children's learning; as a means for mobilising community resources; and, as a means to educate stakeholders about the importance of inclusion and diversity. Involving migrant parents is especially important because they often lack knowledge about the education system and experience a social distance from schools in the immigration country¹³.

Examples of stakeholder participation in school governance

Many of the countries covered by the INDIE project have different models of stakeholder participation in school governance, e.g. parent councils, parent and teacher associations, school governing bodies, school councils including parents, teachers and students. There are also several examples of community based organisations and projects that are aimed at supporting inclusion and diversity in education. In Wales, for example, the Croeso Project aims to celebrate the diverse people and cultures of Wales, working with a broad range of community organisations to promote understanding of language, faith, community and inclusion. In England, many schools run mentoring schemes funded through the Ethnic Minority Achievement Grant. Some schools have dedicated parent's groups to support migrant parents and learners. Some migrant communities also run their own forms of supplementary schools. The Every Child Matters Agenda in England and the Community School concept in the Netherlands seek to provide 'wrap-around' local support for disadvantaged young people integrating service delivery across education, health, social welfare and other sectors.

¹³ see NESSE (2008) Education and Migration: Strategies for Integrating Migrant Children in European Schools and Societies (Brussels: EC), for example.



The School Context

In this section the focus is on the school level. Each element of the model of the culturally inclusive school is discussed in turn. Under each heading there is discussion of the situation across the INDIE schools in relation to each of the areas being discussed based largely on the perceptions of young people and INDIE coordinators that were provided for the baseline report. Examples of best practice are also provided that arise from the projects that were implemented in the schools. Where appropriate, challenges and areas for further development that came to light during the INDIE project are also identified and these are brought together in the conclusion to the document.

Developing leadership for inclusion and diversity

In culturally inclusive schools, head teachers and senior management teams take ownership of the issues and lead by example. This is important if issues of inclusion and diversity are to be taken seriously by the school community. The leadership team create a shared vision for a culturally inclusive school. Members of the school community are actively involved in creating the vision through on-going consultation and dialogue. Policies and plans incorporate inclusion and diversity and there are action plans for implementing policies. The leadership team monitors and evaluates their effectiveness. Leadership responsibility for inclusion and diversity is distributed amongst staff learners, governors and parents. Inclusion and diversity are integral to school planning, policies and processes. Responsibility for implementing operates at all levels of the school.

Examples of developing leadership for diversity and inclusion

A majority of young leaders and INDIE coordinators have reported that appreciation of inclusion and diversity was reflected in their school vision and was promoted by the leadership of the school. Below are some examples of distributed leadership for inclusion and diversity. Although the INDIE project was specifically targeted at developing the leadership of young people the examples illustrate the important role of leadership at all levels in the school.

The first example of developing leadership for inclusion and diversity relates to five Italian headteachers involved in the INDIE project who realized early on that they worked well together and shared a common commitment to the issues that the project sought to address. They felt it was important to formalize their agreement to develop local activities linked to the INDIE project and to go on to realise other activities in the future after the conclusion of the main project. They wanted to formalize the cooperation between their schools and to explore the possibility of asking for local funding or sponsorship. They wanted to learn new strategies for inclusion at school and to share best practice with respect to creating a multi cultural school curriculum. Through sharing resources it became possible to overcome financial restraints. The five headteachers discussed the content of the agreement and wrote down the official text to be signed. They decided to fund the network with a minimum of 200 euro every year per school taken from the school budget. The example illustrates not only the importance of having a committed school leadership but also the potential for developing sustainable networks and policies for distributing leadership and sustaining best practice in the longer term. This is taken up in more depth in the conclusion.



Logo for INDIE school network, Italy

The second example involves two schools in Madrid, Spain that implemented similar projects aimed at developing the role of students as mediators to resolve conflict and support emotional learning in school. The projects were initiated by head teachers and senior managers with external support from the Regional Immigration Department. The objectives of the projects fitted in with the shared vision of both schools to promote inclusion. Responsibility for realising the objectives and vision was shared by the pastoral team and the young leaders who were trained and then went on to train their fellow pupils. The project therefore enabled learners in the school to develop leadership skills relevant for inclusion. The result of the project is that the young leaders now take ownership of the mediation project themselves. The sustainability of the initiative was ensured because the objectives became embedded in school activities and planning.

"My name is Celia, and I am a mentor and mediator. For me it was a real surprise when I was asked to join this group. I knew them but I always thought, what do they do? And of course, we do a lot. Sometimes you feel a bit shy about stepping in between two people who are angry with each other, but because I am just like them I understand very well and I try to help so that things don't get any worse, that they get really angry and end up receiving a punishment from the school. I've learned a lot, not only from the others, but about myself, as I never thought that I could do this, and according to what people say... I do it well!" (INDIE young leader).



High expectations and achievement for all

A culturally inclusive school has high expectations of all of its pupils. This can involve the use of positive role models from inside the school or from the wider community including mentors of different kinds. Raising expectations and achievement also relies on regular, consistent

and comprehensive data monitoring. Data are used to set targets for achievement at school, department and individual pupil level. In this way it is possible to develop an accurate view of the progress of pupils from different ethnic and linguistic backgrounds across different subject areas to identify areas for intervention and to challenge stereotypes.

Examples of creating high expectations and achievement for all

There was a consensus across the young leaders and INDIE coordinators that whilst schools often encouraged learners to realise their full potential this was not uniform across all schools and in relation to different groups of learners and there was scope for innovation in this area¹⁴. Creating high expectation was considered particularly significant given the issues of achievement facing some of the migrant groups.

Some schools already had strategies in place for raising the achievement of migrant learners. Some of these included the introduction of innovative teaching and learning practices aimed at engaging learners from diverse backgrounds. Some involved targeting specific groups of learners and providing additional support in the form of extra resources or mentoring whilst others emphasised the provision of additional learning opportunities for those at risk of underachieving. In Portugal, for example, one school has adopted Problem Base Learning (PBL) approach which allows greater flexibility in the curriculum and greater participation of students focused on their interests. The school has employed a group of technicians, who work closely with

the students who have learning difficulties to support their integration through providing additional tutoring and mentoring. In Scotland many of the schools specifically target underachieving groups. For example, one school employs a Borderline Candidate Strategy that highlights pupils from all groups, including cultural and linguistic groups, who are underachieving and these pupils work under the supervision of a mentor teacher who supports them by arranging extra time in difficult subjects, organises study plans and guiding pupils through study period. The majority of pupils from different linguistic groups receive exam support in the form of readers, scribes and extra time and resources. Another school has identified focus groups of pupils who work with a staff mentor in the lead up to National Exams. One of the main criteria for this group is pupils whose second/third language is English. The school assists with study skills and the preparation of a timeline for the National Exams. In Spain some of the schools provide supplementary learning experiences for groups of learners including homework clubs and extra lessons. Some provide integration classes for newly arrived learners. In England the Year 11

¹⁴ See INDIE baseline report.

students in one of the schools are part of an Assertive Mentoring Scheme and have a Personal Mentor with whom they meet on a regular basis, with a view to supporting them through their GCSE and BTEC exams at age 16. There is targeted intervention for pupils with poor literacy skills. A drama group works with a group of newly arrived students whose cognitive ability testing showed that they were under-achieving. The work focuses on raising their levels of literacy. Another school organises reading groups in Year 9 as part of the *Black Pupils Achievement Project*. The library is staffed with staff members from migrant backgrounds who act as culturally appropriate, sensitive mentors. The school also provides a summer school. Off-site provision and courses designed to support the needs of the child and including the *Every Child Matters Agenda* are also provided. All new pupils are given a pupil mentor that helps them settle into school and meet new people.

Two INDIE projects were developed specifically aimed at creating high expectations of the newly arrived learners through innovation and teacher training. The underlying philosophy of both projects is zero tolerance for the failure of the school to meet the needs of all learners. One project aims to accelerate the rate of second

or third language learning of these pupils and has led to better integration. Baseline data on pupil achievement were collected and the methodology was based on feedback from learners themselves. The teachers were trained to adapt their teaching styles to respond to learners' needs. High expectations were communicated to fellow teachers through in-service training, to parents through parents workshops and to the learners themselves which in turn gave them the confidence to take ownership of their own learning. The project culminated in an exhibition in the local shopping centre which involved the newly arrived learners. The second project, every student counts, involved the learners producing an action plan for the school based on the INDIE charter aimed at protecting the rights of all students. The document was translated into four foreign languages taught at the school. The process of developing the document assisted in challenging stereotypes and creating high expectations.

A key issue to emerge from the INDIE project is the lack of systematic monitoring of achievement data in many schools and this is an area that requires further development by policy makers and head teachers.



Responds positively to diversity

Culturally inclusive schools reflect and celebrate the cultural, religious and linguistic diversity in the school, the community and the city. Diversity is reflected in wall displays and the achievements of all learners are celebrated. The school is a welcoming place for students and parents from different backgrounds, the makeup of the staff at all levels and the governing body reflects diversity within the community. This also means

collecting and analysing data on ethnicity and diversity to ensure that policies can be sensitive to the changing needs of the school community. The school must be responsive to the needs of newly arrived learners, through providing induction for learners and their families including language support, familiarisation with the new country and education system. One strategy is to use mentoring and buddying – pairing newly arrived learners up with other learners in the school.

Examples of responding positively to diversity

Young leaders and INDIE coordinators were positive about the extent to which pupils and staff in their schools responded to diversity although there was variation between countries in the perceptions regarding the extent to which cultural and religious differences were celebrated, migrant pupils and parents were welcomed into the school. Across the partner schools there were numerous examples of where schools had responded positively to diversity. These included multi-cultural festivals, cookery and talent shows and visits to mosques and other places of religious worship all with the aim of celebrating cultural diversity. Some of the participating schools also provided mentors or buddies for newly arrived young people to help them settle into the school.

Many schools provided forms of language support for newly arrived migrants. In Malta, for example, language support is provided for students to learn the majority and their own home languages. The language of instruction issue is complicated because the official language of instruction is English. One school already provides lessons in Maltese and is planning to introduce basic Maltese and English, Teaching

English as a Foreign Language (TEFL) lessons for migrant students so as to enable them to overcome the language and cultural barriers. In Portugal at least three of the schools has specialist language support in place in the form of additional lessons for newly arrived migrant children. In Italy one school has afternoon study groups for migrant pupils, also involving pupils who know the language and teachers who help them understand and learn. In Scotland the schools provided several examples of support for learners to learn English. One school has a well established International Unit where pupils who speak other languages spend time when arriving in the school. Here they learn the English language to help them to integrate more easily and to understand the curriculum. The school has introduced the English Studies as Another Language (ESOL) qualification instead of English. In another school it was reported that the English as an Additional Language (EAL) department works to integrate pupils from different backgrounds into the school and this is done in conjunction with a Bilingual Support Unit in a neighbouring school. Most schools employ specialists to help produce materials and to provide support to EAL learners. In England all subject

teachers are trained in language learning, re-teaching of concepts in languages e.g. Healthy Eating, Environment Awareness (HT)/ Specialist Provisions for EAL students. The schools also employ a number of Teaching Assistants from a variety of linguistic and cultural backgrounds to support the variety of students in schools. In Wales these included employing support staff to work with pupils from their native country who speak their native tongue and providing in-service training on issues relating to diversity.

Below are two more detailed examples of how INDIE projects assisted schools to respond positively to diversity. One school in Birmingham received an influx of European migrant learners in large numbers. In order to respond to the needs of the learners they introduced an induction programme where for 3-4 weeks the students had an intensive programme of English language and familiarisation with school life in the UK prior to integration into mainstream. Learners join the mainstream on a gradual, phased basis working with peer mentors who speak the same language and supported by specialist Teaching Assistants. Thus they are able to grow their confidence and to become accustomed to being successful.

"Parents recognise that the school is prepared to invest in their child's success and support the school's work as a result" (INDIE co-ordinator, Birmingham).

A second example is the 'Welcome to Our Land' expressive arts project based in a school in Glasgow that was targeted at third year pupils, including newly arrived pupils from the bilingual support unit who do not always get the chance to work with mainstream groups. The project was introduced to develop the concept of diversity and cooperation through addressing

Wall murals reflecting diversity, Italy



the young people's creativity. The INDIE initiative progressed to include the young people, in conjunction with a dance tutor, devising a performance piece which symbolised their ideas on welcoming others to Scotland and this was joined with a story writing initiative to express the young people's family histories of immigration. The project impacted on high expectations for all including newly arrived young people and on enhancing the school improvement plan in terms of meeting the needs of a diverse community within an international school. In the wider community our INDIE expressive arts work was commented on as best practice in our recent HMIE report:

'Young people are increasing their confidence and developing their citizenship skills through participating in a wide range of activities. These include international education projects which increase their awareness of anti-racism, international cooperation, human rights and environmental issues. They have very many opportunities to take on leadership roles. They act as ambassadors for the school on the many international visits which take place. They have participated in a United Nations debate on sustainable education, and an Inclusion and Diversity in Education project in the European Parliament.'



Welcome to our Land Expressive Arts project, Glasgow



A two year mentoring project was implemented in the two participating Intercultural High Schools in Athens with the support of trainers from the University of Athens.

The project was aimed at supporting newly arrived migrant students (mentees) by Young Leaders (mentors) who have successfully gone through the initial phase of inclusion in their new school environment. The programme activities helped the learners involved develop skills in communication, self awareness, conflict resolution and understanding others. The mentors were grateful for the opportunity to help others as they felt that they did not receive this type of support when they first arrived at the school. Parents reported that the programme was having a positive effect on their children. Teachers participated as trainees during the first year of the Mentoring Programme gaining the necessary know-how to implement the programme in the second year. All teachers

commented that the programme gave them the opportunity to work with and see their students in a different light. A mentor training manual was developed during the project to ensure that the project was sustainable past the implementation period.

INDIE Mentors, Greece

An issue to emerge from the INDIE project was the widespread perception amongst young leaders and INDIE co-ordinators that migrants were under-represented in the teaching staff of the school, particularly at senior levels. This is an issue that went beyond the scope of the INDIE project but can usefully be addressed in the future. The issue needs to be addressed both at a governmental level because it impacts on teacher recruitment, training and deployment policies but also at the level of the school, particularly where schools are responsible themselves for recruiting different categories of staff.



Encouraging innovation and change

Culturally inclusive schools are responsive to new policies and initiatives to promote inclusion and diversity. They demonstrate a 'can do' culture in relation to the change. They encourage both teacher and learner led innovation.



Festa INDIE, secondary school, Portugal

Examples of encouraging innovation and change

The INDIE project is about innovation and change and all schools involved adapted aspects of their existing practice. The celebr8 project provides a good example of teacher and learner led innovation within the context of a 'can do' culture. The idea for the project came from the INDIE Young Leaders and the teachers involved in the Project in a school in Portugal. The aim was to organise a series of events that would provide a focus for celebrating diversity and challenging stereotypes and prejudice. The teachers organised an end of term celebr8 diversity day and invited a group of dancers and drummers who demonstrated African and Brazilian culture. The day included a workshop on how to communicate effectively and the importance of diversity. For their part the young leaders produced a radio programme based on a series of interviews with other learners and teachers to give their opinion xenophobia, racism, stereotypes and diversity. The programme was broadcast on the regional radio station. The INDIE Young Leaders participated in a Conference to celebrate Children's rights in the Portuguese Parliament where they presented their INDIE project and how it had impacted on them and their environment. The young leaders planned and delivered workshops to spread the ideas and concept of celebr8 diversity.

"Celebr8 Diversity has been a very important driver for "changing" the school dynamics. My school has always had many projects all over the years, however they were always seen as the Teachers' projects and INDIE was the first one that has changed the "setting" recently" (INDIE co-ordinator, Portugal).



Learner voice

For schools to respond to diversity they need to understand and to take seriously the views and aspirations of young people in the school. Learners contribute positively to the culture of the school. Culturally inclusive schools have effective and democratic school councils with real responsibility and learner voice plays a role in school decision making, e.g. through learner representation on the school board, governing body. Learners have an opportunity to participate in wider activities including in a young people's parliament

Examples of learner voice to promote inclusion and diversity

The baseline report for the INDIE project revealed that the majority of young leaders involved in the project felt that their opinions were heard in their schools. In some cases there are long traditions of supporting learner voice. In one school in Belgium, for example, learner voice through an active student council had been in place for 25 years (long before the recent legislation made councils obligatory). However, although most schools participating in the project did appear to have a student council this was not universally the case and even where these did exist learners still did not necessarily have an effective and powerful voice. In some cases schools had initiatives in place to address this situation. In Malta, for example, a school assigned three teachers specifically to act as link-teachers between the school and the council and they have already helped the students to draw up their Council's statute. In the Netherlands year group representatives at one school regularly hold lunch meetings/briefings with the department heads about items concerning their year group whilst in Portugal the student councils of two schools were supported to organise fashion shows, football competitions, parties, parades and conferences often with a multicultural theme.

Schools were also able to provide examples of a range of existing initiatives that they had used to ensure that the voices of learners were reflected in school policies and practices. In England, for example, students were involved in the development of the whole school awards system, uniform and the current amendment of the detention system. In another school improvements have been made in certain classroom environments after students carried out some research. A group of year 9 students felt there was a breakdown in their relationship between themselves and their tutor. They had the confidence to present the matter appropriately and following due consultation, there was a change in the pastoral team. In some schools teaching appointments are made after the members of the student council have interviewed each candidate and given their opinion on each. In Germany one school implemented an '100 days evaluation', i.e. a questionnaire administered to new students and teachers which asked them to compare conditions at different schools and was used as a basis for school improvement. Another school held regular meetings with all classes and one school reported that members of the student council had their own email address and post box to facilitate communication and voice. In Scotland pupils have recently suggested a rota for the 'Fuel Zone' (diner) so all pupils get a chance to get their lunch as early as possible.

They also initiated a bag-packing appeal for Malawi which started in one class and became a whole school initiative, culminating in a trip to Malawi and links to three other schools. Pupils organised events such as an Eid lunch and a Polish lunch. In Spain one school facilitated trained students as conflict mediators and they played an active role in resolving conflicts within the school community. In Wales in one school a diverse range of pupils from the School Council were consulted as part of the appointment process for a new teacher of science. In another school participants in a learner voice project had to decide how to spend £500 to promote learner voice. In another school learners were consulted regarding the strategic plan.

Some of the INDIE projects were specifically targeted at promoting learner voice. The What you say matters: strengthening student voice project implemented at schools in Italy and England aimed to establish a student council across the whole school and ensure that inclusion and diversity were embedded as the foundation on which the council's principles would be built. In the Italian school the INDIE space project was planned and developed by students. They were helped by a special trainer and the INDIE coordinator. The INDIE space was created to enable learners to share their experiences or skills and help each other in a cooperative way, in order to overcome distrust and prejudices. The result of this activity was that the students felt more self confident and aware of their potential. In a few cases this was of great benefit for the school. The parents of the students involved were proud of their children's new role in the school and supported their participation in the afternoon activity, when the INDIE space became an afternoon club. The teachers realized that in the INDIE

space, students could share problems and help each other in different subjects. They started to suggest to the weaker students that they ask for help writing their names on the INDIE space board.

A school in Belgium already had a students' council for older students prior to INDIE commencing. The student council project in both schools was to give the younger students a voice. One of the schools in Malta had a dysfunctional student council. Prior to the project learners were even unaware of its existence. The new council was introduced as result of taking part in INDIE. The project was targeted at the whole school. They can propose change and have the chance to experience what responsibility means. The success of the initiative led to participation in the young people's parliament and the sharing of best practice with other local schools.

"The student council felt that they were empowered to do something which makes a difference in the every day life of the school"
(INDIE co-ordinator, Malta).



'INDIE space board' in an Italian school



Ethos of respect

Positive relationships demonstrate respect in a culturally inclusive school. There is a safe learning environment free of bullying. All bullying incidents are monitored and dealt with efficiently and effectively. The school has a shared behaviour management policy produced in consultation with teachers, parents and learners. The policy is applied fairly and consistently by all staff.

Examples of respect for diversity

A concern that arose from the INDIE baseline report was the perception amongst many of the young leaders and INDIE coordinators surveyed that racist bullying is a reality in many schools. Some schools already had a variety of strategies in place for tackling racism and xenophobia. In Spain, for instance these included special tutorials and student mentoring programmes, workshops and talks about xenophobia both in the school and in the town hall. In Scotland the common response was to log incidents and for perpetrators to be given a sanction and for victims to be counselled. There have also been theatre groups and other professionals come into school to give performances to raise awareness about racism. In Portugal one school has an Office of Behavioural Intervention, composed of teachers, sociologists and psychologists who deal with specific situations of indiscipline, intolerance and even racism, through close monitoring of students in academic and non-academic periods whilst in Germany one school held meetings for parents highlighting the issue of xenophobia including the new phenomenon of cyber-racism. Below are three examples of how INDIE projects assisted schools to respond positively to diversity.

In one Belgian school participating in the project, bullying had been a problem in the past. The 'Het anti-pest project' (anti-bullying project) was targeted at first year students. It aimed to make students aware of the consequences of bullying other students. Pupils were taught to understand that this is unacceptable and to learn to live with each other and race or religion may not be an issue. The project teaches pupils what they should do when they find out someone is bullied and the effects of bullying on other pupils. It teaches them to show respect for each other and to work together in groups.



***Pupils at an INDIE school in Belgium
learning to respect one another***

Another INDIE school, this time in Glasgow, Scotland has numerous ethnic groups, having up to 29 languages spoken in the school. The school invited young people to put forward their ideas on how we could celebrate cultural diversity, promote positive relationships and develop an ethos of respect. The school had an established event Interfest and it was decided this would be the ideal forum for young people from different backgrounds to come together to showcase their ethnic culture. The project was pupil led but was supported by staff, in particular the Head of English and the Head of Music. Interfest is now an annual event at the school. Pupils from all year groups, from a variety of different backgrounds, either individually, or in a group, give a performance relating to their culture.

"I suppose to an outsider it would be a hard concept to grasp. The high school rock-band given the same reception as the beep-box and rap, or the Indian traditional dance, or the first year's dance solo. There was a feeling of bonding; the audience is made up of people wanting to support their friends, which creates an atmosphere of love and friendship" (Young leader, Glasgow).



Young leaders, Glasgow

"With the involvement ranging from Filipinos, Malaysian, African, Egyptian, American, Russian to Scottish, I think it's safe to say that our school is very culturally diverse and completely supportive to their peers" (Young leader, Glasgow).

The third example is from an INDIE school in Germany that introduced a project entitled „Schule ohne Rassismus“ (School without racism). The project was the idea of the school council supported by the INDIE group. The majority of the school community had to sign that they supported the idea of a school without racism and agreed that anti-racism should be an on-going theme. The project created a safe learning atmosphere without fear of racism. It showed participation and engagement of learners to be responsible for their environment. The young people's parliament agreed that they will work on this topic on an on-going basis to make the project sustainable.



Young leaders at German school



Culturally inclusive curriculum

The curriculum is at the heart of developing a culturally inclusive school. An understanding of cultural, linguistic and religious diversity is embedded in the whole school curriculum and developed through teaching and learning. The school promotes cultural diversity through extra-curricula activities, e.g. assemblies, festivals, school links and pupil exchange programmes. Knowledge is not just a western construct. The curriculum needs to reflect the contribution of different cultures throughout history to our understanding of the modern world. Teaching and learning materials reflect diversity and present positive role models from different cultures. Community languages are offered as part of the curriculum.

Examples of a culturally inclusive curriculum

The vast majority of young leaders surveyed for the INDIE baseline study agreed that the school curriculum developed the whole person. They were equally positive about the extent to which their schools taught them about cultural differences and about positive role models from different cultures. There were numerous examples of existing projects aimed at developing a culturally inclusive curriculum. In Italy three second form classes in one school took part in a project entitled *Prayers to the Wind*, which involves learners making flags representing all the language groups in the school. In another school the curriculum includes references to minority cultures in history, geography, religion and Italian. The aim was to promote the study of religion not in a doctrinal sense but focusing on the cultural and anthropological aspect of all religions. Another school chose an intercultural topic to work on each year (e.g. world music – South American culture – the environment – 20th century literature) involving all pupils and the greatest possible number of subjects. At the end of each year the work of each classroom was exhibited and exhibitions and banquets around the topic, which are also open to the

general public, are organised. Another school organises a remembrance day which focuses on remembering bloodshed and the horrors of mankind in the different cultures represented in the school and has just started a new project to highlight the different cultural heritages present in the school.

In Malta one example given of diversity and the curriculum is in the area of language teaching. Languages taught apart from Maltese and English range from the Romance European languages through to Russian and Arabic. The curriculum stresses the need for the teaching not only of these languages in a vacuum but as part of a different culture and so the students are exposed to these different cultures. Diversity is also reflected in the choice of texts (in relation to comprehension) and titles (in relation to composition) projects. Teachers and learners are increasingly encouraged to look at the syllabus from the perspective of diversity. This year the theme was globalisation with diversity as an integral part of this.

In Greece participation in festivals and other activities promoting intercultural education were given as examples. In Wales initiatives included studying all major faiths in religious education; displays around the school of important figures from the past or present including people

from different cultures and religions; offering a variety of languages to pupils, including community languages, urdu, bengali etc.; Personal and Social Education (PSE) includes a scheme of work covering *Respect for All*. In England Christian heritage children are targeted and provided with opportunities to meet together, working on issues relating to cultural identity, particularly when Muslim students are celebrating EID and normal lessons do not run. In Scotland one school has a cross-disciplinary project about the holocaust which enables intercultural learning and about the effects of racism whilst another school has a project on Malawi which is also cross-disciplinary. One school offers opportunities for pupils to learn Urdu if it is their home language. In Spain a positive example of diversity in the curriculum is in the case of mathematics where learners were taught about the influence of Arabic, Chinese and Greek scholarship to the development of western mathematics.

Visits and exchanges as a means to promote inter-cultural understanding are a popular form of extra-curricula activity across the INDIE schools. In Belgium one religious school had organised days when students visited other places of worship and participated in the activities of other cultures (e.g. tea ceremony, Henna painting etc.). Another school promotes diversity via national and international projects, via film and cultural excursions and via visits of other religious communities. In a third school, parents from different cultures are invited to prepare meals during special evening events with the benefits of these evenings going to sponsor special excursions and travel for students. In Germany one school organises regular exchanges with English and French students. Another uses the form period to

discuss the backgrounds of the students in the class. In England all of the schools were involved in numerous international links of which INDIE was one example. According to one IC, 'our many international links and activities promote self awareness and awareness of others - communicating about issues that concern our students'.

Many of the INDIE projects themselves involve curriculum initiatives. Schools have implemented projects related to art, language, citizenship education, food technology, ICT, religious education, history to name a few. The *abrIRmão* project which is based upon INDIE ideas is aimed at teaching learners to respect and value other people. The project aims to raise awareness of Human Rights, develop critical awareness and respect for individuals and groups and for global citizenship. Linked to this is the development of a youth parliament in the school. The students shadowed politicians and policy makers in order to 'live' a real political experience. For the students and teachers involved these projects are highly gratifying and motivating to start working and see themselves in the future as social and political leaders able to change their own country.

Pupils involved in the abrIRmão project, Portugal





Inclusion and Diversity in Education

The multicultural dinner project is a joint initiative of a school in Portugal and one in Madrid, Spain. Learners share different recipes. The project makes it possible to understand and promote cultural diversity through extra-curricular activities which culminated in a multicultural dinner in the school canteen.

A secondary school in Glasgow, Scotland introduced a diversity week. The aim of the project was to allow learners to experience inclusion and diversity across a range of curriculum subjects. The diversity week allows for the collapse of some timetabled areas in order to give special focus to resources, materials and learning contexts promoting cultural inclusion. For example, Life After Iraq Exhibition led by the Scottish Refugee Council, Islamophobia Workshop led by Show Racism the Red Card and the Positive Images Workshop led by the Red Cross Volunteer team. Learners experience a range of learning contexts which develop their own responses to inclusion and diversity. There is a high level of reflection on the photographic material and this is evidenced in the feedback forms. In terms of the school as a community the diversity week was an opportunity for building partnerships with outside agencies and this has led to sustainable relationships. The project has become an annual event and is subject to ongoing evaluation from staff and pupils.

“Kelly states that her “world view” has changed dramatically since she became involved in INDIE. She is wildly enthusiastic about learning all she can about other peoples and cultures, and so far has put herself forward to represent her school, city and country as far away as Delhi and Beijing. Truly a global citizen, thanks to INDIE!” (Depute Head, INDIE School, Glasgow, Scotland)

An area that the INDIE schools as a whole indicated as not being particularly well addressed was that of making use of intercultural expertise, either in the form of teachers trained in this specialist area or through involving community members from different cultural backgrounds in teaching and learning activities and these are possible areas for further development arising from INDIE.



Engaging Parents, carers and families

A culturally inclusive school demonstrates commitment to working in partnership with parents. Formal structures, e.g. school boards include parents from migrant communities. There is effective communication with migrant parents and the school offers support to migrant parents to enable them to support their children's learning. The school provides learning opportunities to parents, including training on inclusion and diversity and invites parents to contribute to the curriculum.

Examples of engaging parents, carers and families

As we have seen in the last section, engaging parents and community members in the life of the school and to enable them to support their children's learning has not been as widespread as some other kinds of interventions and there is scope for addressing this in the future. Nonetheless there were several examples of involving parents and the community in activities related to inclusion and diversity. In Germany one school held meetings for parents highlighting the issue of xenophobia including the new phenomenon of cyber-racism. Another school held parties with parents to share different cultures and traditions including cookery. In Malta the schools were engaged in several activities to promote diversity including a talent show in which children from different parts of the world presented song and dance and a cooking activity in which children from all parts of the world where joined by other students to prepare a dish typical of their country of origin. In Portugal one school organised a 'Multicultural party' – a parade of multicultural clothes, as well as multicultural gastronomy. In Wales these included organising a culture week, a multicultural concert and fashion show; hosting 'Somali awards' for Somali Saturday and supplementary schools. In Spain

one school organised an inter-cultural dancing party. Below are two examples of INDIE projects that explicitly sought to engage parents and the community.

An INDIE survey showed that in Spain parents participated in the school less than in other INDIE countries. The starting point for the project was the low level of participation amongst parents four years ago in the elections for parent representatives to the School Council. At that time too, attendance of parents at school meetings was very low and the number of parents who were members of the Parents Association was at it lowest level for decades. The school aimed to find out the reasons behind this and to increase participation. The project engaged the parent's association to get more parents including migrant parents involved. The school worked to ensure that migrant parents and learners were represented on the school board/ school council. Effective communication with migrant parents included the support of a Chinese mediator provided by the local district council. With the assistance of Madrid City Council the school ran parent workshops aimed at helping families to educate adolescents. The Parents' Association also organised courses on issues in learning and education. The school involves migrant parents in school events like the *Women in the World* exhibition. The



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programme has impact on all parents especially migrant parents. This direct impact can be seen in improved pupil achievement and motivation as their parents' are more integrated and increase their links to school. The teaching staff are better able to focus on the learning needs of their pupils from improved contact with parents. In the past two years the number of parents who have applied to join the Parents' School has doubled. The attendance of parents at official school events has increased.

"We decided to arrange an informal meeting one Saturday at twelve in the morning. We informed parents that this was not a "formal talk or meeting" but rather an informal event where we could enjoy the opportunity of talking to everyone over an aperitif. We also arranged child care facilities for anyone who required it. However we did not harbour great expectations with regard to the number of parents who would attend and at the outset we were quite disillusioned. On the Saturday in question, teachers and the SMT were waiting hopefully in the library the arrival of parents (we had ordered a catering service which we thought might go to waste..) Slowly but surely the parents began to

arrive and within 30 minutes the library had filled up and the meeting spilled out into other rooms. Conversations between parents and teachers sprung up spontaneously as did conversations between parents themselves... One mother who was completely alone asked us to introduce her to other mothers from her home country. We did this and the group of mothers suggested setting up a network where they could contact people from the same country as themselves. The newly arrived mother in question is now an active member of the school community and has fond memories of this first meeting" (INDIE Head Teacher, Madrid, Spain).

Engaging parents, Madrid, Spain



Staff learning for inclusion and diversity

By their nature culturally inclusive schools are learning communities. Diversity and inclusion strategies form part of initial and in-service teacher training. Leadership programmes for headteachers incorporate issues of inclusion and diversity. Providing a range of learning opportunities for educators including participation in processes of reflective, action research, involvement in debate in staff meetings and in peer review contributes to improved professional practice.

Examples of staff development for inclusion and diversity

As we have seen in our discussion of the policy context, there is limited provision for initial and pre-service teacher education. The baseline survey conducted for the INDIE project also confirmed that provision of staff development opportunities in the INDIE schools was quite limited. Many of the INDIE projects led by teachers and young leaders afford opportunities for staff professional development and reflective practice. The Improving students rate of language learning project at one Italian school, explicitly incorporated elements of pre and in-service education for staff and the headteacher in the areas of inclusion and diversity. The project also involves evidence based practice. Staff and students collect and analyse data related to effective practice for language development. Many of the other projects involve taking stock of the current situation and working in teams to devise appropriate interventions and monitoring their impact.

A life in the day project at an INDIE school in Italy, involved making a short film on the day in the life of three girls of different ethnic groups who attend our school. Staff involved in the project had to develop their technical expertise in making and edit films. In the process, however, they also developed their own awareness of the similarities and differences in the cultural backgrounds and experiences of the girls involved. Involvement in the project encouraged them to attend further workshops on best practice for teaching immigrant pupils, focusing especially on teaching mathematics and Italian.

A more systematic approach to staff development was adopted by the five Italian headteachers mentioned in the section on leadership for diversity above. It will be recalled that they had developed a network as part of an initiative to make the INDIE projects more sustainable in the longer term. The main aim of the network was to organize training courses every year for teachers on the topic of inclusion and diversity and to share all the best practices developed in the schools. According to this agreement the five schools could share the expertise of their teachers to enable them to implement the projects. Part of the initiative involved a residential training course in Monza for twenty teachers on the core curriculum in Italian and maths for newly arrived students.

Despite these initiatives, the development of initial teacher training and further staff development opportunities including for headteachers, governors and supplementary staff was recognised as a future priority.

INDIE staff development workshop on inclusion and diversity, Italy





3. Using the Model to Develop a Culturally Inclusive School

The model of the culturally inclusive school is based on international research and includes good practice from INDIE schools. The elements in the model are well established indicators in school improvement planning.

The progress of school improvement planning is based on self evaluation and self improvement. The process needs to involve as many different groups who have a stake or interest in the school.

The planning cycle is a useful process in reviewing the whole school to identify aspects that need improving. In the context of developing a culturally inclusive school, the school improvement cycle ensures that schools follow a well established process to identify aspects of the model and develop plans to improve these.

School Improvement Cycle



Audit (where are we now?)

It is important for a school to carry out self evaluation procedures to establish priorities.. Some priorities may be set by external bodies e.g. inspection, new legislation.

The school needs to know what its strength are, and its areas for development in the context of the culturally inclusive school framework e.g. what evidence is there that the school responds positively to diversity?

Identifying outcomes (where do we want to be in short term (within one year) and long term (within three years))

Once the audit is completed, and priorities identified, schools need to agree on what they want to achieve in the short term, medium term and long term and set out measurable criteria.

In responding to Diversity, one short term outcome may be that the school will have up to date, accurate information on all their pupils e.g. language, faith, ethnicity.

A long term outcome would be that all schools policies and practices will be responsive to diversity.

Action planning (how will we get to where we want to be)?

Decide and agree on activities that will achieve the outcomes: use a template and include who

will lead and who else will need to be involved in these activities, timeline for completing activities and identify resources (human and material).

Ensure that priorities are linked to school aims and mission statements.

Monitoring progress (how do we know whether we are on track)?

Schools will need to have regular meetings to track progress on achieving their outcomes as stated in their action plans.

It is important at this stage to share learning and review any aspects that are not on track and consider if appropriate resources are being used.

Evaluating progress (have we achieved what we set out to achieve)?

Schools will need to have regular meetings to track progress on achieving their outcomes as stated in their action plans.

Using the monitoring information it will be possible at this stage to measure successful outcomes and evidence of impact e.g. have we collected all the data we set out to collect and does it now inform our policies?

Are there any lessons that can be learned for the future?



4. Celebrating success: The INDIE Legacy

In the current climate of economic instability, implications of migration and focus on educational achievement and benchmarking; the Inclusion and Diversity Project (INDIE) has helped to focus attention on useful and practical strategies for integration and educational achievement for all pupils. In this section we make some brief observations concerning the longer term legacy of the INDIE project. In particular we draw on the perceptions of INDIE co-ordinators and headteachers who participated in an evaluative session for the project held at the British Council in Belgium in May 2010. The aim is to identify the positive impact that a project like INDIE can have on inclusion and diversity as well as the nature of the challenges involved in implementation with a view to informing the evolution of future projects in this area.

The overall feeling of participants was that INDIE has been an extremely inspiring project that has successfully brought together young people, head teachers / other staff and policy makers from 11 countries. INDIE is unique in that the project's first outcome was produced by young people from these 11 countries i.e. The European Youth Charter on Inclusion and Diversity. Other aspects of INDIE worth highlighting are as follows:

- Young leaders have developed key skills e.g. communication, team work
- Young leaders have embarked on processes of personal development including confidence, autonomy, motivation; leading to higher achievement.

The second most important aspect worth celebrating is the collaboration of schools to develop projects arising from the charter. Schools from different countries came together in small groups assisted and supported by British Council staff to plan projects towards developing culturally inclusive schools. Although there were difficulties in communication between schools in different project countries, many schools overcame these by developing local partnerships on existing international links.

Where partnerships were maintained e.g. Italy/UK, Portugal /Scotland, the projects were jointly developed and outcomes shared and celebrated. All these relationships whether now or existing added value to project development. Some unintended outcomes from INDIE included INDIE schools in countries developing strong identities, long lasting relationships and sharing of INDIE related events e.g. professional development for all

staff. An excellent example of this is the INDIE group of schools in Italy (see the discussion of leadership in the section on the culturally inclusive school).

In other countries INDIE has led to developing partnerships with external agencies e.g. mentoring, youth, community organisations. These partnerships have not only enhanced the INDIE projects but have developed into long lasting relationships that will sustain and support the development of culturally inclusive schools. Headteachers and project coordinators from INDIE schools indicated specific benefits of the projects in their schools. These included :

- Projects have benefited both mentors and mentees and given them a sense of achievement and pride
- Created awareness of inclusion and diversity issues in school community, e.g. staff, students, parents
- Development of positive links with external agencies
- INDIE is a launch pad for other projects, e.g. citizenship & human rights
- Decrease in number of 'bullying' incidents
- Stronger student voice with the development of effective student council
- Greater confidence in students who have received the INDIE Young Leader training
- Opportunities for students to meet and work with students from across INDIE countries
- Professional development opportunities for staff involved in INDIE Projects/schools

The challenges posed in implementing the project fell into three broad categories. The first of these were to do with the time and resource required to successfully implement projects. As projects become part of mainstream school improvement practice in schools then this aspect ought to be less of an issue. The second set of challenges related to communication. The success of multi-partner and multi-country projects such as INDIE relies on effective communication within and between schools. Noted in particular here was the power of face to face communication in terms of sharing not only the details of projects but arriving at a common understanding of their underlying meaning and purpose. Participants also noted, however, that in the days of electronic communication, video conferencing might be a useful mechanism for promoting inter-partner communication. It was also felt that future projects would benefit from a closer match in terms of age between participating young people. The age range of young people involved in INDIE was 12-17 and at times this provided a barrier to collaboration as the kinds of projects that young people of different ages wished to be involved in differed. Finally, language proved to be a barrier. The default language was English and it was not always practically possible to translate documents into all of the languages spoken by participants or to provide translation facilities at all meetings. This is an issue that is worth thinking through carefully in future similar projects.



5. Conclusion: Looking to the Future

The guidelines document has identified a range of areas that policy makers and schools need to focus on to promote inclusion and diversity. Several areas of policy and practice have been identified as being particularly in need of greater consideration by policy makers and headteachers and it is worth summarising these by way of conclusion. Although the issues have emerged from a careful analysis of data gathered during the INDIE project they are not intended to be exhaustive but are rather offered as areas for further discussion and research. At the policy level the issues identified were:

- The development of a robust legal framework to ensure equality of opportunity and to hold governments and schools to account
- Effective monitoring and reporting of the progress and attainment of migrant groups at the national and local levels
- Development of inspection frameworks to ensure compliance with equal opportunities legislation
- Need for targeted funding for initiatives aimed at promoting diversity and inclusion and raising the achievement of groups most at risk of under-achieving
- A greater emphasis on inclusion and diversity in initial and continuing teacher education programmes and in headteacher training
- Development of policies to support learner voice in education
- There were also several areas at the school level that were identified as being in need of greater consideration by policy makers and headteachers. These were:
 - Making issues of inclusion and diversity and raising the achievement of migrant learners integral to school improvement
 - More systematic and robust use of data in schools to monitor the changing ethnic profile of learners including migrant learners across the curriculum
 - Initiatives to increase the numbers of staff at all levels from a migrant background
 - Initiatives to increase the involvement of migrant parents in school governance and in the education of their children
 - Greater emphasis on in-service training for staff in inclusion and diversity
 - Developing sustainable networks between schools to ensure the sustainability of future initiatives

A fitting note on which to conclude these guidelines is a quote from one of the young leaders themselves in which she encapsulates the impact of the INDIE project both for her school and at a personal level.

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“Indie Project is really important to my school and for all schools all over the world. Indie motivates young people to think and highlight questions which make them see the world around them and become more mature” (INDIE Young leader, Portugal).

Further information:

British Council

www.britishcouncil.org/INDIE



Appendix one:

INDIE partner schools

COUNTRY	SCHOOL
BELGIUM	Sint-Jozefinstituut Bokrijk
	Onze-Lieve-Vrouwlyceum Genk
	Koninklijk Atheneum Gentbrugge
	KA 1 Pitzemburg, Mechelen
	Academie voor Beeldende Kunsten Aalst
GERMANY	Geschwister-Scholl-Realschule Riedlingen
	Humboldt-Realschule Mannheim
	Realschule-Eschenried Sindelfingen
	Realschule-Ostheim Stuttgart
	Schickhardt-Realschule Stuttgart
GREECE	Intercultural Junior High School of Athens
	2 nd Intercultural Junior High School of Elliniko
ITALY	I.T.I.S. di Setificio "Paolo Carcano"
	Istituto Comprensivo "Casati"
	Istituto Comprensivo "E. De Amicis"
	Istituto Professionale di Stato per i "Servizi Alberghieri e della Ristorazione "Andrea Mantegna"
	Istituto Statale d'Istruzione Superiore "O. Romero"
MALTA	Pembroke Girl's Secondary School
	Gzira Boy's Secondary School
NETHERLANDS	Arentheem College Middachten
	Arentheem College Thomas a Kempis
	Olympus College
	Lorentz Lyceum

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PORTUGAL	Escola José Estevao – Aveiro
	Agrupamento vertical do Cerco – Porto
	Escola EB 2,3 D. Francisco Manuel de Melo – Lisboa
	Escola EBI da Apelacao - Lisboa
	Escola Secundária Dr. Antonio Carvalho Figueredo – Lisboa
SPAIN	IES San Isidro
	IES Santamarca
	IES Isabel La Católica
	IES San Cristobal de los Angeles
	CC María Inmaculada HC
ENGLAND	North Birmingham Academy
	George Dixon International School and Sixth Form College
	Heartlands High School
	Moseley School A Language College
	St. John Wall Catholic School
SCOTLAND	All Saints Secondary School
	Hillhead High School
	Holyrood Secondary School
	Lourdes Secondary School
	Shawlands Academy
WALES	Cathays High School
	Fitzalan High School
	Willows High School
	Cardiff High



Appendix two: INDIE partner organisations

COUNTRY	PARTNERS
SCOTLAND	Glasgow City Council
PORTUGAL	Ministério da Educação Direcção Geral de Inovação e Desenvolvimento Curricular
	Instituto Português da Juventude
ENGLAND	Birmingham City Council
GERMANY	Ministerium für Kultus, Jugend und Sport Baden-Württemberg
	Staatliches Seminar für Didaktik und Lehrerbildung (Realschulen) Reutlingen
NETHERLANDS	ELAN Expertise
	COS Gelderland
	Arnhem Gemeente
BELGIUM	Flemish Ministry of Education and Training
WALES	Cardiff Council, Schools and Lifelong Learning Service
MALTA	Ministry of Education, Employment and the Family, Malta
GREECE	Υπουργείο Παιδείας, Διά Βίου Μάθησης και Θρησκευμάτων
	Πανεπιστήμιο Αθηνών; Κέντρο Διαπολιτισμικών Σπουδών
ITALY	Ufficio Scolastico Regionale per la Lombardia
SPAIN	Comunidad de Madrid



'Inclusion and Diversity in Education (INDIE) is a British Council led project aimed at promoting social cohesion and raising educational standards in culturally inclusive schools. It is run in collaboration with local and regional education authorities from nine EU Member States: Belgium, Germany, Greece, Italy, Malta, the Netherlands, Portugal, Spain and the United Kingdom.