MENTORSHIP FOR A BETTER INTEGRATION

REPILOT ACTION ACTIVITY HANDBOOK

NEW ABC – Polish Team Members

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Networking the Educational World: Across Boundaries for Community-building

Mentorship for a better integration. Repilot action activity handbook.

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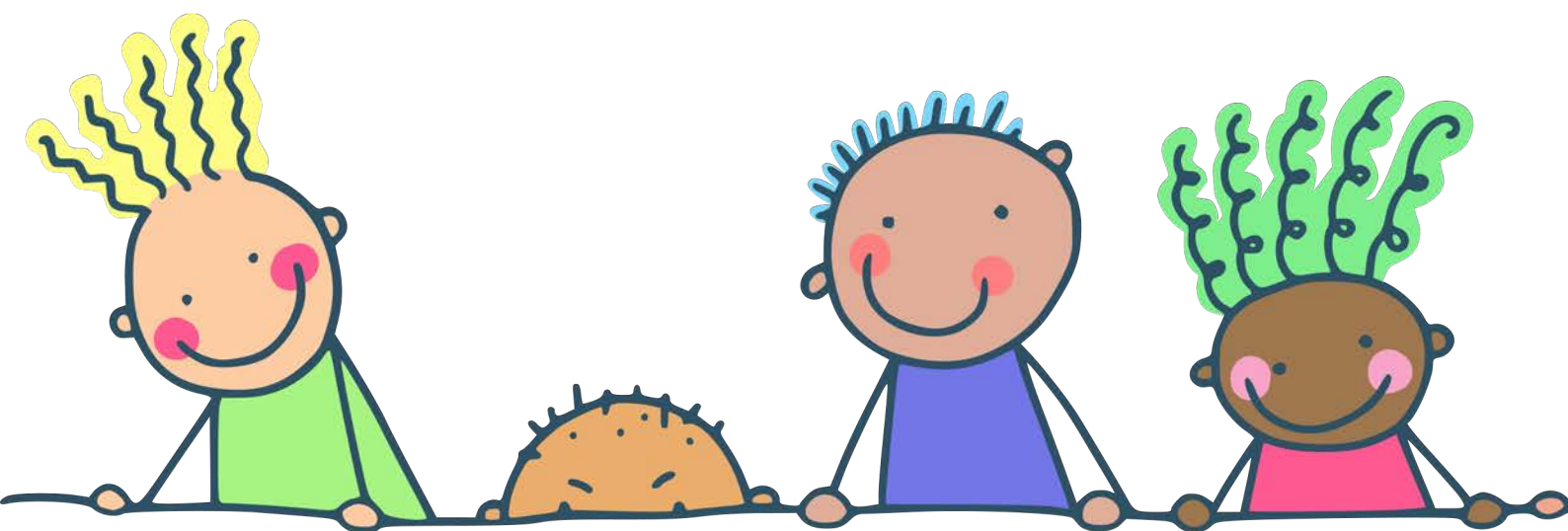INTERKULTURALNI PL Association
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INTRODUCTION

In this handbook you will find:

- a brief description of the NEW-ABC project and the main concepts that guide it;

- some general guidelines and specific tips for adapting this pilot action to different contexts;

- the aims and objectives of the pilot action;

- a thorough description of the activities conducted alongside tips for replicating them;

- some reflections emerging from our experience that you might find useful for your adaptation.

The NEW ABC project in a nutshell

NEW ABC is a project funded by the European Union's Horizon 2020 research and innovation programme, and brings together 13 partners from nine European countries with the aim of developing and implementing nine pilot actions that foster youth engagement and belonging in their communities. All NEW ABC pilot actions include children and young people, as well as teachers, families, communities and other stakeholders in education, as co-creators of innovation to empower youth and enable their voices to be heard.

If you want to learn more about NEW ABC **this is** the link to the project website where you can find information on the other pilot actions too:

newabc.eu

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What is co-creation?

Before we introduce the activities co-created with young people for the *Mentorship for Bette Integration* repilot action, we would like to explain in just a few words the basic features of co-creation.

Co-creation is a method used to develop democratic partnerships between researchers and local/community stakeholders by promoting their involvement in the design of practices that are tailored to a specific context and responsive to the needs of the community and the participants they serve.

Co-creation is particularly apt in increasing engagement and participation on behalf of citizens in policymaking because it:

- places end-user value at its core

- gives particular relevance to the implementation of co-created practices

- includes broader dissemination strategies as part of the design from inception

All the activities presented in this handbook have been planned and implemented together with pupils and parents, headmasters, and the school communities under the lead of creative teachers and intercultural assistants and supervised by researchers and elevate the children's perspective, allowing them to voice their dreams and needs. It used the human capital, competencies, and resources of the school communities to rebuild social relations within this environment to be even more inclusive and multi-directionally supportive.

What is participatory action research?

Participatory action research is an approach that actively involves researchers and all interested parties, such as participants and stakeholders, to conduct research, generate knowledge, and implement solutions for problems that affect those involved in this approach. Through this model, stakeholders and the community at large will be empowered and will continue to make their voices heard, taking responsibility for future actions, and making visible both their needs and the solutions created jointly to policymakers and decision-makers. In our pilot action, this approach was useful to regularly assess and monitor its evolution, together with the participants, to adjust and adapt to the activities whenever needed to better respond to children and youth's needs and challenges.

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What is care and compassion?

Care can be defined as attention, concern, and protection for a person. Compassion is sympathy for others' feelings, experiences, and emotions, leading to proactive behavior to help them.

Adapting this repilot action to different contexts

A key aim of the NEW ABC project is to ensure that all 9 pilot actions can be adapted and replicated in different contexts (i.e. different countries, educational systems, different communities). Following the completion of their original implementation, all pilot actions were retested in a different partner country and by a different NEW ABC team. Our repilot action was first implemented in Portugal and then re-implemented in Poland. You can read more about the different piloting versions through the NEW ABC's platform. If you are interested in implementing this action in a different context, you might find these recommendations useful.

Main suggestions for institutions interested in repiloting this and other actions from the NEW ABC project

o **Invest time to consider what is unique to your own context and what you might need to adapt.**

You might have to think if there are any required changes or modifications in relation to specific characteristics such as geographical, social, or cultural features. For instance, if you are planning on working with children and young people from different national and ethnic backgrounds, you might want to invest resources to recruit community translators to support the young participants during the project.

o **Invite colleagues both inside and outside your school setting to work together.**

If you need the support of other colleagues in the school (fellow teachers or teaching assistants), you may want to involve them early and make sure their opinions on what they feel is important to do as part of the project.

o **Work *with* the children and young people and collectively agree *how* you will collaborate together.**

Involve young people and children from the start and make sure their opinions, skills, and needs, feed into the design of the project. For example, you may decide to involve a small advisory group of young people so they can help you set up the project.

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o **Design your learning environment.**

For example, will you be working in schools or non-school learning environments (e.g. youth groups, after-school clubs, weekend clubs, etc.)? This will also determine how you will structure the activities (i.e. long-term project or individual activities) and how many participants will be engaged each time (i.e. working across a school year or with a smaller group of young people).

o **Make a 'wish list' of materials, resources, and services you may need.**

As you develop your project ideas it is important to consider what resources you will need. For instance, where will you complete the activities? What types of space will you need? (e.g. rooms, outdoor places). You might also like to consider issues of accessibility (e.g. parking availability, wheelchair access, toilets, close to public transport stops). Your wish list may also include activity ideas (e.g. field trip, museum visits) or working with specialist practitioners (e.g. digital artist, drama teacher). Equally important, what materials will you be needing for the activities? (e.g. paper sheets, paint, notebooks, stationary, whiteboard access, online training courses etc.)

o **Invest time and care in co-creating a safe environment.**

Make sure you include time for relationship-building activities that encourage participants to become familiar with each other and develop trust across the group. Refreshments and snacks help at creating a more relaxed social environment so make sure you have thought about your hospitality budget!

o **Support your project participants.**

Provide training and skills-development opportunities to support those involved in project activities (e.g. students, teaching assistants or fellow classroom teachers) as they join the project. Are there any particular social, cultural, linguistic, or learning needs you might need to think of?

o **Evaluate your repilot action.**

Every project serves as a unique learning opportunity to reflect on what worked, what didn't and what could be done differently. Invest time to plan your project's evaluation and think of activities you might find helpful (e.g. feedback postcards, reflections, creative responses, group reflections).

o **Plan ahead.**

While developing an 'action plan' and thinking of what your project might look like, it is also important to focus on your plans for engagement and dissemination. Things to consider may include:

• What key issues are you aiming to address?

• How can participants engage in these activities in meaningful ways?

• Who are your primary audiences? (i.e. local community, decision-making audiences)

We hope that these suggestions might support your planning process as you decide what your future project activities might look like.

What adaptations did we make to implement the original pilot in our context?

The pilot program had to be significantly adapted due to different contexts and participants involved in the activity in both settings. The original Portuguese pilot focused on developing mentorship as an integration tool to help newly arrived students adapt faster to the new environment. However, the Polish repilot emphasized flattened relations between children in the school community, regardless of their origin, knowledge, and experience. The leading activity in the local Polish schools was peer tutoring, which is a more horizontal activity in comparison to mentoring, providing more equality and democracy, and less risk that the balance of power between children involved will be disturbed. All children participating in certain activities usually mentor other children, depending on their actual roles in the process and circumstances. They exchange their knowledge and experience for the benefit of the group. The introduction of tutoring against mentoring was preferable in the Polish cultural context as newly arrived children, mostly Ukrainian, did not experience overwhelming cultural differences, shared common European cultural values, and came from schools that share many similarities to the Polish ones. In this context, they do not feel lost in the new environment, and fewer explanations are necessary for the successful adaptation to the new learning reality. Furthermore, tutoring gives every interacting partner an equal opportunity to transform community relationships more cohesively.

In our project, we had a different approach to planning and implementing activities compared to the other group. We gave most of the responsibilities to the teachers and intercultural assistants who worked together in pairs. They were responsible for ensuring that the environmental and community standards were met in their schools with regards to the integration and inclusion of all students. Additionally, they selected and trained students who could serve as tutors. These tutors then arranged activities that would engage other students in integrative activities.

Teachers and intercultural assistants have agreed to convert the experiences they acquired during the repiloting activities under the *Mentorship for Better Integration* framework into a comprehensive "glossary of integration". This glossary will be explained in detail later on. In collaboration with the research team, they have created a dictionary of integration, which will be used as a teaching tool by educators, scholars, and other stakeholders in the education community.

We managed to engage a network of teachers and cultural assistants who were previously involved in the *Together We Learn Our Worlds* pilot activities. As a result, we were able to expand the activities performed by the Portuguese pilot and involve eight schools located in different parts of Krakow. Unlike the original pilot, the repiloting activities involved younger primary school children aged between 7 to 15 years. In the original pilot, the youngest participants were 12 years old. We used tutoring to leverage the natural abilities and skills of the persons involved for better cooperation, helping each other in performing certain tasks and achieving better learning outcomes. Thanks to this approach, even younger children could understand their roles in this process.

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Aims and objectives of the repilot action

The original pilot implemented in Portugal focused on encouraging children to help newly arrived students understand their new learning environment and better and faster integrate into the school they joined. Mentors were trained to guide them in this process as well as map the gaps in the integration framework within the school communities. The original objectives were:

- to create an environment where new kids can be welcomed and feel secure in expressing themselves;

- to strengthen identification with the school community;

- to promote pro-diversity and multicultural environments, integration as a common responsibility of all stakeholders, and institutional autonomy in follow-up activities;

- to contribute to the improvement of the school and academic skills.

Based on the differences between the pilot and repilot contexts mentioned earlier, the IPL team has incorporated and expanded its objectives to focus on the following:

o Creating opportunities for co-creative teamwork that allows for the best skills and talents of participants to be utilized to achieve the best results for chosen tasks or projects.

o Mapping the existing capabilities and shortcomings of involved school communities and proposing improvements or working on projects to develop those improvements.

o Utilizing the enthusiasm and engagement of tutors and ambassadors for the betterment of the entire school community.

The repilot action had specific sub-objectives which were as follows:

1. To evaluate the readiness of the school environments for the effective integration of all students.

2. To enhance the competencies of teachers and intercultural assistants to facilitate peer tutoring and make this method a standard for learning in schools.

3. To integrate children and families from diverse cultural and linguistic backgrounds within the school and local community, and provide them with opportunities to plan, develop, and participate in activities that reflect their identity and affiliation with the school.

4. To create an integration tool for other educational stakeholders that is based on the experiences gained during the repiloting activities.

How this handbook works and who might find it useful

You will find this guidance useful if you:

    o are planning out-of-school activities for culturally diverse student groups;

    o wish to organize workshops for co-creating team projects that raise awareness about cultural diversity and social cohesion;

    o want to build a new type of peer relations and whole school community relations based on active forms of learning, tutoring, and mutual support.

This Handbook provides a list of activities that have been adapted to the cultural context of Poland. These activities are designed for in-school programs involving primary school students aged 7 to 15 years old.

Firstly, the theoretical framework of the proposed activities will be described, along with important information on how to build partnerships for their implementation.

Secondly, a general overview of the activities will be presented. However, it's important to note that, following the principles of co-creation, each activity can be adapted not only to the general sociolinguistic, cultural, and sociopolitical context, but also to individual pupils, schools, and their unique needs, interests, and desires.

In addition to offering detailed information about each chapter, a list of over one hundred different activities and tasks performed during the Polish repilot will be provided. Only a few of these activities will be briefly described as examples. The objective of the course is to raise awareness about the importance of peer tutoring for teamwork and the development of new education tools, methods, and approaches. Therefore, the activities can be replicated and adapted in other settings or used individually in other contexts with similar goals.

When it comes to co-creation activities, the workshop structure can be repeated, or it can result in the development of different types of products. However, it's important to keep in mind that all products created through co-creation were made collaboratively by all participants. Hence, any replication of the products may differ based on the interests and contexts of the adults and students involved.

It is important to note that the order of conducting each activity can vary depending on the needs of the new group and context. However, it is recommended to start with activities involving teachers and intercultural assistants before moving on to activities with students and their families. The activities involving teachers and intercultural assistants will primarily focus on mapping the environment to identify opportunities, competencies, assets, as well as weaknesses and obstacles in integration. They will also explore the concept of peer tutoring and ways to engage students in the learning process. The activities with students and their families will benefit from the experiences gained during the creation of the integration glossary to aid future implementers.

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How to use this handbook

This handbook explains in detail the features and activities of the repilot action Mentorship for a better integration implemented in Polish schools with children aged between 7 and 15 years old.

This handbook contains activities that are useful for teachers and practitioners who work with newly arrived children and young people. The aim of these activities is to promote tutoring relationships in schools, although they can be adapted for use in other contexts. You can choose to compare this concept with the original mentorship pilot activities that were initially implemented in Portugal. Based on your needs and specific context, you can select one of these models or even mix and match them.

Tutors:

Tutors are young people who have specific knowledge, skills or talents that can be useful for other students in the process of learning and settling close relationships in the school community, useful for integration and adaptation in the new environment. They use their assets for the benefit of their peers.
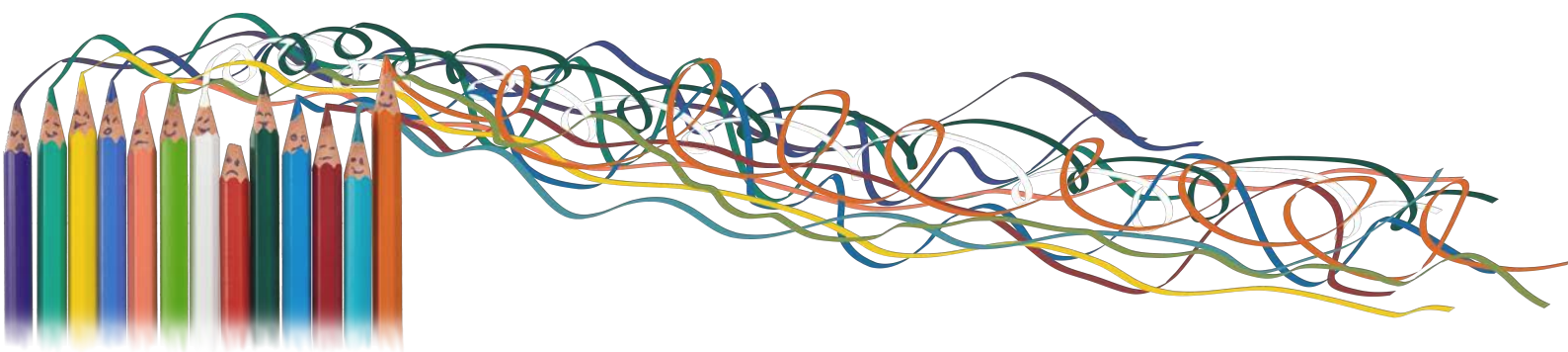
For this purpose, this handbook shows you step-by-step how to implement the activities, which you can replicate or adapt to your specific purposes or projects.

This handbook can be used in any way you see fit. The activities described here are not mandatory and can be adapted to suit any context or participant's needs and challenges. Feel free to be as flexible as possible when replicating the repilot action. Use it in the best way possible to meet the needs of your students. Creativity and imagination are encouraged to improve or add new activities.

It's important to note that there is no set deadline for completing the activities. You can take as much time as you need to implement them. However, it's crucial to keep in mind that the primary objective is to foster the inclusion of recently arrived students and the entire school community by providing mentoring, support, and collaborative opportunities.

Important information to share

Consent:

Depending on participants age group and the national legislation, you might need to obtain parental consent for them to be able to participate in the activities. Make sure that your consent form (download here) is clear (no technical terms), accurate, and detailed. It needs to explain how the young people will be involved in the pilot action activities and how the data (e.g., audio recordings of conversations, artwork, or podcasts) may be used for dissemination purposes (e.g., reports, presentations, exhibitions, social media posts etc.), and the overall purpose of the project.

Privacy and anonymity:

Processes of co-creation and collaboration are based on relationships of trust. If you plan to display students' products, discuss where and how they will be disseminated. Explain that any mention of their stories/experiences/personal information will remain anonymous - no one will know it was them. Within the smaller classroom/group environment, they will always have the choice whether to put their name on shared writing or not, and may write under a pseudonym if they wish. Writing under the anonymity of a pseudonym may be freeing, as children may feel emboldened to share more of their inner world and more willing to deepen their creative process.

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LET'S GET STARTED!

What is tutoring?

The school community benefits greatly from peer tutoring, as it promotes integration and leads to positive academic experiences. The program focuses on building and nurturing peer tutoring relationships between classmates. Any student, regardless of his social, national or any other identity can become a tutor for their peers, as long as they possess unique knowledge, experience, skills, or talents that can help integrate the school community. Tutoring can arise naturally from daily peer interactions, but it can also be managed by a designated program.

Tutors as peer leaders

Peer relationships play an important role in promoting integration in the school context and good academic experiences. This program relies on building and fostering peer tutoring relationships between classmates. Any student can become a tutor for their classmates, provided they have unique knowledge, experience, skills, or talents that are potentially useful in the process of integrating the school community.

Tutoring can come out naturally from daily peer relations, but it can also be managed by experienced teachers. In the repilot action, teachers and intercultural assistants were responsible for training tutors as peer leaders acting for the integration of children in schools participating in the project. They performed and wrote a diagnosis of the intercultural potential of their schools. These documents enabled the research team and authors to better understand the specific needs of each school and find out what kind of children's skills and talents would fit the integration projects planned and co-created with participants.

Tutors dedicate their time and effort to help their peers in including all students in their classes, and preparing projects for the entire school community. Like the mentors in the original pilot action, tutors form an emotional support network based on healthy relationships and democratic practices. The significant difference between tutors and mentors lies in the ability to exchange roles during the implementation of activities based on the skills required to complete tasks. The integration process dynamics can make anyone become a tutor under certain circumstances. During the activities, the roles between participants can change depending on the knowledge shared and experiences exchanged. This fosters a collaborative learning environment where everyone can participate, contribute, and grow.

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During our initiative to revamp our tutoring program (refer to the chapter on tutoring implementation), we selected and recruited tutoring teams from students with and without migration backgrounds. The recruitment was done by teachers and intercultural assistants. Thanks to the network we had built during the implementation of the *Together We Learn Our World* pilot action, it was easy to engage adults and children in the new project. It is always a good idea to work with established networks as it helps expand the network in the long run and adds value at the start.

If you don't have contacts to begin this new project, you'll have to dedicate time at the start searching for potential partners.

Through these tutoring experiences, students will have the opportunity to build meaningful friendships while also sharing their cultural experiences. This will help broaden their knowledge and understanding of different cultures, leading to greater respect, empathy, and solidarity within the school community. Since integration is a two-way process, it will foster a pro-diversity environment and nurture tutoring teams with strong leadership and organizational skills.

Ambassadors

Tutoring relationships, especially those involving minors, require adult follow-up. Teachers and other school staff, such as intercultural assistants, should be willing to participate in order to facilitate activities, promote ideas, and prevent problems. This is important not only to help students when tutors are unable to offer support, but also because school staff have better access to school community resources and the ability to manage activities involving the school and families within the school community.

Their knowledge and experience gained from mapping the intercultural potential of their schools gives them the unique opportunity to direct students and engage them in co-created activities that address the most important or vivid challenges in each school. While tutoring relationships may occur naturally, they can be managed or supported by competent teachers and intercultural assistants. These skills were trained in the sessions delivered by the Polish research team.

CHAPTERS: activities' overview

> By the end of this Chapter you will have...
>
> 🎎 Gained an understanding of the entire process in relation to individual activities.
>
> 🎎 Acquired good knowledge of how the entire action was structured and how individual activities were organised.

The repiloting action involves a variety of activities, including three training sessions with teachers and intercultural assistants, monitoring of the school environment's intercultural potential before starting the repilot, working with tutoring teams on integration projects, organizing whole school community events, and creating an intercultural glossary based on the experiences gained from the repiloting action. All of these activities are explained in more detail in the following table:

Sessions	Objectives	Main activities
Training Session 1	- To introduce ambassadors to the project and learn their motivation and experiences. - To learn about inclusive and participatory education. - To discover the role of the adult in child-centered approaches to education. - To set cooperation with the community and gain support for declared activities.	- Activities "to get to know each other". - Workshops: body movements, Q&A. - Training on cooperation and co-creation; team, agenda and capacity building; self-reliance, and resilience. - Training on the role of the adult in child-led education. - Training on social engagement. - Training on evaluation (result measurement).
Training Session 2	- To learn from experience. - To build added value from knowledge acquisition. - To learn new teaching methods, like outdoor lessons, museum lessons, thematic team projects, and design thinking, etc. - To map experiences for more complex and engaging co-creation activities.	- Sharing best practices in moderated, active discussion. - Brainstorming. - Storytelling. - Co-creation workshop.

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Sessions	Objectives	Main activities
Training Session 3	- To learn the theoretical framework of peer tutoring. - To learn facilitation methods in child-centered and children-led tutoring activities. - To learn repilot implementation and evaluation tools.	- Workshops with active learning elements (e.g. individual quick writes (brief written response), small group discussions, gallery walk, jigsaw, think-pair-share, and whole group discussions). - Presentation of tools prepared for the repilot activities, and repilot objectives. - Drawing preliminary plans of activities.
Monitoring of the schools' intercultural environment	- To see the potential of the school community and environment in reference to integration activities. - To learn about spheres and spaces to be tackled by tutoring teams' projects and activities.	- Monitoring of the school documents, environment, spaces, and community relations concerning the preparedness of the school to integrate children with diverse cultural backgrounds. - Filling in the report based on the delivered questionnaire.
Tutoring activities with tutoring teams	- To introduce students to new models of learning and performing school tasks based on teamwork and mutual support. - To engage students in small integration projects to train respect, tolerance, and leadership. - To teach event management, planning, and organizational skills. - To sensitize students about cultural diversity, cohesion, inclusion, and cooperation. - To train creativity and co-creation as the learning model.	- Didactic games, tutoring trainings, role play workshops. - Theatrical drama lessons. - Legends pathway city walk. - Luna Park integration excursion. - Photo collage and selfie workshops. - Problem-solving training. - Fair of ideas. - Artistic shows, dance shows. - Photo and artistic exhibitions. - Integration workshop: Our Passions, Our Dreams, Our Anchors. - Discussion clubs. - Q&A sessions. - Listen/Describe/Advertise workshop. - "Tutors take over the classroom" – conducting lessons about integration experience. - Workshop on making educational movies. - "Kahoot" tournament of quizzes. - Active outdoor lessons with exercises, e.g., "Cola/Fanta/Sprite" skill classes, the Sports' Day, Dance classes, and the contest. - Workshop on Perfect World. - Playing for integration: cartoon workshops, "Our Home" poster-making workshop. - "We and Our Hobby" workshop. - "Friendly School Space" – designing orientation signs and cards workshop. - 3D printing and robotics workshop. - Reading and Spelling Challenge. - Computer Science workshop – non-verbal IT communication tools. - "I like myself" – workshop on public presenting yourself.

Sessions	Objectives	Main activities
Whole school events	- To integrate the whole school community around cultural diversity, cooperation, and inclusion. - To learn by experience and engagement. - To integrate through fun, active learning and co-creation.	- "Wawel Dragon Legend" – theatrical stage performance. - Eastern fair. - Children's Day. - Selfie Day. - International Embroidery Day. - Day of the Bees. - School Cooking Day. - Training with Kickboxing Champions. - Vyshyvanka Week. - Flash mob – Vyshyvanka Photo Session. - Sports Week. - Flash mob – No Bag Day - Interactive Plays Day – The Other Side of the Coin/Storytelling Contest/ Trust Me Exercise/ Safe Landing Contest/ Flying Carpet Exercise/ Treasure Quest. - Printing School Emblem Keychains on 3D printer. - Family Picnic. - Earth Day. - Flag Day. - Shadow Theatre. - Artistic and Photo Exhibition. - "Ukrainian Children Speaking About Their School" – classroom traveling video clip. - School Board Games Day. - Fairy Tales Therapy Session. - "Dwarf visit" – role-playing integration activity.
Co-creating intercultural glossary	- To transform experiences into a theoretical useful guidance for others. - To create a guide about intercultural relations within the school community. - To deliver a teaching/learning tool for any stakeholders in the education system.	- Co-creating the glossary of the integration. - Disseminating glossary of the integration as the learning/teaching tool for other stakeholders.
Evaluation of tasks	- To monitor the results of peer tutoring, its effectiveness, and sustainability.	- Delivering reports from teachers and intercultural assistants. - Documenting activities (images, videos, material evidence, reports).

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HOW TO BECOME AMBASSADOR AND MAP DIVERSITY

By the end of this Chapter you will have…

- Developed an understanding of what tutoring is and how it can be facilitated in work with children

- Learnt how important tutoring is in the integration process and changing the whole school community

- Learnt how to work and support children-led projects based on their ideas and co-creation process

Step 1: How to effectively organize peer tutoring?

To effectively engage participants and carry out activities, it is crucial to plan and prepare the program in advance. This involves understanding the context in which the activities will take place, whether it's a school, NGO, youth house (YMCA), community center, or scouts. Understanding the context will help ensure that the program is tailored to meet the specific needs and goals of the organization, and that the activities are carried out in a safe and appropriate manner.

While tutoring can be an organic development stemming from peer interactions between children engaged in various group activities, it's also viewed as an efficient learning model that promotes the integration of children who have difficulties adapting into the school community. Thus, this process can be overseen and facilitated by adults, typically those who work directly with children in schools or other organizations.

If you intend to initiate a tutoring program or individual projects, we recommend collaborating with individuals whom you have previously worked with in integration or educational projects. This approach will allow you to benefit from the knowledge and experience gained from past projects, which can save you time that would otherwise be spent on networking, assessing competencies, and building trust before launching tutoring activities.

However, if you approach stakeholders with whom you haven't collaborated before, these tips might be useful:

1. Prepare a short executive summary that contains the description of the program, the objectives, the planned activities, the type and number of participants, your expectations, a list of tasks and responsibilities, and a brief explanation of the co-creation process.

2. Find one or more schools or other contexts, such as NGOs, community centers, youth centers, or scouting teams to collaborate with and implement the program.

3. Initiate the partnership, by planning with your partner the program's activities, schedule, interested participants, relevant stakeholders, and other aspects you might think are relevant.

4. Important to think about ethics: discuss with your partner privacy, ethics, and safety and develop an informed consent to be signed by both of you and the parents or tutors of minors involved (see page 10).

5. You're ready to start working!

Step 2: Train your ambassadors on how to work with child-centered and child-led projects

Tutoring is a democratic process in which children's relationships play the most important role. Adults are responsible for managing and facilitating those relationships by guiding children, maintaining their engagement, and overcoming possible problems arising from the personal characteristics of each child selected for the project (such as shyness, loneliness, or extroversion). To make this program successful, the adult participants, who play the role of ambassadors, need to gain specific competencies to understand the nature and dynamics of the tutoring process. They should also learn how to work in a co-creation child-centered model of learning, where children are leaders in the chain of decision-making processes.

During our collaboration with the teams of teachers and intercultural assistants from the already established network focused on integration projects implemented in the local communities, we conducted three 180-minute-long training sessions to introduce them to the world of peer tutoring. This part of training is especially crucial as we decided in the repiloting action that pairs of at least one teacher and one intercultural assistant would be responsible for all tutoring management, including:

o Obtaining permission for project implementation from school management

o Recruiting, preparing, and supporting participants

o Mapping integration needs and directing co-created activities towards fulfilling those needs, addressing challenges, and overcoming existing gaps

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o Implementing tutoring projects involving small tutoring teams

o Supporting tutors in organizing whole school events aimed at integration, celebrating diversity, and mutual support.

In order to ensure the success of the repilot action, ambassadors need to have a good understanding of its aims and objectives. This will enable them to effectively persuade school headmasters to join the project as key stakeholders, and ensure its sustainability beyond the NEW ABC's project framework. Active engagement of school management and other members of the community is crucial for the program's success. This will allow for immersion in the program and co-creation, which will help to develop responses to the needs of all children in the multicultural school environment.

To successfully implement the project, ambassadors must understand its benefits and communicate them to relevant stakeholders in potential partner institutions. Therefore, it is essential to emphasize during the first training session for ambassadors (pairs of teachers and intercultural assistants) that this program can be advantageous in various domains:

- To support their work in integrating children and youth from diverse cultural backgrounds.

- To help them overcome difficulties in promoting the integration of such children and youth.

- To involve all participants in the co-creation process to develop solutions to the needs and problems of children and youth, according to everyone's schedule and willingness.

- To contribute to feelings of belongingness, trust, autonomy, and a shared identity.

- To contribute to improving the academic skills and results of students with special needs and those who need specific support.

- To contribute to improving leadership and organizational skills.

- To transform the school community and learning framework to be more inclusive, creative, and children-centered.

- To build other partnerships with other stakeholders that might be important for them in the future.

During the introductory training, you should provide the ambassadors with a general framework of peer tutoring and your expectations regarding activities that will help raise the level of cohesion within the school community. The ambassadors should recruit students to form the tutoring team. They should understand that the role of the tutor depends on situational circumstances or challenges and can fluctuate or be exchanged between participants during the action. As facilitators and guides of this process, ambassadors need to actively search for the skills, talents, experiences, or knowledge that may put one kid or another in the position of tutor to the others. By paying attention to peer relations dynamics, ambassadors can recognize and acknowledge all the assets, which is the primary goal of

training them as conscious facilitators of the tutoring process.

In the initial training session, ambassadors must also grasp their responsibilities as adult tutors. This handbook doesn't offer a one-size-fits-all solution for training because there are various methods available to teach specific skills, which can be chosen by an experienced trainer. Therefore, we will describe our approach to achieve the intended goal.

After a brief introduction session, we asked the participants about their reasons for joining the program and their expected involvement in it. We explained the concept of inclusive education and requested them to recognize all the stakeholders involved in the integration process and report on the progress in their schools. They were asked to speak in language of benefits[1] and in relation to the different roles of the inclusive education participants such as the ones including, ones included, and those who are witnesses. We emphasized the significance of visibility and empowerment as dimensions of inclusion that lead to autonomy. Autonomy is essential for cooperation and co-creation.

Participants during the first training session

In the next workshop, training participants will address five fundamental questions related to effective inclusive education. Their ideas were confronted with the knowledge and experience of the trainer and transformed into competencies necessary to facilitate future tutoring. These were:

- How can you identify difficulties, barriers, and risks?

- What is the role of adults? - In projects where children take the lead, the role of adults is to provide support, mentorship, and guidance on the purpose and direction of the activities. They also need to ensure a feeling of security, offer logistical support such as

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1 Language of benefits consists of formulating a welcoming message and delivering it efficiently to the respondent. The message should be neither intrusive nor overwhelming. It should depict the activity or service in a comprehensive, attractive and tempting way. It shall avoid any dark sides, or discouraging messages.

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spaces and permissions, and provide material and psychological support. Additionally, they should observe and analyze the results of the project. It's important to note that adults should not encourage anyone to participate in the project, but rather facilitate the children's ideas and initiatives.How can you communicate the community events?

- How can you set the project objectives? – here they were asked to map the school environment in relation to diversity, intercultural relations, and pro-diversity solutions (see step 3).

- How can you measure the change?

It is crucial to have a responsible adult involved in child-centered projects, especially when it comes to including the youngest children in grades 1-3 in the tutoring process. In such cases, the role of an adult model is indispensable. Trainees who take up this role should prioritize qualities such as empathy, friendliness, adaptability, lack of dominance, active listening, open-mindedness, and inclusive language.

During the second training session, participants were able to engage in a more practical approach. The session was focused on their experiences and knowledge regarding integration processes, pro-diversity teaching, and best practices that support an intercultural school environment. By sharing experiences, new ideas were generated and the existing practices were enhanced, leading to an overall improvement in the assets and competencies of the participants. This approach also taught them how to implement co-creation and participatory processes.

During the third part of the training, the participants were introduced to the framework of the "Mentorship for Better Integration" repilot action, which is locally known as "Tutoring dla Pogłębionej Integracji" (Tutoring for Deepened Integration). This part of the training informed the participants about the project leader's expectations in terms of objectives, tasks, and results of the action. Additionally, they were familiarized with the evaluation and reporting tools that support the action. In the final session, the participants developed a preliminary plan of activities, agreed on timeframes, logistics, and the number of repilot participants. They also discussed any other relevant issues.

Partipants exchanging their experiences and describing integration projects thay took part in

Body movement workshop

Step 3: Let ambassadors learn about the repilot environment

Peer tutoring is a crucial aspect of the Mentorship for Better Integration program, which aims to promote diversity in school communities and assist students with migration backgrounds to adapt quickly and effectively to new learning environments. The program's primary goal is to create a welcoming and inclusive environment for all students.

It is crucial to gather as much information as possible regarding the diversity of the environment. This includes finding out about how many newly arrived and long-settled children and youth are attending, their ages, and the languages they speak. It's also important to determine how many teachers are prepared to work in an intercultural environment, what the other relevant actors of integration are, whether school statutes include pro-diversity policies, the context and setting in which the activities will be implemented, as well as the available resources and limitations.

As part of a study on inclusive and pro-diversity education, adult participants who took on the role of ambassadors were asked to assess their school communities and physical environments for strengths and weaknesses. To ensure consistency in results, we suggest using a questionnaire to guide teachers, intercultural assistants, and other relevant participants in completing this task. You can find a copy of the questionnaire in Appendix 1 of the handbook.

The information gathered provides evidence-based knowledge about the school's life, actors, and their relations. This, in turn, reveals fields of intervention that could strengthen and foster integration processes but also shows shortcomings and gaps.

These latter problems can motivate teachers, intercultural assistants, and tutoring teams to create projects and interventions to overcome these obstacles. Ambassadors can also involve students in monitoring and organizing pre-tutoring sessions to discuss opportunities, challenges, and strategies for implementing interventions. During these sessions, students can share their experiences, needs, and ideas on how to transform their school into the ideal learning environment.

It's important to remember that desirable projects and activities should be grounded in reality and practical reasoning. Therefore, it's crucial to design programs that align with the school's policies, resources, and daily agenda. It's also important to consider the school's capabilities and complement them with appropriate activities.

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Step 4: Let ambassadors form the tutoring teams

After gaining knowledge about the school environment, its community relations, and the opportunities it offers, you can start considering students who might be interested in participating in peer tutoring integration programs. It's important to remember that when selecting students for tutoring, the nationality of the student should not be the primary consideration. Instead, focus on planning activities that fulfill the needs identified during the monitoring process. You can discuss the peer tutoring project with a larger audience of students in specific classes or during school-wide events to gather ideas for participant selection. Keep in mind that a tutor is someone with unique knowledge, skills, experience, or talents that help lead activities and assist other students in active and beneficial participation. Additionally, the dynamics of the activities may naturally cause a role exchange between the tutor and the tutored. However, the selection process should prioritize co-creation and participatory activities and reward the engagement and activity of specific students.

Once the tutoring pairs or teams are formed you need to remember about certain aspects of working with children on integration projects.

Here are some useful tips prepared by our Portuguese friends but equally useful in the repilot context:

o To create an inclusive and welcoming environment, make sure to listen to the voices of all participants. This includes not only the challenges and concerns of newly arrived children and young people regarding their integration process, but also their skills, cultural background, and positive experiences from their countries of origin. It's important to value their unique perspectives as much as you value those of long-settled students. By doing so, you can ensure that all participants feel encouraged, heard, and motivated. Remember that integration is a two-way process, and promoting diversity through this approach can help to create a positive and inclusive atmosphere.

o It is important to have a clear definition of the roles of participants and encourage their equal participation and involvement. To achieve this, it is necessary to keep in mind that some students may be shy, while others may have a more dominant conversational style. It is important to pay attention to these dynamics and identify when tutored students could also act as tutors themselves.

o It is important to involve participants right from the beginning and not impose anything on them. Every step of the program and activities should be discussed with them, and they should be invited to co-create and co-develop solutions for their needs. It is important to keep in mind that this is a project led by children, and your role is to support and supplement their ideas and desires.

o To ensure the smooth and continuous operation of the program, it is important to engage in frequent reflexive sessions. These sessions should encourage positive dialogue and communication of feedback about the activities. As this program follows the participatory action research, it is crucial to assess the activities along the way and make adaptations if necessary. Additionally, it is important to keep all participants involved.

However, it is important to note that participation is voluntary. If someone decides to step out of the program, try to understand their reasons and accept their decision.

o In order to facilitate the implementation of activities such as training sessions and reflexive conversations, it's crucial to find an appropriate setting. In the case of many tutoring teams, reflection took place during individual or team work after lessons, or when summarising and evaluating larger events in specially organised lessons.

o It is crucial to have a discussion with teachers, parents, and children before implementing the research component of the program. This will help in establishing guidelines that ensure the implementation is safe and ethical. It is important to make sure that children and young people are aware of what is expected of them and can make their decisions based on this knowledge. To achieve this, an informed consent form should be developed, and privacy and safety concerns should be discussed.

o **Informed consent:** before implementing any research activity, you should develop an informed consent that should be signed by all

Tutoring teams in one of the schools

parties involved. If you are working with minors, you should obtain their parents' or tutors' consent for their participation in the program. For this, you should develop informed consent written in plain language, with as many details as possible about the program, the involvement of participants, and how their data (e.g., photos, videos, audio, written reports, etc.) will be managed, treated, and disseminated. In Poland, events performed under the patronage of schools usually do not require specific consents for data collection and processing as being part of the school community is linked with implied consent for dissemination of projects led and recorded by school staff. Students were however informed about the objectives of the project and its dissemination plans.

o **Privacy:** it is important to discuss with participants what will be researched and how and what will it be used for. You should then explain to participants that their privacy and anonymity will always be safeguarded, and you will not disclose their name, or identity – unless they specifically ask for it with the consent of their parents/tutors.

o **Safety:** because this program concerns sharing personal information and the involvement of potentially vulnerable populations, it is important to create safe environments for children and youth to feel supported and backed. So, make sure that you can prevent any risk or harm caused by the programs' activities, namely the training sessions and the reflexive conversations.

o After following all these steps, you are now ready to start implementation. Please, check the following chapters to know how *Mentorship for a better integration* repilot works and to be inspired by some of the activities we developed!

Medals for tutoring teams

IMPLEMENTING TUTORING PROJECTS TO PROMOTE INTEGRATION
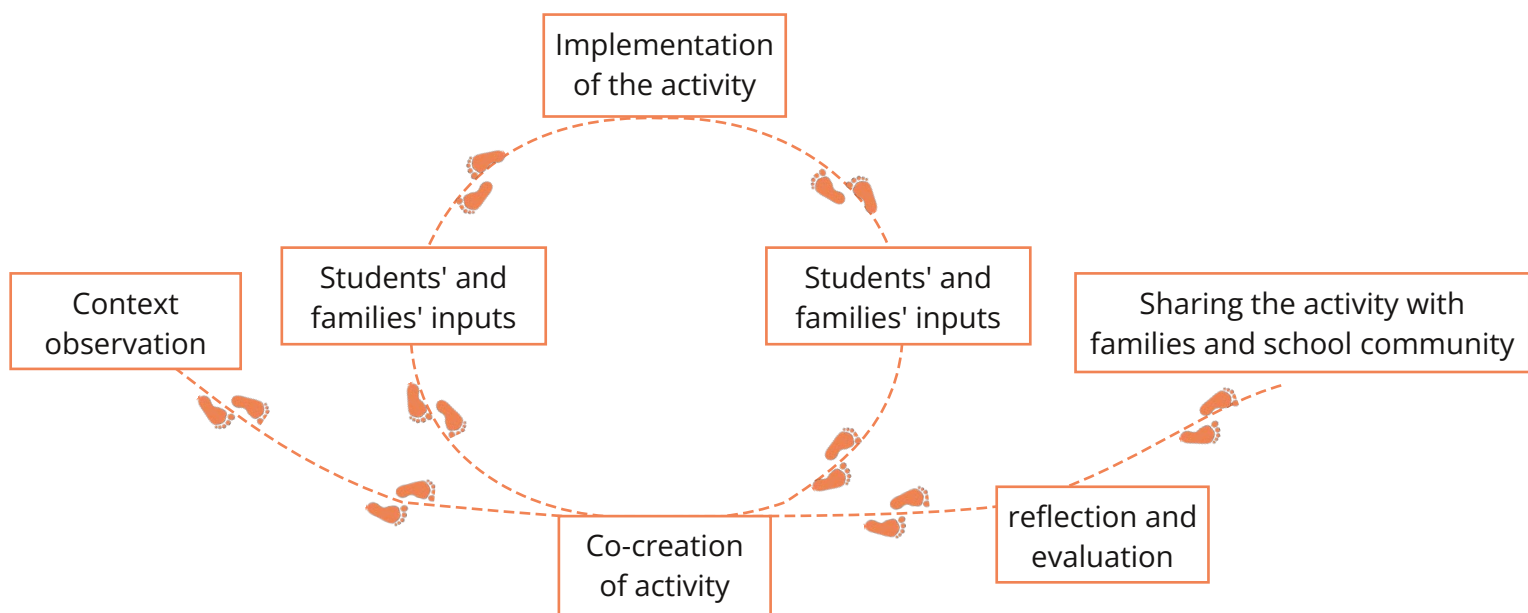
CHAPTER 1: Working with tutoring teams

By the end of this Chapter you will have...

- Developed an understanding of the tutoring process and how to effectively facilitate it

- Learnt the examples of activities with tutoring teams

- Seen the astonishing results of activities performed

In this section, we will explain how tutoring activities can be used to promote the integration of all students into the school community and build a pro-diversity environment. This section will only describe some of the selected activities that we implemented in schools in Poland. The tutoring teams prepared and implemented over one hundred activities, so it's not possible to describe all of them. We chose the activities based on their utility, potential for best practices, level of interest, degree of challenge, transformative impact on the school community, and propensity for breakthrough moments. We will also provide general tips on the organization and facilitation process. Additionally, you will learn how certain projects add value to the whole school community, how small projects can transform the entire school for the common good, and how great things can be achieved from small ideas and inspirations.

Teachers and intercultural assistants had much freedom in planning, co-creating, and implementing certain activities that involved peer tutoring. The only requirement we settled on, was to perform at least three meetings with tutoring teams to prepare the small project based on that method and to organize a whole school event with the leadership and engagement of tutoring teams. All projects resulted from the co-creation sessions led by children and supported and facilitated by intercultural assistants working together with teachers. The projects presented are expressions of child participants' needs, desires, and ideas. As a supporter of these processes, you must guide students' activities and find their skills to achieve agreed aims. Use all your resources, time, and collaborators' help to address stated needs and ideas. If the project is uncertain, suggest activities without dominating them. Instead, offer options and ideas. Always opt for open and honest discussions.

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Here are some tips for the facilitation of the tutoring teams:

Step 1 – organize the meeting with your class where you will be talking about the project and its objectives. Let students ask questions and show their interest. To encourage students, you may talk about benefits of the participation which are:

- Acquisition of new skills and becoming a leader and model for other children needing support.

- Learning about tutoring and other creative learning methods.

- Making new friends and learning about new cultures and knowledge.

- Celebrating multiculturality and diversity in the school.

It is crucial to create an environment where students feel comfortable asking questions and are encouraged to participate in the program. One way to achieve this is by implementing icebreaker activities that allow students to get to know you and vice versa. Moreover, building a relationship based on trust is of utmost importance since the upcoming steps will require personal experiences to be shared. Therefore, this step should be adequately developed to ensure a conducive learning environment.

One of our teams used "Listen/Describe/Advertise" exercise to gain student engagement and involvement. This exercise involved personal storytelling between students, with one person listening to their partner's story and then repeating the most important information to a larger audience. This activity helps to foster active listening and public speaking skills while also aiding in building stronger relationships between participants.

If you think it is necessary, you can schedule more than one introduction session with students to strengthen the relationship among you all and to develop a relaxing environment. Once you feel they are ready, you can move on to the next steps of the program.

We will provide you with certain examples of how tutoring teams worked in Polish schools' contexts and what the results of their activities were.

Tutoring project 1: From 3D printing and robotics to the new school image

This tutoring project showed how an initial idea of inclusion of one student through tutoring expanded into a large, whole school project affecting all students in the community.

3D printed owl award for the least absence

Directions:

Step 1. The tutoring pair was matched based on the personal interests and hobbies assessment that happened during the first introductory meeting. It revealed that one of the Ukrainian students with little knowledge of Polish was very interested in technologies, but had no opportunity to use them in reality. He was matched with a Polish student with engineering skills who led the technological section of the class.

Step 2. It was proposed that the Ukrainian student should join the technology group and expand his interests under the guidance of its leader. All parties have accepted the proposal.

Step 3. The technological group met twice a week for 90 minutes. During these meetings, its members worked on 3D printing technology. They designed projects and learned how to use devices. They also worked on ideas for robotics development.
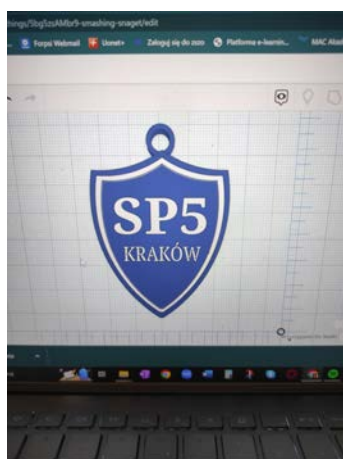
Designed school emblem and 3D printed keychains

Some reflections

The Ukrainian student seamlessly blended in with the mostly Polish group, and his language skills exceeded expectations. Joining technology classes helped him uncover his engineering talents and become one of the leaders in the group. His academic performance significantly improved, and he made some of his closest friends among the Polish students. He also took on the role of a tutor for other Ukrainian students interested in technology.

As part of a tutoring project, a group of boys came up with the idea to design a keychain with their school's emblem. They presented their idea to the School Board and it was well-received. The Board of Parents decided to support the project by providing funds, which allowed for the keychains to be 3D-printed and distributed to every student in the school during the End of School Day Celebration.

Tutoring project 2: Common interest and common aims

This project aimed to assess hobbies, encourage team activities and create tasks that improve the school environment and benefit the community. It was designed for the common good. The project involved younger children aged 7-10 (grades 1-3).

Directions:

Step 1. Talk with children about the idea of cooperation and care. Explain the cultural differences that arise from different national backgrounds. Explain that people learn about the World through the language they speak and that when they arrive in a country with a different official language, they may face difficulties in learning as fast as those who were born in this country. Ask older children to take care of the younger ones and help them in performing school tasks.

Step 2. Let the children know each other by performing tasks together and spending some time after classes – e.g. playing in the common room, going for a walk, or having fun outdoors.

Step 3. Ask children to imagine a common project they will be working on. Let them choose the topic. In the case of our team, the children decided to prepare an artistic exhibition about their hobbies. They decided to make posters about their interests. Children worked on these posters in tutoring teams. Support them with tools and materials.

Step 4. Please organize a meeting with the children and ask them about the improvements that the school needs to help foreign children feel more comfortable. After collecting the ideas, let the children choose a common project to develop. In our case, the children decided

to design and print orientation cards that will be placed in the school space. Provide the children with the necessary tools and materials to complete the project. Finally, organize a common event to showcase their work and publicly display the orientation cards.
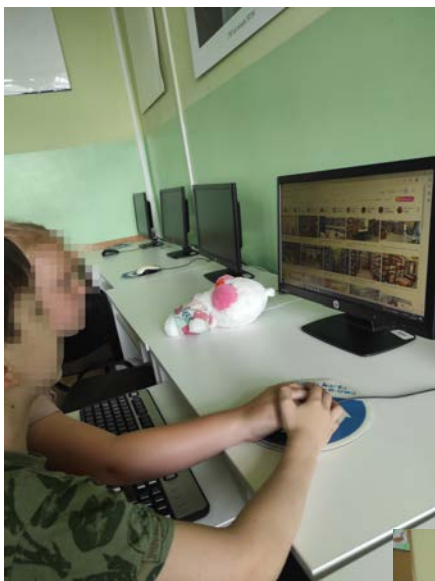
Children during the posters design workshop

Child presenting new multilingual navigation signs

Children pair during tutoring activities

Some reflections

Collaborating on projects for the betterment of the community promotes unity and fosters connections among young people. Working together to assist one another leads to higher academic achievement as a group. Participation in a program that showcases the interests and hobbies of children advocates for equality. The outcomes of these tasks have demonstrated that children, despite their cultural differences, share common interests and hobbies, which can unite them and enable them to overcome any obstacles.

Thanks to the ideas of ambassadors, the project also involved parents and other family members as they were asked to select and send images of their children presenting their hobbies and interests.

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Tutoring project 3: From perception of art to artistic expression

The project involved children between the ages of 11 and 12, who came from diverse cultural backgrounds. It was designed to include art-based and sports-based activities that utilized universal non-verbal language to overcome language barriers. Additionally, the project promoted multilingualism as a valuable asset and talent. The ambassadors had pre-designed the project, and the children co-created it through active participation. The activities were modified to meet the children's specific needs and desires..

Directions:

Step 1. Gather children around the screening of a cartoon–animated movie. In our case, a 2022 Oscar-winning short animation ("The Boy, the Mole, the Fox, and the Horse") was presented to children in the original language version with Ukrainian subtitles. Simultaneously a teacher read dialogues in Polish from the book with the same title.

Watching animation

After screening, let children share their thoughts about the movie and its protagonists. Ask children to choose the protagonist they identify with and let them explain this choice. Talk about the issue arising from such choice (personality, attitudes, behavior, and problems). In our case children talked a lot about how to calm down the fears of certain animals, and that, despite the differences, all "persons" are unique and have skills that can be useful to others.

Home space inhabited by animals

Step 2. Organize a common project around important things to children. In our case children chose home. Classes started however out of the schedule, as the Spanish participant asked in a previous meeting if he could share a book about emotions and he brought that book for the classes, so the classes started with the exploration of that book.

When discussing the concept of "home," it's important to reflect on how we define it. To help children explore this idea, they can be asked to provide both broad and specific definitions of home. For example, they could be shown images of different environments, such as a meadow, forest, mountain, lake, or sea,

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and asked to choose their preferred setting and explain why they chose it. Next, teachers can prompt children to imagine inhabiting this chosen environment with a specific animal and explain why that animal would thrive there. After this exercise, children can be asked to work in groups and co-design their ideal living space through democratic decision-making, using cutouts from magazines and newspapers.

Step 3. Organize an outdoor event around skillful games and plays. Set certain goals for participants and encourage them to achieve them through cooperation. Organize reflection sessions where they can share emotions and experiences in difficult situations. Ask them to search for positive solutions out of negative past experiences. For this purpose, a game called The Other Side of The Coin was used. It consists of encouraging children to think positively. The children were paired up and took turns telling each other about an unpleasant or embarrassing event from the past. The second person listened to the story and then showed how to turn that negative experience into something positive.

Choose plays and games that require trust, teamwork, creative thinking, and joint effort to complete tasks. In our case, we asked children to build a safe package to protect an egg when thrown from a rooftop to save it. We divided the children into two teams and gave each team a raw egg and materials made from recycled resources. The game aimed to build a protective structure around the egg to prevent it from cracking when dropped from a height of one floor. We gave the children 15 minutes to secure the egg and then instructed the teams to drop it from the first floor to the ground. The team whose egg survived would win. One egg survived, while the other cracked. However, the participants approached it with humor and still wanted to continue having fun together.
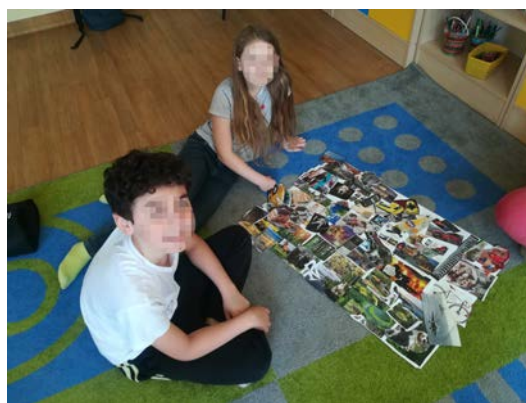
Working on a perferct place for a living

Some reflections

The second workshop boosted children's imaginations beyond expectations. Children included in the imagined environment things that represented all kinds of home definitions, including consumable items, animals, persons, food, people of different jobs, landscapes, etc. The workshop also revealed care and compassion, as well as empathy of participants who decided to include a boy in a wheelchair and exclude images of war and violence. The dynamics of the task showed also interchangeable of tutor roles.

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Children reflecting about the meaning of friendship

Children are designing a home space

Building cracking prevention structure for the egg in the egg survival game

Summary

Dozens of tutoring activities were performed by teachers and intercultural assistants participating in the project, as reflected in the table at the beginning of this chapter's section. All of them reflected PAR and co-creation methodology, and resulted from the creativity and democratic choices of the children involved. The teachers and assistants played supportive roles and are devoted to continuing to teach and learn using peer tutoring methods beyond the framework of the NEW ABC project.

The repilot action was a success, as children gained extra skills, developed their talents, discovered new interests, and made new friends. There were no failures during the implementation of the repilot action, and the tutoring teams' activities led to transformations of the entire school communities.

CHAPTER 2: Organizing whole school integration events

By the end of this Chapter you will have…

- Learn how to use enthusiasm and engagment of tutoring teams to plan, organize and implement large events for the whole school community

- Acquire knowledge on building alliances, securing support from various stakeholders, and obtaining resources to advance and enhance your school community

- Know how important and beneficial integrative events are for maintaing cohesion and building diverse, tolerant environment in your school

- Better understand how to promote a pro-diversity context in the school

- Involve the wider community, namely families

- Develop values in students such as empathy, curiosity, respect and tolerance

- Strengthen the baggage of cultural knowledge of students

The program aims to promote cultural exchange, pro-diversity contexts, and transfer the gained knowledge to the wider school community, parents, and relevant stakeholders.

To implement this objective, the school and participants should create events that encourage intercultural exchange for all students, faculty, and members of the school community. The activity can be adapted to suit the audience, but for clarity, here's an example of how it can be implemented.

The activities should be discussed, planned, and developed, building on the previous work or tutoring teams. For example, the students in the technological group offered to produce school-related gadgets for other students, such as keychains. More examples of such activities will be described in this section.

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These examples will show you how small tutoring projects can be transformed into larger events by activating actors and stakeholders and gaining their commitment. Such commitment is usually a result of previous work that was highly valued and considered groundbreaking for the school community.

Activity 1: Theatrical performance

The event was planned for the official Day of the Fine Arts and was planned a few weeks before the performance day to bring together Polish and migrant children. They rehearsed together and actors from diverse origins were recruited from the preparatory class, so they had to integrate with Polish peers and overcome the barrier of separation caused by learning in a special class for non-Polish students. The children chose to perform the legend of the Wawel Castle Dragon and Polish children introduced their newly arrived friends to the legend, helping them with text learning, pronunciation, and singing in the Polish language. A tutor recorded difficult words for his Ukrainian partners and sent them

Wawel Dragon Legend Show Invitation

recordings through smartphone apps. All children were involved in building the stage scenography and their families actively participated in the process. Many parents were surprised to learn how city inhabitants dressed in old times, so Polish children prepared a presentation of those outfits. One of the Ukrainian mothers, who was a tailor, offered her services to prepare outfits for the performance. This is a great example of how progressive engagement in a project can result in much more added value than initially expected. As a result of growing enthusiasm, almost all school community actors were involved in the preparation process. The performance was watched by the whole school, which was a logistic success as gathering such a large audience in a primary school is rare.

Wawel Dragon Legend Show

Wawel Dragon Legend Show

Activity 2: Family picnic "Together We Are Stronger"

The idea to organize a picnic originated from two tutoring pairs, including boys from the technological group. The picnic invited students from the entire school along with willing parents, teachers, intercultural assistants, and other school staff. The tutoring teams suggested that each group in the school draw one of ten countries (Ukraine, Germany, Turkey, USA, Spain, Mexico, Italy, China, France, and Greece). The parents of these groups, which included children aged 7-9 and 10-14, prepared snacks that were representative of the given country. This was an excellent way of engaging families in the integration project. The amount of food that was prepared exceeded our expectations. Children from grades I-III created country flags for decoration in A3 format, while older grade students prepared thematic posters which featured common words, interesting facts, what we owe to a given country, etc. The most captivating posters were awarded prizes. Parents also contributed to the decorations, which included huge cardboard cactuses, incense sticks, flowers, etc.). All picnic participants came in costumes referring to other countries. There were even entire classes dressed in sombreros or flamenco costumes. The whole event was accompanied by music prepared by the technological group (out of tutoring teams).

Children could benefit also from:

    o face painting(supported by students of the Academy of Fine Arts),

o braiding,

o sports games,

o dancing, led by a dance trainer.

All necessary items (face paints, hair doing, rubber bands, gadgets for prizes, etc.) were financed by parents and the Student Cooperative, which, as a Polish accent, provided a traditional *obwarzanek* (Krakow's pretzel) for each student of the school.

Some reflections

This picnic was a bit of an experiment because a large part of the organization depended on the parents. Teachers were quite skeptical about this event; some were even sure that parents would not participate. Fortunately, the entire picnic was simply a huge success. Parents' engagement went beyond expectations and proved that this group of stakeholders has great importance in the effective integration and shaping of relations within the school community. This engagement encouraged also other staff of the school to actively participate in the picnic and use their skills to enhance activities.

All stakeholders decided that the integration picnic would become a permanent part of the school calendar. Parents were delighted with the idea of multiculturalism and shared their ideas and memories from past travels. In the future, organizers plan to reserve one of the days free from teaching classes for the picnic and combine it with a school creativity festival. This festival marked a turning point in the relationship between the school and parents. Before this event, parents were not interested in getting involved, and the school faced constant criticism for their actions. It's worth noting that parents and grandparents of migrant students from various backgrounds (American, Belarusian, Ukrainian, Nepalese, and Spanish) also participated in the picnic. During the picnic, parents and children invented additional attractions, like thematic quizzes or riddles to receive food. Italian parents brought a garden pizza oven, and each child could make their mini pizza there, Indian parents offered a henna painting station, while Chinese parents taught people to eat with chopsticks.

Activity 3: School Thematic Days

These whole school events were prepared by the most active tutoring teams that performed over 30 small projects and tutoring activities. Thanks to such engagement those teams won respect and collected the greater resources to implement their ideas and professionally document them. All events had professional video and photo coverage cut and produced in co-creation with children's participants.

The following thematic days had been planned, prepared, and organized by tutoring teams supported by teachers, intercultural assistants, school management, and families.

>> Ukrainian *Vyshyvanka* Day

Students from three tutoring groups formed by one of the ambassadors' teams, under their supervision and full support, organized a large school-wide event for World Embroidery Day. Preparation for the event lasted for the whole week, using every free moment and after classes. The entire school community had the opportunity to learn about the traditions and culture of Ukraine and see an exhibition of embroidered outfits and materials, towels, or hand-embroidered paintings. During the entire school day students took part in various workshops:

o color your embroidery,

o listen to a fairy tale in Ukrainian,

o find out what the symbols on each embroidery mean,

o learn about Ukrainian symbols and their meanings,

o taste Ukrainian bread acid and make pancakes and other delicacies,

o *Vyshyvanka* workshops,

o fortune telling.

o photo booth with dressing up in Ukrainian folk costume,

o workshops on making a Motanka doll.

o hairdressing zone: braids as a symbol of a strong Ukrainian woman,

o performance: STOP WAR.

Vyshyvanka Day

Stop War Flash Mob

>> Day of the Bees

The event called "Day of the Bees" consisted of various art workshops aimed at younger classes and focused on educating them about bees. The event included a multimedia presentation about the life of bees, their social structures, and the different types of honey they produce. During the presentation, a bee quiz was conducted to test the students' understanding of the information presented.

The main objective of the event was to raise awareness about the crucial role of bees in agriculture and their contribution in maintaining the food chain for all humanity. The tutoring teams collaborated with a local honey producer, who donated honey for tasting. Children were also given an opportunity to try pollen and bee bread.

The students from the tutoring groups planned to make bee headbands for all participants, using materials prepared in advance, after giving a presentation to their younger colleagues and taking a quiz. The school students and teachers were encouraged to dress up in bee costumes or wear bee colors as part of the event.

>> Sports and culinary workshops

The tutoring teams, based on their interests came up with the idea of inviting Kickboxing Champions for school classes. They managed to arrange the training with a two-time World Champion, multiple winners of the European Champion and European Cup titles, the vice-World Champion, the Polish Champion, and multiple winners of the International Golden Gloves Boxing Tournament. The athletes conducted classes with the children, during which they introduced them to the martial art of kickboxing and showed them the basic ways of hitting and kicking. Students could practice these movements themselves under their supervision.

After the training, all students joined the culinary fair where they cooked three types of Ukrainian borscht. While preparing the meal, the participants had also the opportunity to try other traditional dishes brought by their parents.

Preparation for this event lasted two weeks and involved shared duties and responsibilities among the tutoring teams. One group was responsible for designing posters and selecting music, while others for preparing and cleaning the room, making a shopping list, and purchasing these products. During the cooking, students from tutoring groups coordinated the work of other children, took care of them, peeled vegetables safely, and made various types of sandwiches and snacks. About 50 people took part in this event. The sports training and culinary workshops were widely appreciated and received positive comments from parents and acknowledgment from the Polish Kickboxing Association for the promotion of a healthy lifestyle.

Some reflections

Apart from general success of all events that proved the development of organizational and leadership skills of participating students, one Ukrainian girl that was tutored made an application to the Students Board and became a candidate in elections to this body. Her decision was motivated by her participation in the tutoring process, which allowed her to make new friends, establish connections, gain more recognition among students, and showcase her organizational skills. She got also support from another project participant and the current school president who was one of the tutors. In the school voting she received very high support and took 2nd place. She is the first student of foreign origin on the School Council.

Some reflections

The activities were co-designed and co-developed for students, but families and relevant stakeholders were also invited to join.

In the end, all participants, including teachers and other school staff, found all organized events are successful forms of integrating school community worth further investment and sustainability. They were valued as contributions to the pro-diversity approach, and promotion of new methods of learning and educating.

This is how our intercultural activities developed; however, it does not mean that you must strictly follow this. You have room for flexibility, adaptation, and creativity to build on these activities or add new ones, just don't forget to discuss this with your participants!

CHAPTER 3: Let's write about integration for others

The idea of writing some kind of handbook on integration came up during the training sessions for teachers and intercultural assistants. Most of them agreed that there is no such tool that could be used by teachers in their work in the intercultural schools. There is plenty of materials that introduce integration and pro-diversity topics, but nobody summarized the basic knowledge about the processes of integration and adaptation, inclusive education and child-centered project in one handbook written in simple language based on the grass-rooted experiences of direct participants of such process.

We, as research team, decided to invite all willing teachers and intercultural assistants to take part in co-creating such handbook, that would take the form of a glossary of intercultural and integration activities, and that would also include best practices drawn from the authors' experiences.

Those who were motivated by the idea and took part in the process writing selected chapters to create the first truly co-produced, educational publication for other teachers and stakeholders working in school communities.

This handbook introduces the most important concepts about integration understood as social process leading to cohesive, peacefully living societies.

It discusses such concepts as:

o Acculturation

o Anchors

o Assimilation

o Cultural shock

o Definitions of migrant

o Exclusion

o First generation of migrants

o Good practice

o Identity

o Inclusive education

o Inclusion

o Intercultural assistance service

o Intercultural dialogue

o Integration

o Integration event

o Language and cultural agency

o Language of communication and language of instruction

o Marginalization

o MHPSS (Mental Health and Psycho-Social Support)

o Migration

o Open school

o Pedagogics of adventure

o Psychological resilience

o Refuge and refugee

o Second generation migrants

o Separation

o Third generation of migrants

o War trauma

The second part of the glossary consists of a description of several best practices in the unified structure. These practices were drawn from the experiences gained during the implementation of the repilot.

The text in cloud:
Are there any foreigners in your school?
No, there are only children in my school

Źródło: https://prezi.com/tyasgammdyc5/akulturacja/

[1] Pisze o tym między innymi T. Paleczny w *publikacji Relacje międzykulturowe w dobie kryzysu ideologii i polityki wielokulturowości*, Kraków 2017, dostępnej online: https://ruj.uj.edu.pl/xmlui/bitstream/handle/item/49292/paleczny_relacje_miedzykulturowe_w_dobie_kryzysu_2017.pdf?sequence=1&isAllowed=y

Rys.1. Fazy szoku kulturowego wg Oberga, s.

Rys.2. Fazy szoku kulturowego, interpretacja własna

Podstawowe kotwice prezentuje rysunek 3.

Rys. 3. Typy i rodzaje kotwic.
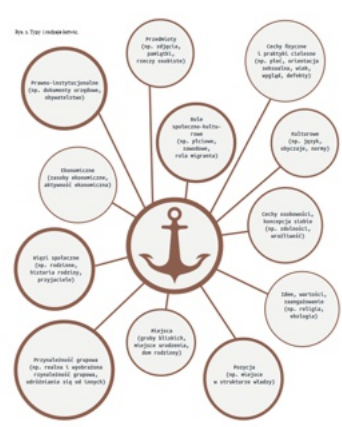
Źródło: Aleksandra Grzymała-Kazłowska, *Od tożsamości i integracji do społecznego zakotwiczenia – propozycja nowej koncepcji teoretycznej* [w:] *CMR Working Papers*, nr 64/122, maj 2013, s. 12.

[19] Tamże, s. 1.
[20] Tamże, s. 11.

Schemat 1. Tożsamość społeczna – budowana na bazie tożsamości indywidualnych

specyficzne formy tożsamości społecznej:

| tożsamość kulturowa wsparta na rdzeniu kulturowym | tożsamość regionalna tworzona na bazie odwołań do pewnego terytorium (regionu) |
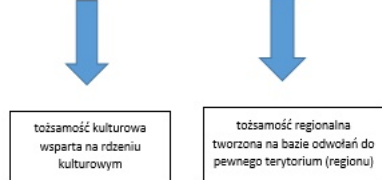
Źródło: opracowanie własne

EVALUATION AND DISSEMINATION

Evaluation

The evaluation of the activities can be done in different ways, but we propose you follow the approach we implemented:

1. Teachers and assistants were asked to document activities with photos, videos, and other material forms of documentation. They were also interviewed by researchers about experiences and emotions associated to implementation of the repilot action.

2. There was also formal assessment following qualitative and quantitative methods. We prepared a survey with a set of evaluation questions that teachers were asked to fill in and return to the research team. This survey is presented in Appendix 2 of this Handbook.

Dissemination

The dissemination of the activities can be done following different approaches. It is up to you to decide what is the best way to disseminate your program's activities, with the consent of your participants.

The model we used was to disseminate the activities in **NEW ABC website**, social media, and the relevant social communicating channels of each school. The integration glossary once it is completed will be delivered to all local schools through city dissemination channels.

Whatever you decide to do for the dissemination of this program, just bear in mind that it is important to extend the activities to other contexts and population in need, and to create sustainability and refinement of this program in the long term. The more the program is disseminated, the more newly arrived children and youth will receive help in their integration process, and more pro-diversity, respectful, empathic, and tolerant environments we will have.

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Acknowledgements

On behalf of the Interkulturalni PL team, we would like to wholeheartedly thank all schools, teachers, and intercultural assistants participating in the project "NEW ABC - Networking the Educational World - Against Borders for Community-Building". Your openness and love for the work you do have allowed us to develop new methods of working with migrant children and allowed their integration in the Polish schools.

We would especially like to thank those who made all activities happen and thus, allowed creation of this handbook: Ewa Żmijewska, Olga Rożek-Jędras, Joanna Baziak and Oksana Maslovska from Primary School no. 5, Katarzyna Ratkowska and Yuliia Revenok from Primary School no. 34, Jolanta Stolarzewicz and Ilona Homeniuk from Primary School no. 39, Ielyzavet Bykovets, Agnieszka Wojkowska and Patrycja Radoszek from Primary School no. 89, Małgorzata Obrzut-Wypchał and Tetiana Bulana from Primary School no. 98, Agnieszka Bajer and Tetiana Pidiprihora from Primary School no. 132, Joanna and Serhij Demczenko from School and Kindergarten Complex No. 1, Viktoriia Dudko and Emanuela Dulkiewicz from School and Kindergarten Complex no. 16.

Thank you for your commitment, time, and the great work you did! This handbook contains good practices that you use every day in your teaching work. Thanks to your commitment, other teachers and intercultural assistants will be able to benefit from your experience, not only in Poland, but all over Europe working on the integration of migrant children.

Without you, this manual would not exist. Thank you very much!

So, that's pretty much it. Thank you very much for your attention!

We hope this handbook has been (and will be) useful for your professional practice. Best of luck!

Appendix I – Intercultural Environment Questionnaire

TUTORING FOR DEEPENED INTEGRATION
MAPPING SCHOOL ENVIRONMENT

As part of the project's repilot, that was planned and carried out by our colleagues from the University of Porto and the UREP organization, in relation to the proposal to participate in activities that prepare students for peer tutoring, we kindly request that you conduct a diagnosis of your schools' readiness to effectively implement the integration activities. Mapping this kind of data will help you plan project activities, identify allies, and pinpoint areas for improvement in school life to create a better integration environment for everyone in the community.To perform this type of diagnosis, we decided to offer you a list of questions referring to the multicultural environment in your school. This will help you to effectively complete this task.

Questions

Institutional readiness of school to build intercultural community

1. What is the number of children with migration background in your school?
2. What is the percentage of children with migration background in the entire population of students?
3. Is your school open to multiculturalism? Are there any provisions in the statute, regulations or other internal documents that refer to students with migration background?
4. Is your school website available in foreign languages?
5. Does your school's teaching staff or other school staff represent the diversity of students?

Characteristics of the school environment

1. How does the school environment respond to the needs of students with migration background? i.e. how does it looks like, is named, or what symbols does it use, what information does it provide to students, etc. (wall leaflets, assemblies, bulletin board, etc.)?
2. Are the languages spoken by students and teachers heard and affirmed in the school space?
3. How classes with foreign students are organized?
4. What activities are conducted in classrooms - do they have an integrating or disintegrating character? Are student included in the classroom work or separated?
5. Does your school have a specific offer for foreign students?

External relations of your school

1. How does your school communicate with parents of its students and does this type of communication promote integration?
2. Does your school have any relationships with external stakeholders whose task is to promote integration?

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3. What types of institutions could support this process - are they local government entities, civic organizations or informal groups?
4. Have such initiatives been undertaken at school, and if so, what kind?

Relations between students

1. Do students with migration background integrate with local friends or do they stick to their own group?
2. Do children with migration background have any problems in adaptation in your school?
3. What is the biggest challenge for them?

(NOTE: You can organize a meeting or lesson on this topic to learn more about peer relations in your school and describe the conclusions of this meeting in a separate section)

Integration activities

1. Does your school have special integration programs for students with migration background?
2. Does your school take advantage of the multicultural offer created in urban spaces?
3. Are potentials of students, their resources and talents, as well as the potential of the environment in which they function, used to create a more integrated community?
4. Does your school participate in international exchange programs and if so, how does this affect the school environment?

Remarks/reflections aimed at the progress

1. Take a look at your school environment and think about what could be changed to create a more integration-friendly school.
2. Think about what else could be done to make children feel good at school, to meet their needs and to ensure cultural diversity is noticed and used for the better good of the school and community.

Appendix 2 – Evaluation survey

TUTORING FOR DEEPENED INTEGRATION	
Name of the School	
Number of participants + age + nationalites	
Events/activities implemented	
Methods of work	

Short description of the implemented activities

Questions

1. How do you rate the training sessions you have attended? Were they useful in further work on the tutoring project?

2. Did you notice the development of a bond between the participants – migrant and non-migrant children – during the implementation of the tutoring project?

3. What was the integration/bonding process like?

4. Did you pay attention to sensitive ethnic, religious and cultural issues during tutoring activities?

5. Please provide examples of such activities.

6. Did you have any concerns while implementing the activity?

7. What were the biggest challenges related to the implementation of the project?

8. Were the children willing to cooperate?

9. What is your opinion on the tutoring training for children that you conducted?

10. How did you support the process of settling the tutoring relationships ?

11. Did the training develop tutoring skills in children, such as caring, support, listening, friendship?

12. Have those children shared their doubts and difficulties regarding their tutoring activities? What type of doubts were there? Have you found common solutions?

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13. Were there any breakthrough moments during the activities that significantly influenced the course of the events or changed their character in a positive or negative way?

14. Assess your role in the process.

15. Were there any unforeseen events during implementation?

16. Did children share their life experiences during the activities? If so, please provide an example.

17. Were there any activities based on co-creation or participation during the implementation of the activity? Please provide examples.

18. Were the participants involved in the decision-making processes?

19. During the implementation of the activities, did the participants show any signs of concern, willingness to help others and understanding/compassion for other people?

20. Were there any discussions on socially important issues during the implementation of the activity? What topics were discussed?

21. Was a participatory model of action used during the event? If so, was it helpful in carrying out the task and did it have a positive impact on achieving the expected results?

22. In your opinion, did the event have a positive impact on the integration of foreign and Polish children? If so, what indicated this?

23. Were children's parents involved in the activities? If so, in what role?

24. How do you evaluate your cooperation with the teacher/assistant?

25. In your opinion, have the expected project results been achieved?

26. Please highlight the topics/skills that were raised/developed by children during tutoring activities:

- tolerance,
- respect for cultural diversity,
- curiosity,
- democracy,

- freedom,
- autonomy,
- responsibility,
- teamwork.

Any other?

Remarks and reflections concerning the project and its improvments