Promotion of democratic values and diversity in schools through Creative Drama and Fairy Tales DIVERSE

Diverse Project

IEC

European Commission

Final Evaluation Report

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EE

DIVERSE

Final report by Isham Education and Community Ltd

www.ishamedu.com

Contents

Abbreviations used in this report

CPD	Continuing professional development
EACEA	European education and culture executive agency
EE	EE
RMM	refugee, migrant and minority
SEND	special educational needs and disabilities
WP	work package

Executive summary

In 2018 the European Commission issued a call through the Erasmus+ Programme for proposals with a focus on social inclusion and common values: contribution in the field of education and training by:

> *disseminating and/or scaling up good practices on inclusive learning and on promoting common values, initiated in particular at local level.[1]*

Projects should replicate good practice on a wider scale, transferring it to a different context or implementing it at a higher/systemic level.

In line with Key Action 3, projects should also support policy reform. DIVERSE was established to address two specific objectives of the call:

> *Promote inclusive education and training and foster the education of disadvantaged learners, including through supporting educational staff in addressing diversity and reinforcing diversity among education staff*

> *Support the inclusion of newly arrived migrants in good quality education, including by assessing knowledge and validating prior learning.*

DIVERSE set out to support integration and inclusiveness in schools with significant numbers of pupils with refugee, migrant and minority ethnic (RMM) background. The core practice was story telling in three modes:

- digital storytelling technologies
- drama in education
- fairy tales and folk tales.

DIVERSE set out to train 13 trainers and 500 teachers, enabling the methodology to be delivered to 9,000 children and young people (CYP) across Bulgaria, Greece, Hungary, Italy, Romania and Spain.

DIVERSE's achievements against its stated objectives can be summarised as follows:

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[1] https://eacea.ec.europa.eu/sites/eacea-site/files/guidelines_for_applicants_1.pdf

Improve the social inclusion of children with refugee, migrant or minority background in their classroom and in society more generally

- DIVERSE was delivered in 388 schools and colleges across all phases in seven countries. The proportion of RMM pupils in DIVERSE classes averaged 25% across the project.

- DIVERSE was successful in improving both indigenous and RMM pupils' sense of well-being at school, and this was particularly marked among RMM pupils.

- RMM pupils also registered a stronger sense of belonging to their class group, neighbourhood and country as a result of the intervention.

- Both groups of pupils, RMM and indigenous, improved their learning to learn skills.

- Both groups of pupils improved their cultural awareness, in particular becoming more familiar with the different languages spoken by pupils in their class, and other religions.

- There was an increase in the number of pupils talking about their family and background in the classroom.

- Changes in social competences were not marked in either direction in the statistical analysis, although the qualitative data illustrate a range of interactions where these were clearly being developed in DIVERSE classrooms.

Improve the management of diversity in the classroom and especially in classrooms with an increased number of children with refugee, migrant or minority background in their school environment

- DIVERSE practices were carried out in 388 schools and colleges by more than 500 practitioners, who were teaching in classrooms where, on average, one quarter of pupils were from refugee, migrant or minority backgrounds

- Partners ensured school leaders were involved in encouraging and providing permission for teachers to participate in training and delivery of DIVERSE, and 17 took part in the training itself

- In many cases, lessons encouraged more dialogue and interaction than regular classroom activities

- The introduction of more open-ended classroom activity which gave pupils a ore prominent role could be problematic in terms of behaviour and skills which pupils needed to develop, but generally teachers persevered

- DIVERSE methodologies were used to deliver curriculum main content, in addition to the inclusion aims of the project

- Participating teachers overwhelmingly stated that they are likely to continue implementing DIVERSE methods.

Support teachers and educators teaching in multicultural schools to develop their skills in order to effectively promote inclusion in the classroom through three storytelling methods

- There was a significant increase in teachers' confidence that they could promote inclusion in their classrooms

- Confidence increases most in engaging with the communicative and cultural aspects of the languages used in school, in motivating pupils to engage in learning, and in organising collaborative learning

- There were some examples of teachers encouraging or allowing the use of home languages in the classroom, but also evidence that in many cases both the medium and target of learning was exclusively the dominant language.

- The training model was successful in every context in providing teachers with strategies which would help them manage diversity and integrate RMM pupils

Sustainability and mainstreaming

- The evidence for the effectiveness of the DIVERSE methodology is set out in the teacher guide and this evaluation report, and provides confidence for partners to advocate DIVERSE in setting beyond those which participated in the project

- The handbook is easily navigable, provides clear and practical guidance for implementation, and is available in six languages, enabling teachers to adopt the methods, even without the mediation of face-to-face training

- Along with nearly 400 schools and colleges involved in the delivery of DIVERSE, partners also engaged support from three national ministries, one regional government, five municipalities, and one trade union to promote DIVERSE, along with a large number of government and non-government organisations, arts organisations and universities.

- More than 120,000 people were reached through dissemination activities, and DIVERSE methods continue to be promoted through university and trade union programmes, and online training offers.

General policy recommendations

Both from a teaching and learning point of view, and in terms of professional learning and development, the benefits of the DIVERSE model have been demonstrated as an effective both in terms of inclusion, and curriculum delivery. The evidence for this is provided both in the research literature, and from the analysis of the methods against the evidence base, and the analysis of data collected for this evaluation. **Policy**

makers should there for be confident to promote the method wherever there is a need for a practical solution to problems of integration in the school system.

Political realities make the inclusion of refugee, migrant and minority (RMM) pupils a controversial and difficult topic – schools are not divorced from the communities they serve, including those where xenophobia pertains. **The focus for increasing the uptake of DIVERSE should therefore be on inclusion per se**, rather than the fixed starting point of RMM pupils where this can raise barriers to acceptance. Where countries do not have explicit policies for RMM inclusion, policy makers may link its introduction to policies on improving provision for pupils with special educational needs and disabilities (SEND). Once DIVERSE methods have been adopted, they will automatically support learning and integration of all groups.

Specialist expertise for the rationale for DIVERSE, and how to deliver it, is captured in the guidance book. This is available in an easily navigable online version, as well as pdfs in six languages. **Policy makers and providers of continuing professional development (CPD) should insert the link[2] to the method in communications with schools and practitioners which relate to inclusion, and learning with a focus on communication, interaction and the development of social competences**.

Partners, NGOs, school leaders and practitioners have developed considerable expertise in DIVERSE techniques and their delivery at national level over the course of the project. In addition, they have done this during extended lockdown periods, developing innovative approaches to delivery. **Policy makers should contact partner organisations to see how this expertise can best be exploited and built upon, to make efficient use of valuable CPD time and resource**.

Parental involvement was among the more challenging aspects of inclusion, as it is found to be in many other contexts. **Policy makers should be clear about the educational and social benefits of greater parental involvement in their children's learning at school, provide a consistent message on its value to leaders and practitioners, and offer practical advice on how it can be advanced**. Teacher training and induction programmes may, for example, include an element whereby practitioners are required to interview a student and their family members to become familiar with their circumstances and how parents might be more involved in their child's learning.

Country specific policy recommendations

During the final conference of the DIVERSE project, held in Bucharest on 15th February, national teams of practitioners and policy makers considered the implications for policy for their context. The following recommendations are a distillation of the outcomes of the policy recommendation session at national level.

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[2] http://diverse-education.eu/guidance-book/#pll_switcher

Bulgaria

The Bulgarian *Ordinance on inclusive education*[3], introduced in 2017, has an emphasis on pupils' personal development. ***Methodologies, such as those of DIVERSE should be adopted as providing a strong socialising element, as well as providing alternative means to access curriculum content, and for children to communicate and express themselves.***

Partners also felt that more could be done to involve parents in their children's education, especially in Roma communities, as a way of supplementing and supporting learning in the classroom. ***The DIVERSE training model can be adapted to include activities where teachers arrange for pupils to consult with their parents***, by, for example, requesting an example of a fairy tale they grew up with, or for pupils to demonstrate the animations they have created in digital storytelling. Such verbal and visual communication also ensures the engagement of illiterate parents, who are explicitly mentioned in the *Ordinance*.

As with the valorisation of home languages in the classroom, greater parental involvement requires a shift in culture. As a way of beginning this process, the Ministry of Education should consider the ***Incorporation of parental involvement into the curriculum of universities***, starting with a pathfinder institution with which colleagues from HESED and other organisations with an understanding of DIVERSE can engage.

Greece

In Greece, Law 4547/2018, article 73, *Enrolment in the Reception Structures for Refugee Education* (DYEP), aims to enable newly arrived learners to adjust to their new environment and culture. **The project has demonstrated how DIVERSE methods are effective in supporting communication and integration and should be more widely promoted in centres working with refugee children**. Fairy tales in particular are a universal phenomenon, and so lend themselves as a common medium for learning. They are also likely to be the most accessible gateway intervention to DIVERSE for practitioners.

The presence of communities of practice (EDEAY) in Greece provide forums for DIVERSE to be further tested, refined and implemented. ***Liaise with and introduce EDEAY to the DIVERSE methodology, and identify where the practice can be implemented and tested, where possible as a practitioner research project***.

Hungary

The arrival of over half a million refugees from Ukraine during the first months of the invasion poses a challenge and opportunity to reset the approach to how displaced children are integrated into the Hungarian school system.

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[3] https://eacea.ec.europa.eu/national-policies/eurydice/content/legislation-9_en

Three main strategies exist in Hungary for which the DIVERSE intervention is relevant, and where teacher practices focussed on integration of RMM pupils can help achieve wider goals of schools' ability to be inclusive for other disadvantaged groups, such as those with SEND.

The *National Disability Programme 2015-2025* highlights that '*the state and government actions should first and foremost promote that the participation of the institutional system and the society is directed not at making decisions and performing activities in lieu of disabled persons but at helping the disabled persons do the above and retain their human dignity*'. To help achieve this, **DIVERSE methods should be adopted as effective means of building the skills and confidence for independent decision-making, and education authorities should take advantage of the pool of expertise that has been developed in Hungary to provide professional development and training for practitioners more widely**. Among the resources at the disposal of policy and professional organisations in Hungary is the expertise which InSite has developed in blended and online delivery. **This should be exploited**.

The *Human Resources Development Operational Programme 2021-2027* is, among other things, investing money in ensuring 60,000 students and 40,000 teachers participate in programmes linked to reducing and preventing early school leaving and promoting equal access to good quality education. **The learning outcomes of DIVERSE demonstrate it is an appropriate methodology to achieve the integration required if pupils are to find school a worthwhile experience. Policy makers should also look at the data collection and analysis approach of the project as an effective way of linking pupil and professional learning**.

Similarly, DIVERSE applies as a proven model to support the aims of the *Public Education Development Strategy 2021-2027*[4], amongst which has the goal of '*creating equitable public education that takes individual unique features into consideration*'.

Italy

Inclusive education in Italy is given additional emphasis by *Decree no. 182*, which defines support measures for pupils with disabilities. While the focus of DIVERSE has meant the main impact has been explored with RMM pupils, there were also examples of where it supported pupils with SEND. **DIVERSE can therefore be promoted as an effective approach to support the achievement of the aims of the Decree**.

The stipulation in the Decree for individual pupil assessment, and professional needs assessment and training, can also be met in part by the DIVERSE training model. **Where DIVERSE is implemented, the training model can be adapted to include the**

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4   https://eacea.ec.europa.eu/national-policies/eurydice/content/ongoing-reforms-and-policy-developments-29_en

'functional capacity gap' assessment tool, and professional needs assessment tool currently used as part of the strategy. This will support both the policy aims of the *Decree*, and also provide valuable reflective opportunities for practitioners as they adapt and implement the DIVERSE model to their context.

Romania

UNICEF reports on serious issues of exclusion which persist in the Romanian education system[5]. The current reforms being introduced by the Romanian government are aimed to address these, and include, among others things, a focus on personal and social development[6]. **DIVERSE is of direct relevance to this aspect of educational reforms, and should be promoted as an appropriate intervention to achieve the goals of inclusion, personal and social development**.

At the same time, the requirement of teachers to attend CPD for their professional status to remain current – to achieve 90 professional credits every five years – means that there is an opportunity to offer good quality, proven methods to enhance learning to around 200,000 teachers. **Casa Corpului Didactic, the regional organisations accredited by the Ministry of Education, are encouraged to review the large scale take up and outcomes of DIVERSE in Romania and consider its inclusion**.

Similarly, **universities should consider adopting DIVERSE methods as content for teacher training courses**, which illustrate ways in which the drive for greater inclusion can be achieved in practice.

For this to happen, **the Ministry of Education needs to include the DIVERSE methods in the offer of accredited teacher training and CPD courses**. As a more structural change to enable this kind of innovation, **we further recommend the Ministry of Education changes its criteria for accrediting teacher training and CPD courses to be more open to innovative courses with a proven track record**, such as DIVERSE, developed through Erasmus projects.

Within the scope of its advisory services, **the Romanian school inspectorate is also encouraged to make reference to DIVERSE** as a method for delivering curriculum content in ways which promote inclusion and the development of social skills.

Spain

The large numbers of migrants arriving in Catalonia, as elsewhere in Spain, from the mid-1990s onwards has created many challenges for schools and made the issue of inclusion a top priority for policy makers. The City Council of Salt enjoys a hight level of diversity, which is a key consideration in its Educational Plan, instituted in 2018. The

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[5] https://www.unicef.org/romania/quality-inclusive-education-package

[6] https://eacea.ec.europa.eu/national-policies/eurydice/content/national-reforms-school-education-56_en

plan is reviewed every three years, and as part of its contribution to the review, the University of Girona makes the following recommendations, which are applicable to all local authorities in their work on improving learning and inclusion outcomes, and indeed to governments at national and regional level in Spain:

- **Build and strengthen a local educational network on inclusion**, which includes schools and other educational providers, cultural organisations, and NGOs to select, refine and implement practices which overcome the challenges of inclusion

- **Review the current framework for the induction of new teachers**, so that during the induction process, teachers become clear about the local situation, the organisations which contribute to improving inclusion, and which can support them, and the types of practices that are applied in local schools to promote inclusion

- **Encourage and support the design and organization of joint activities between public and private schools**, in order to exploit to the full the expertise which exists locally

- **Exploit the artistic activities which DIVERSE promotes as a distinguishing feature of local educational provision**, linking educational and artistic projects inside and outside educational centres

- Similarly, **showcase the multicultural nature of Salt as a positive feature of the city at events and exhibitions**. Student outputs from art-based projects such as DIVERSE can be included in these to make the heritage cultures of its children more visible.

1 Background and aims of DIVERSE

In 2018 the European Commission issued a call through the Erasmus+ Programme for proposals with a focus on social inclusion and common values: contribution in the field of education and training by:

disseminating and/or scaling up good practices on inclusive learning and on promoting common values, initiated in particular at local level.[7]

Projects should replicate good practice on a wider scale, transferring it to a different context or implementing it at a higher/systemic level.

In line with Key Action 3, projects should also support policy reform. DIVERSE was established to address two specific objectives of the call:

Promote inclusive education and training and foster the education of disadvantaged learners, including through supporting educational staff in addressing diversity and reinforcing diversity among education staff

Support the inclusion of newly arrived migrants in good quality education, including by assessing knowledge and validating prior learning.

DIVERSE set out to support integration and inclusiveness in schools with significant numbers of pupils with refugee, migrant and minority ethnic (RMM) background. The core practice was story telling in three modes:

- digital storytelling technologies
- drama in education
- fairy tales and folk tales.

As well as benefits for literacy learning, storytelling has the potential to improve inclusion by actively inviting contributions from the cultures represented in the classroom, encouraging dialogue at home about the cultural assets from the country of origin, and providing a platform for multilingual performance. In addition, storytelling enables emotional distance, to reflect on problems and real-life situations, and to see the world from different perspectives. Importantly, for pupils whose first language is not the dominant language of the region, the use of non-linguistic media through performance, illustrations and animation, helps overcome communication barriers, and supports second language acquisition.

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[7] https://eacea.ec.europa.eu/sites/eacea-site/files/guidelines_for_applicants_1.pdf

DIVERSE set out to train 11 trainers and 500 teachers, enabling the methodology to be delivered to 9,000 children and young people (CYP).

The project partners comprised:

- Action Synergy, Greece
- Centre for Higher Education in Theatre Studies (Centredu), Greece
- University of Girona, Spain
- Health and Social Development Foundation (HESED), Bulgaria
- Asociatia GEYC, Romania
- INSITE Drama, Hungary
- Istituto di Istruzione Superiore Luigi Einaudi, Italy.

2 The external evaluation

2.1 Aims of the external evaluation

The external evaluation collected and analysed data to assess the extent to which the DIVERSE project met its stated objectives, and reports on these. The objectives of DIVERSE were:

General Objective

> Improve the management of diversity in the classroom and especially in classrooms with an increased number of children with refugee/ migrant or minority background in their school environment.

Specific Objectives

> SO1 – Support teachers and educators that are teaching in multicultural schools (school with an increased number of children with refugee, migrant, or minority background) to develop their skills in order to effectively promote diversity in the classroom through the three storytelling methods transferred.

> SO2 – Improve the social inclusion of children with refugee, migrant, or minority background in their classroom and in society more generally.

The external evaluation also provided formative feedback to partners to support them in the design, implementation, and taking to scale of the DIVERSE methodology, including supporting partners to address issues identified by EACEA at the proposal stage:

- the practical implementation of the methodology in the classroom (WP5) needs to do more to involve local, regional, and national experts and decision-makers – for example, as evaluators

- the website is not shown to be a solid platform for cooperation, that can offer a full range of e-learning opportunities, guidance, and support for those further implementing DIVERSE

- the applicant has not sufficiently planned for synergies between cultural and educational authorities/ministries at local, regional, and national levels

- potential for impact at systemic and policy level is not strongly demonstrated, given the lack of a concrete plan for involving of policymakers in the dissemination process

- the proposal's description of actors to be involved, in support of long-term changes and benefit for the target groups, is quite generic. The sustainability is therefore guaranteed at the individual level but not at the structural level.

2.2 What is included within the scope of the external evaluation?

The external evaluator (EE) role included:

- developing an evaluation strategy to align with the objectives and timeline of the project, and which provides relevant data by which to assess the extent to which the project meets the success criteria set (appendix A)

- supporting Insite and Girona in the needs analysis, and to evaluate and provide formative feedback on training material and platform

- supporting Centredu in the evaluation of the training of teachers

- supporting Einaudi in the evaluation of the implementation

- providing formative feedback based on evidence for the design and implementation of the DIVERSE practices to be taken to scale

- reporting on the success of the project in terms of reach, taking to scale, exploitation of results, and sustainability, while assessing where practicable the influence of other factors beyond the project itself in promoting project outcomes.

The EE also worked closely with Action to assist the quality assurance process and internal evaluation, by:

- creating and maintaining a SWOT for the project delivery

- making recommendations in the inception, interim and final reports for project management, project delivery, design and delivery of the good practice model, and transferring the practices to new contexts / practitioners

- feeding back on the design of project outputs in relation to evidence about effective tools for continuing professional development (CPD) and learning.

2.3 Plan for external evaluation

The basis for the external evaluation was the objectives set out in the proposal (section 2.1 above). These were operationalised as evaluation questions, against which the EE has reported, and approaches to data collection specified, to form an evaluation strategy (appendix A).
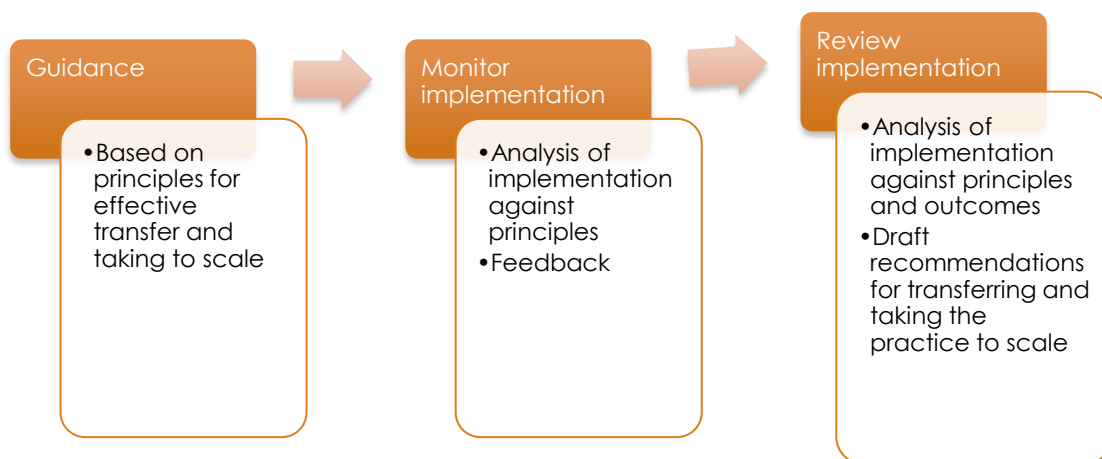
There were three strands to the evaluation strategy, reflecting the two specific objectives, plus the achievements of the project in terms of sustainability / mainstreaming.

Strand one aligned with the general objective of DIVERSE: *Improve the management of diversity in the classroom and especially in classrooms with an increased number of children with refugee/ migrant or minority background in their school environment.* Strand one focused on the project's success in mainstreaming the practices at organisational and system level. Evidence for the achievement of strand one is reported in section 6.1.3 of this document.

Strand two focused on the effectiveness of the method of transfer developed by the DIVERSE team, and so the extent to which the project achieved specific objective 2: *Support teachers and educators teaching in multicultural schools to develop their skills in order to effectively promote inclusion in the classroom through three storytelling methods.* The focus for strand two was the skills and understanding which professionals delivering DIVERSE developed during the project, specifically the competences teachers developed in relation to the Council of Europe Practices for Teaching Sociocultural Diversity framework[8]. These were selected based on the needs identified in the situational analysis (see section 4.3).

The EE also made reference to principles for effective transfer and mainstreaming of practice[9] to provide recommendations on the development of the training model for the teachers, delivered in January and February 2021, and continued to refer to the framework in advising on national implementation plans, monitoring implementation over the course of the project, and drafting the recommendations for taking the DIVERSE methodology to scale within the project and beyond.

Strand two: Evaluation of the transfer and taking to scale process

Guidance
- Based on principles for effective transfer and taking to scale

Monitor implementation
- Analysis of implementation against principles
- Feedback

Review implementation
- Analysis of implementation against principles and outcomes
- Draft recommendations for transferring and taking the practice to scale

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[8] www.coe.int/t/dg4/education/diversity/Competences_en.asp

[9] https://www.ishamedu.com/mainstreamingpractice

Evidence for the achievement of strand two is reported in section 6.1.2 of this document.

Strand three explored the effectiveness of the DIVERSE good practice models, and the extent to which their implementation achieved specific objective 2: *Improve the social inclusion of children with refugee/ migrant or minority background in their classroom and in society more generally*. The focus for strand three was on the learning, competence development and social outcomes for young people participating in DIVERSE. As a preliminary activity, the DIVERSE methodology was assessed against the evidence for teaching and learning, in order to understand its potential to support young people's learning generally, and also to illustrate how the good practice models contribute to good teaching, and therefore are worth mainstreaming in their own right (Appendix D). The results of this exercise are described in section 5.1.

Strand three: Evaluation of the impact of the good practice models

EXISTING EVIDENCE FOR DIVERSE METHODOLOGY		
Summary of existing research evidence on likely impact of models	EVIDENCE FOR DIVERSE AS IMPLEMENTED	
	Impact of models according to evidence collected for DIVERSE	SYNTHESIS
		Summary of evidence + recommendations for future implementation
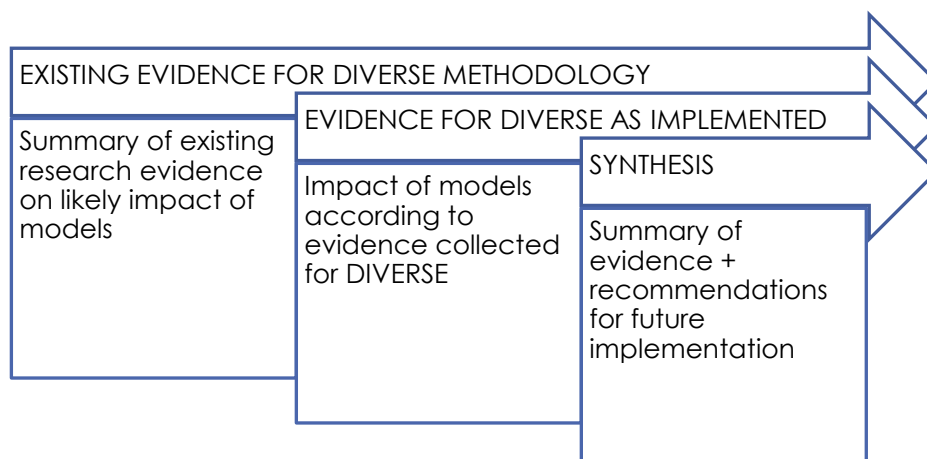
Evidence for the achievement of strand three is reported in section 6.1.1 of this document.

2.4 Evaluation questions and data collection strategy

In order to operationalize the specific objectives, a series of evaluation questions were formulated in consultation with project partners, and data types identified necessary to answer the questions, along with the potential sources for accessing these data (see appendix A).

A data collection strategy was devised and shared with partners for discussion during an online video conference (September 2020). The data collection instruments created are available in appendix G, and were introduced to trainers during train the trainer workshops held in January and February 2021. The data collection tools

were designed to promote professional learning and development, as well as provide data to answer the evaluation questions. They consisted of:

- Trainers pre-survey
- Training of trainers evaluation
- Teacher pre- and post-survey
- Training of teachers evaluation
- Teacher logs / observation schedule
- Pupils pre- and post-survey
- Pupil focus group
- Interview schedule with leaders and policy makers.

The EE also drew on naturally occurring data sources, such as e-mail communication, and pupils' work, as well as project outputs and monitoring documentation, where the data were relevant to particular evaluation questions.

It should be noted that there was no obligation on teachers to arrange for their pupils to participate in the survey, as in many cases this was not approved by senior leaders, primarily for reasons of data protection.

2.5 Approach to analysis

Where quantitative data were available, this is reported in terms of N and %. Changes in pre- and post- % are reported, and where data allow, reasons for changes explored in the qualitative data.

Questions in surveys consisted of likert-style responses, allowing quantitative comparisons to be made pre- and post- training and intervention. These were followed by open text prompts, inviting participants to comment on their quantitative response. Participants were invited to respond in their first language, and translation in English was carried out using Windows and Google translation technology. The same applied to qualitative data collected through the other tools. Partners sampled translations to ensure fidelity. A content analysis was carried out on all qualitative data, the coding aligning to the evaluation questions, and data grouped accordingly. A thematic analysis was then carried out to identify the key messages emerging from the qualitative data (Guest, et al., 2012), and these used to answer the evaluation questions.

3 Partner engagement with the external evaluation

DIVERSE was launched at the same time Covid-19 first appeared in Europe. The EE attended the first transnational meeting, held in Athens (13th – 15th January 2020). Quarantine and national lockdown measures have made it impossible for partners to attend transnational face-to-face meetings since. Instead, the project team has met regularly using conference video call technology, and collaborated online.

At the kick-off meeting the EE set out the aims of and approach to the evaluation, and consulted with partners on their perspectives on the benefits of DIVERSE. The EE also introduced principles for effective approaches to transfer and teacher professional development and led a discussion on partner expectations of each other in relation to their work package (WP) (appendix B).

The EE worked with partners during the carrying out of the situation analysis (appendix C). The outcomes of the consultation with stakeholders informed the selection of competences which were used as success indicators for the evaluation of progress against project objectives (appendix A).

The EE attended all partner online meetings, and gave feedback on the development of the practitioner guide and teacher training plans. Partners in turn reviewed and gave feedback on the evaluation strategy. The EE worked closely with HESED, providing advice and guidance on the development of the sustainability strategy, to build on the dissemination work by GEYC established at the beginning of the project. In addition, partners completed three 4-monthly reports, providing information for the mid-project SWOT analysis (appendix J).

The EE also attended the online training of trainers sessions in January and February of 2021 (appendix L). In this session, the EE underlined the importance of collecting and analysing pupil data, not only to demonstrate the impact of DIVERSE, but also for the benefit of practitioners' own professional development and learning. The ongoing dialogue between EE, partners and trainers meant that data were available for the evaluation from a number of practitioners in excess of the project target of 500, and also for a large number of pupils[10]. This enabled a statistical analysis of pupil impact data, while not meeting statistical significance criteria, nevertheless giving clear indicators of the methods to achieve positive pupil outcomes. It also enabled the development of case studies which demonstrate teacher-pupil interaction which led to improved outcomes.

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[10] It should be noted that there was no obligation on teachers to arrange for their pupils to participate in the survey, as in many cases this was not approved by senior leaders. Subsequently, pupil impact data from Greece comes through in teacher logs and focus groups, but is not available via surveys.

TABLE 1 NUMBER OF TEACHERS COMPLETING DATA COLLECTION TOOLS

	Total teachers submitting data	Pre- & post	Pre-survey	Post-survey	Logs
Bulgaria	56	17	55	18	19
Greece	212	65	210	65	73
Hungary	51	33	49	34	17
Italy	64	16	62	16	0
Romania	137	92	116	110	113
Spain	22	5	22	5	0
DIVERSE	**542**	**228**	**514**	**248**	**222**

TABLE 2 NUMBER OF STUDENTS COMPLETING BOTH PRE- AND POST- SURVEYS

	Total	Indigenous	Refugee, Migrant, Minority	Speakers of other languages
Bulgaria	58	52	6	5
Hungary	34	28	6	6
Italy	58	38	20	20
Romania	50	40	10	10
Spain	14	6	8	7
DIVERSE	**214**	**164**	**50**	**48**

4 Implementation of the project and impact of the pandemic

The pandemic arrived in Europe at the same time that DIVERSE was launched, and the majority of the project was carried out under restrictions on movement and contact, including extended periods of lockdown. This meant that most of the professional training and lessons for pupils was moved online.

In terms of compromising the methods, fairy tales and digital storytelling could be delivered with integrity in online training and teaching. However, many of the human interaction features of drama in education could not be easily applied in online format, although colleagues at InSite made necessary adaptations where possible (Cziboly & Bethlenfalvy, 2020). Therefore, where teaching in this mode occurred online, teachers and pupils will not have experienced it to its full benefit.

Partners were resourceful in taking learning online, exploiting software functions such as online voting, chat and break-out rooms. Nevertheless, it made the process more difficult and required more effort, which partners applied to ensure successful implementation.

The moving of training of trainers from the planned face-to-face delivery in Girona to a wholly online format was exploited by partners to exceed the planned total of 13 threefold. In the end, 40 trainers were trained in the method, and numbers were sustained across all six online sessions. This reflects well on the ability of the organisers to make the training engaging and relevant.

Similarly, partners showed ingenuity and resilience in delivering teacher training at national level. Encouraging teachers to participate was particularly challenging at a time when they were having to become familiar with online teaching and other difficulties caused by the pandemic. InSite noted that teachers were already spending a large amount of time working on screen, and that online training on top of that was a burden.

Again, teacher training delivery was mostly online, and in some cases this compounded the problems of recruitment. In Spain, for example, the relatively low number of participants resulted from the fact that teachers preferred face-to-face workshops. In other cases, partners saw in delivering the training online the opportunity to reach a wider audience. In Bulgaria, training became a nationwide activity, with teachers in villages being reached, who may not have been able to attend training in the larger centres. The University of Girona delivered training to teachers in Columbia, who also implemented the method.

For some partners, lockdown made it quite difficult to reach RMM pupils in particular. In Romania, for example, more RMM than indigenous pupils had difficulty accessing DIVERSE lessons online because they simply did not have the technology at home to do so. This was also the case in Bulgaria, although here HESED linked with a funding partner to provide children in the Roma communitIes with laptops. This enabled the pupils to participate in digital storytelling, and also supported their learning more generally.

While on the one hand delivery of DIVERSE was hampered by the pandemic, on the other, it also provided the means by which pupils could continue their education and recover from the negative impact of lockdowns. In Italy, for example, colleagues at Einaudi saw DIVERSE methodologies as an important intervention in resocialising pupils who had been away from school, and helping them re-establish face-to-face relationships.

On the whole, therefore, the DIVERSE partnership is to be applauded for the efforts and ingenuity it showed in achieving such positive project outcomes amidst challenging circumstances, as described in the rest of this report.

5 Potential for the DIVERSE methodology to be mainstreamed

This section describes the rationale for selecting and promoting the DIVERSE methodology at the European level, in terms of the evidence base for the three teaching and learning methods, for the approach to training, and for its applicability in schools with diverse pupil populations.

5.1 Existing evidence for the effectiveness of the good practice models

This section provides a brief overview of the research evidence for each of the three DIVERSE methods.

Drama in education

Substantial evidence for the impact of drama on pupil learning was provided by the DICE project – a multi-disciplinary research project involving over 4475 secondary pupils (Cziboly, 2010). The research identified a number of affective benefits of using theatre techniques in learning, including increases in confidence, enjoyment of school and ability to deal with stress. Academic benefits included improvement in problem solving and spending more time reading. With regards to the inclusion focus of DIVERSE, young people who engaged in theatre in education programmes were more tolerant to minorities and foreigners, were more empathetic, were more able to change their perspective, and felt more confident in communication.

Fairy tales

The value of the promotion of home language use and literacy learning, which can easily be achieved through the incorporation of fairy tales in the classroom, is well attested in the literature. The benefits of multilingual practice apply to bilingual pupils with a home language (L1) other than the dominant language of the classroom, as well as to pupils whose L1 is the dominant language of the classroom.

Where bilingual children learn to read and write in their L1, this supports academic progress generally, as well as literacy learning in the dominant L2 (Branum-Martin, et al., 2010; Cobo-Lewis, et al., 2002; Thomas & Collier, 2002; Kenner, et al., 2008). There is also evidence that bilingual pupils' literacy engagement with their L1 supports general literacy learning of their peers, including dominant language monolinguals (Chin, et al., 2012).

In terms of the focus of DIVERSE – to promote inclusive education and the inclusion of newly arrived migrants – structured use of multiple languages in the classroom,

including migrant children's home languages. can contribute to important social and emotional outcomes, including:

- self-esteem and emotional well-being (Bougie, et al., 2003; Combs, 2005)
- respect for one's home culture (Conteh, 2007)
- family cohesion (Wong-Fillmore, 1991).

Such affective outcomes are further enhanced by encouraging parent-child interaction in the home language through stories (Costigan & Dokis, 2006)

Digital storytelling

In a multilingual context, digital storytelling (DST) has the potential to provide similar benefits to those of fairy tales, described above. In addition, research into the approach has signalled a positive impact on visual memory (Sarica & Usluel, 2016), creativity (Yang & Wu, 2012; Spierling, et al., 2002), linguistic, social and emotional competences (Nousiainen, 2018). Research carried out for the STORIES project[11] explored in detail the impact of various features of DST on pupil learning. The results identified:

- the value of open-ended starting points
- the need for software to enable a full range of interaction: sound effects, written texts, importing of visuals, spoken text etc
- increased use of tablets as the more pupils worked on DST, and their value in enabling learner autonomy.

5.2 DIVERSE methodologies against the evidence base for effective teaching and learning

In order to assess the potential of DIVERSE practices to support pupil learning, an analysis of the methodology as set out in the handbook was conducted against an evidence-based framework of principles for effective teaching and learning (appendix D).

The analysis serves several purposes. Firstly, it highlights in the DIVERSE methodology those elements of effective teaching and learning which support inclusive learning at a primary level: collaborative groupwork, involving parents in their children's learning, making connections to learners' lives, and engaging the wider community.

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[11] http://digitalstorytelling.eu/en/project/reports.html

Secondly, as good practices in teaching and learning per se, the DIVERSE professional development programme aligns with mainstream priorities of improving classroom practice, adding to its appeal to schools and policy makers.

Thirdly, it enables the EE to highlight to partners those aspects of the methodology which can be highlighted or strengthened to support learning, for example, where the opportunities to increase parental and community engagement exist.

In all three DIVERSE methodologies, **pupils are activated as owners of their learning** in a variety of ways. In the fairy stories intervention, this is through the selection and introduction of fairy stories to the classroom. In digital storytelling, pupils create their own stories, decide which features of the technology to use and how, and take ownership of the material they are presenting. The process also encourages pupils to develop interview, interpersonal, problem-solving and assessment skills, leading to further independence in learning. For drama in education, teachers are trained to create the fictional situation together with pupils, and structure lessons, to provide opportunities for pupil creativity, for example, through improvisation.

In all three approaches, **evidence of learning is elicited** through the quality of the output: the performance in the case of drama in education and fairy tales, and the animation in digital storytelling. This applies to the final product, but also each approach entails a series of mini performances, where pupils try out and explore different techniques, ideas and scenes during the course of lessons.

Feedback is provided to move learning forward in the form of the 'discovery' session in digital storytelling. In drama in education, teachers are encouraged to step into role to model the use of language, for example. Digital storytelling provides feedback in a very specific way, as through the technology pupils receive instant feedback on the effect of the choices they make and the functions they use.

Digital storytelling incorporates **questions which promote thinking and learning** through the dramatic question - a key question that keeps the viewer's attention and will be answered by the end of the story. Pupils also learn interview skills, and to provide critical feedback to each other on the work they are producing. In drama in education, questions are implicit in the problem that is chosen as the focus of the activity. This should be based on a human contradiction, to which there is no simple solution or clear 'good' and 'bad' roles. Intermittent periods of reflection for analysing scenarios and performances, slow the process down, so that pupils have plenty of opportunity to explore these contradictions and ambiguities. The teacher can add to the questions pupils should answer by creating specific challenge that participants in the drama need to deal with.

Collaborative groupwork is integral to all three approaches. The drama activities in drama in education and fairy tales entail collaboration by their nature. In digital storytelling, pupils are encouraged to work in teams, and the technology enables

collaboration between storytellers as animations can jump from one screen to another.

All three approaches are applicable to cross-curricular learning, and **so provide opportunities to revisit important content and processes.** The Scratch software introduced through digital storytelling allows pupils to create stories, games, artistic projects and simulations in any area of the curriculum, and combinations of different subjects. Fairy stories are particularly suited to reinforce language and literacy learning, as well as promote learning about different cultures. In addition, all three approaches are iterative in nature, pupils build up gradually to a final product, exploring different elements of content and skills, and so have the opportunity to revisit specific skills and content over time.

Digital storytelling enables **variety in learning experiences** through the design of Scratch software, which has 'low floor, high ceiling', having an easy entry point, while allowing pupil progression to create complex projects, and 'wide walls', allowing pupils to focus on different aspects in their work: artistic expression, programming, interaction with others etc. Drama in education and fairy tales promote a wide range of learning activities, including: hot seating, still images, role-play, mantle of the expert, painting, storytelling, improvisation, group discussion, and creating performance artefacts.

In digital storytelling and drama in education, pupils are encouraged to consider appropriate content and situations which will resonate with themselves and the audience, and in this way **make connections to learners' lives**. Fairy tales achieve this by encouraging pupils to explore stories from their heritage culture, and promoting conversation with **parents** and family.

5.3 How well do DIVERSE methodologies meet the needs and circumstances of the target schools and regions?

The situation analysis (appendix C) was led by University of Girona and carried out in all six participating countries between February and June 2020. A total of 253 teachers took part in the questionnaire survey, and 37 in focus groups.

In the survey, teachers were asked to select one of six adjectives that best described their experience of working with RMM pupils. The responses suggest DIVERSE is being carried out in a relatively favourable environment, where 63% selected 'positive' or 'satisfying', against 10% who primarily found it 'exhausting', 'beyond my comfort zone', or 'negative'. The fact that nearly a third across all countries find the work challenging, also indicates the level of need for inclusion projects such as DIVERSE in these regions.

TABLE 3 TEACHER PERCEPTIONS OF WORKING WITH RMM CHILDREN

	Overall	BG	ES	GR	HU	IT	RO
Positive	**38%**	26%	41%	53%	37%	27%	32%
Satisfying	**25%**	11%	29%	32%	16%	23%	22%
Exhausting	**6%**	15%	9%	3%	11%	6%	3%
Beyond my comfort zone	**3%**	4%	1%	1%	5%	2%	6%
Challenging	**28%**	41%	20%	11%	32%	39%	38%
Negative	**1%**	4%	0%	0%	0%	3%	0%

At country level, the perception that teaching RMM children was primarily a challenge ranged from a significant number of teachers in Italy, Romania and Bulgaria (around 40%), down to a third in Hungary, a fifth in Spain, and one tenth in Greece.

The particular needs with regard to teaching RMM children highlighted in the situation analysis were:

- language and communication difficulties between RMM children, their families and dominant language speakers in the school community

- perceived lack of interest among RMM families in their children's education

- financial difficulties among RMM families to equip their children for schooling, ranging from lack of writing materials and books to IT equipment.

Teachers also highlighted the following needs for RMM children in particular:

- personalised attention, additional scaffolding in learning activities, and accompaniment in the first months of their school experience

- emotional support, including support to increase their sense of belonging

- a particular effort to improve collaboration among teachers, RMM pupils and their family and community.

Other indicators for the need of the DIVERSE intervention within the project regions, as highlighted in the situation analysis, are:

- low levels of collaboration between school and RMM families in Bulgaria, Hungary, and Italy

- a particular lack of representation of RMM cultures in teaching materials in Italy and Romania

- caution among Hungarian teachers in introducing activities for multicultural learning for fear of backlash from parents.

5.4 How well does the training model meet the criteria for effective professional development and transfer of practice?

In order to guide and evaluate the training model for DIVERSE, reference will be made to evidence-based principles on effective transfer of practice and mainstreaming[12]. The principles are derived from international research evidence, and identify the need for:

- Clear moral purpose

- A focus on a specific set of problems and a specific group of learners

- Evaluation to be built in from the beginning of the programme

- A combination of specialist input AND coaching of practitioners in the implementation of new approaches

- Coaching as a sustained, collaborative process which includes: demonstration, modelling and simulation

- Reflective dialogue

- Bringing to the surface practitioner beliefs about the focus / content of practice to be transferred

- The delegation of real power and work from the centre, ie the practitioners who are adopting the new practice require a personal sense of responsibility in integrating it well into their practice

- De-privatisation of practice > enabling colleagues and trainers to have sight of practice, eg through observation

- Integrated leadership – leaders should be involved in teaching and professional learning (instructional leadership) and delegate responsibilities (distributed leadership)

The first three principles were incorporated in the design of the DIVERSE project. For the other principles, the EE provided formative feedback to partners on the design of the training model, to ensure that these were incorporated.

The training of trainers took place over six online sessions in January and February 2021. The model was replicated at national level, with varying degrees of local

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[12] https://www.ishamedu.com/mainstreamingpractice

adaptation. Table 4 illustrates how the training model and implementation meet the criteria for effective professional development and transfer of practice.

TABLE 4 APPLICATION OF PRINCIPLES FOR EFFECTIVE CPD IN DIVERSE TRAINING MODEL

Principle	Feature of training model and implementation
Specialist support and coaching	Specialist support was provided by centres with substantial experience and expertise in the methods. This expertise has been captured in accessible format in the DIVERSE guidance book[13]. Training sessions were organised so that teachers had opportunities to plan and trial new practice with peers, while also receiving feedback from specialists
Sustained, collaborative coaching	Training took place over a minimum three week period, with opportunities to trial practice in the classroom between sessions. Practitioners were encouraged to use logs as observation schedules for peer observation
Reflective dialogue	Teachers had opportunities to comment on each others' presentations during workshops. The logs and surveys were opportunities for teachers to reflect on their new practice, with a particular focus on pupil response to the intervention.
Bringing beliefs to the surface	The teacher logs and surveys elicited teacher beliefs in the areas of inclusion, parental involvement and effective practice.
De-privatisation of practice	Peer observation was encouraged, and teachers presented their experiences delivering DIVERSE in dissemination workshops
Integrated leadership	School leaders encouraged and facilitated participation of their staff in DIVERSE, and were also encouraged to participate in the training, of whom 17 did

The effectiveness of the training was assessed with an end-of-training evaluation. The effectiveness of the training should also be judged by the improvements in social inclusion outcomes for pupils (see section 6.1.1), as the result of teachers' successful implementation of the methods.

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[13] http://diverse-education.eu/guidance-book/

Teacher confidence scores given at the end of the training indicated that on the whole they felt equipped by the training to deliver the methods. However, consistently across national contexts, teachers felt least confident in delivering digital storytelling. Analysis of the open text responses by teachers giving a lower score indicated this was due to a mixture of preference for the other two methods, and a perception that Scratch software – the medium for digital storytelling - required more technical skill and effort. This would also suggest that face-to-face training may be more effective in enabling trainers to demonstrate at an individual level how teachers should operate and implement Scratch.

TABLE 5 TEACHER CONFIDENCE TO APPLY DIVERSE TECHNIQUES AT THE END OF TRAINING

	DIVERSE	BG	ES	GR	HU	IT	RO
Folk tales in the classroom	**4.2**	4.2	3.6	4.3	3.9	3.5	4.6
Drama in education	**4.0**	3.8	3.6	4.1	3.9	3.6	4.4
Digital storytelling	**3.7**	3.1	2.8	3.7	3.3	3.5	4.2

(Teachers responded to the question 'As a result of the training, how confident are you to apply the following techniques with your pupils', by giving a score from 1-not very confident, to 5-very confident. The scores here are the average for all teacher training on DIVERSE and by country)

When it came to how well the training would help them manage diversity, teachers consistently scored this aspect highly. In response to the prompt: *How useful will the strategies you have learned be in helping manage diversity / integrate refugee, migrant, and minority children into school life and activities*, the average score project-wide was 4.7 out of 5.0, within a range of 4.3 and 4.8 at national level.

6 Achievements of the project

In this section, progress of the project is described against its general and two specific objectives, and also in terms of sustainability outcomes.

6.1 Achievements against project objectives

As described in section 2.4, the three strands of the evaluation enable a description of progress against the general and two specific objectives. The figures included in this section of the report are based on data collected using the external evaluation tools. As there will have been additional participants in the project who did not complete EE data collection activity, these figures represent minimum reach of the project – which nevertheless exceed the DIVERSE targets.

6.1.1 Improve the social inclusion of children with refugee/ migrant or minority background in their classroom and in society more generally

To determine whether DIVERSE contributed to the social inclusion of RMM children, indicators were selected from the Lisbon Key Competences in Education. In addition, RMM pupils' sense of belonging was explored. The evaluation question which guides the description of progress against specific objective one is: *To what extent do RMM children change behaviour and level of competence in relation to the following, as a result of engaging in DIVERSE?* The competences which were the focus of this aspect of the evaluation were:

- learning to learn
- social and civic competences
- cultural awareness and expression
- sense of belonging
- communication in the mother tongue.

Pupils' dispositions to learning to learn were explored through three items on the survey, and their responses rated to give a score before and after the DIVERSE interventions. For two items which explored independent learning there was an upward trend: whether they thought about the way they learn things, and liked to try to solve problems.

For the third item of independent learning, *I need a teacher if I want to learn something*, a negative trend would have been expected if DIVERSE was promoting this. In the event, this trend was also upward, suggesting a greater dependence on teachers. It may be, this latter item touches on the more deeply cultural nature of learning, the pupil-teacher relationship, and for any impact to be detected here

would require a more sustained change in practice, as well as a shift in professional identity and understanding of role on the part of the teacher.

TABLE 6 CHANGES IN PUPILS' DISPOSITIONS TO LEARNING TO LEARN

	Pre-	Post-	trend
I think about the way I learn things	285	318	12%
I need a teacher if I want to learn something	253	268	6%
I like to try to solve problems	308	341	11%

(Pupils responded to each item by stating 'always', 'sometimes', 'never'. Scores were allocated 2 for 'always', and 1 for 'sometimes', and summed up to give a pre- and post- total score)

Changes in pupils' social and civic competences were assessed using three items in the questionnaire, which each showed little movement over the course of the intervention. This may indicate that the collaborative activities promoted by DIVERSE were not a novelty for participating pupils. Alternatively, it may reflect the fact, apparent from the wider evidence, that where more collaborative learning than usual was being encouraged, there is an initial period of some disruptive behaviour as children and teacher become familiar with the need and skills for self-regulation (Isham, 2019).

Variance of outcomes between countries may bear this out. Whereas, for example, in Italy pupils were more likely to say that if they have something to say, *the other children in my class let me speak* (in settings where pupils are more used to collaborative learning), in Bulgaria they were less likely to say this at the end of the intervention. The trends were +7 and -7 respectively.

TABLE 7 CHANGES IN SOCIAL COMPETENCES

	Pre-	Post-	trend
Working with my classmates is easy	176	179	2%
If I have a problem, the children in my class try to help	308	309	0%
If I have something to say, the other children in my class let me speak	323	320	-1%

(Pupils responded to each item by stating 'always', 'sometimes', 'never'. Scores were allocated 2 for 'always', and 1 for 'sometimes', and summed up to give a pre- and post- total score)

While pupils' perceptions of their social competences may not have shifted in terms of the project average, teacher logs provide a wide range of evidence of how they promoted pupil interaction and communication in DIVERSE classrooms, as illustrated in case studies 1 and 6.

CASE STUDY 1 EXPLORATION OF EMOTIONS, MORALITY AND RELATIONSHIPS THROUGH FAIRY TALES

The following excerpt comes from a log provided by a primary teacher in Hungary. It describes how a DIVERSE lesson was set up to encourage 7-8 year old pupils to explore the links between the insatiable nature of some desires, and the impact demands for these to be satisfied can have on others. The moral lessons that could be drawn from the folk tale the Fisherman and his Ambitious Wife*, as well as the potential for playfulness of the larger-than-life characters when children came to portray them, were considered suitable for children from different minority backgrounds (20% of the class) and those with learning difficulties. The activities required plenty of communication and cooperation.*

After an oral telling of the tale, we first talked in a large group about the changes of the three characters, the size of the [wife's] wishes … We asked the children to choose a wish in small groups and draw what the characters looked like when the wish was made. We prompted them to recall the attitude of the characters.

We put the drawings in chronological order and retold the story in our own words. Everyone could add what they remembered, so all gaps in the story were filled. We then asked the children to express with their faces and body poses each stage of the story, as they went through the demands from a small fishing hut, to beautiful house, castle, to being a queen in a palace, and then an empress - at which point the children bowed down before her. The children expressed the wife's initial pleasure with a smile, and growing dissatisfaction with a frown. We also tried to increase the anger of the fish (the sea is waving - for this we brought long, large-surfaced, blue materials).

(Hungary, primary teacher)

Based on the outcomes of the survey, DIVERSE had its biggest impact in the area of raising pupils' cultural awareness and expression. There was a marked increase in the number of pupils saying they knew the different languages of their classmates. A further item asking pupils to name those languages provided supporting evidence that this was indeed the case. As did a supplementary question in the post-survey which asked if pupils had learned the words in the other languages of their classroom. In all, 143 pupils said they had, representing 67% of all those responding to the post survey.

There was a more modest upward trend in pupils saying they knew the other religions in their class, and talking about their family background. Importantly, there was a larger proportionate number of children from a refugee, minority and migrant background saying this was the case.

TABLE 8 CHANGES IN CULTURAL AWARENESS AND EXPRESSION

	Pre-	Post-	trend
I know the different languages of the pupils in my class	140	163	16%
Can name languages other than the dominant language of the classroom	128	145	13%
I know the different religions of the pupils in my class	131	140	7%
In class I have talked about my family, where we come from and how we live (all)	142	152	7%
In class I have talked about my family, where we come from and how we live (RMM)	29	33	14%

(Numbers represent total number of pupils answering 'yes' in each survey)

RMM pupils indicated an increase in their sense of belonging to their class, neighbourhood and host country. The upward trends were most marked in Bulgaria (neighbourhood), Hungary (class and neighbourhood), and Spain (class and host country). Romania was an outlier in this regard, with a modest decline on all three items.

TABLE 9 CHANGES IN RMM PUPILS' SENSE OF BELONGING (N=50)

	Pre-	Post-	trend
Sense of belonging to family	4.6	4.5	0.0
Sense of belonging to class	3.8	4.1	0.3
Sense of belonging to neighbourhood	3.2	3.4	0.2
Sense of belonging to country	3.6	3.9	0.3

(Pupils responded to the question *How much do you feel you belong to the following groups*? providing a score between 1 *not at all* and 5 *a lot*. The scores given here are the average across all pupils who completed the pre- and post-surveys)

CASE STUDY 2 RMM PUPILS' INCREASED SENSE OF BELONGING IN A SECONDARY CLASSROOM

In one class in an Italian school, it was noticeable how three RMM pupils recorded improvements in how they felt about being in school, stating:

> It goes a little better at school and with classmates

> I'm making friends

> I have more friends

The pupils, aged 15-16, originally from the Philippines and Romania, were in a mixed group, where about a quarter of pupils were of RMM background. Their teacher had used drama and digital storytelling techniques, with the aim, in her words,' of involving students, putting them at the centre of the lessons'. She had found this challenging, but the innovation had brought results: all three pupils stated that they found it easy working with their classmates, and agreed with the statement that when they have something to say, the other children in the class let them speak.

The interpretation from the sense of belonging items that DIVERSE had an overall positive impact for RMM pupils, is further borne out by their responses to the face emojis at the end of each survey. Here pupils were asked to indicate which emoji best showed how they had felt at school in the last month. The weighted scores indicated a modest upward trend on this measure of pupils' wellbeing in school, but when the scores given by RMM pupils are taken in isolation, this again shows that the impact of DIVERSE was greater for them.

TABLE 10 CHANGES IN PUPILS' SENSE OF WELLBEING AT SCHOOL

	All pupils				RMM pupils		
	Before	After	**Trend**		Before	After	**Trend**
🙂	128	136	**8**		28	35	**7**
😏	41	41	**0**		10	6	**-4**
😒	31	30	**-1**		6	5	**-1**
☹️	13	9	**-4**		6	2	**-4**
Weighted score	497	520	**+5%**		150	181	**+21%**

Finally, items on RMM pupils' use of their home language in the classroom and in terms of literacy indicated that here too there was an improvement over the period in which they were engaged in DIVERSE lessons.

TABLE 11 CHANGES IN RMM PUPILS' USE OF HOME LANGUAGE

	Pre-	Post-	trend
How often do you speak your home language in your classroom?	45	52	7
Can you read in your home language?	52	56	4
Can you write in your home language?	47	54	7

(Pupils responded to each item by stating 'always', 'sometimes', 'never'. Scores were allocated 2 for 'always', and 1 for 'sometimes', and summed up to give a pre- and post- total score)

Anna* is 12, lives in Romania and is one of three in her class to have Hungarian as a home language. Other languages spoken by her classmates include Roma, Ukrainian, Russian, Italian, German and English. Her teacher used drama techniques to explore moral questions and develop skills in tolerance, and listening to others' opinions. During preparation activities, he encouraged children to discuss a scenario in their own language. Far from creating divisions, this enabled children to prepare more thoroughly, and so interact with each other more effectively in whole group activities. In her responses in the end survey, Anna indicated she was using her home language more in the classroom. This was affirmation of the value of her home language and will have encouraged her in her home language reading habits, where she was reading Rachel Renee Russell's Dork Diaries in the Hungarian translation.

* names in case studies are pseudonyms

6.1.2 Improve the management of diversity in the classroom and especially in classrooms with an increased number of children with refugee, migrant or minority background in their school environment.

The evaluation questions which guide the description of progress against this general objective are:

- How many schools implement DIVERSE practice?
- How many practitioners intend to implement the practice beyond the project period?
- Who advocates the practice and how?

In total, practitioners at 388 organisations implemented DIVERSE practice. Settings were primarily secondary and primary schools. In addition, a number of pre-schools, especially in Greece, and post-16 providers, especially in Romania, also trialled the approach. This testified to its applicability with suitable adaptation to a wide range of age groups and settings. See appendix K for a full list of participating organisations.

TABLE 12 NUMBER OF SCHOOLS PARTICIPATING IN DIVERSE BY COUNTRY AND TYPE

	Total	Pre-	Primary	Secondary	Multi-phase	Post-16	Special
DIVERSE	**388**	**37**	**134**	**164**	**8**	**40**	**5**
Greece	169	25	58	78		3	5
Romania	89	1	25	32	4	27	
Italy	50	4	14	32			
Hungary	29		7	10	3	9	
Spain	26		22	4			
Bulgaria	24	7	8	8		1	
Germany	1				1		

Important for the embedding of DIVERSE practices in schools was the involvement of school leaders in the project. Leaders played a role in supporting implementation through allowing and encouraging staff to attend the training, and trial the new

practice in their schools. In Romania, for example, teachers completed a memorandum of understanding for their involvement in DIVERSE, which was required to be signed by their principal. In addition, 17 school leaders across the project took part in the training themselves.

Analysis of logs showed how DIVERSE methods helped teachers make lessons interactive and encourage discussion:

> *In completing the task, pupils' level of interaction increased due to the way it was conducted, through the "Drama in education" method. This was new for them, and performed in several stages, involving the development of different skills.* (primary teacher, Bulgaria)

There were also several examples of teachers using DIVERSE techniques to include children with special educational needs and disabilities, as well as RMM pupils. Evidence for this is important in broadening its appeal for policy recommendations (see section 8).

> *The children I had as a target group were 3 pupils, two with learning disabilities and a child with autism. They participated in separate groups of mixed abilities and not together. What I found was that they were very active throughout, participating in their group… the children talked about their own experiences. Specifically , one student said that he had been mocked in kindergarten because he could not speak clearly , all his classmates took part and a fruitful dialogue developed.* (primary teacher, Greece)

However, in some cases teachers also highlighted the challenges of encouraging pupils to take a more prominent role in classroom interaction:

> *When they worked in pairs, it was relatively difficult for them to cope with the roles. Children are worried about talking, being the center of attention.* (primary teacher, Bulgaria)

Importantly, teachers used the techniques to support integration by drawing out the dilemmas and situations pupils face or had experienced. Case study 4 illustrates how a teacher in Romania used digital story telling software and drama techniques to help pupils understand an animated story through the eyes of pupils in their own class.

The children in the fifth grade watched the beginning of the animated short film Zero by Christopher Kezelos (2010), until the moment when the teacher hits the student O. Then they identified different ways of describing student O in real life (a sick child / autistic / migrant / refugee / ethnic minority, etc.), they made predictions about the destiny of O

After updating the constituent elements of a comic and how certain acts of language are formulated, I gave the students the task of imagining a continuation of O's story, in a comic of at least two vignettes, in which to capitalize on different acts of language. In this way, we initiated them in the use of the Storyboard creator application. The resulting materials were posted on the classroom and presented, in particular, by the Roma students, the migrant student and a child who has difficulty speaking because of a serious accident in his early childhood.

Then they got into the skin of the characters and, in pairs/groups, they created dialogues between: the O-migrant student and the teacher/student in the class who reacts to the moment of O's assault, the teacher and the O-Roma student.

(Romania, teacher)

DIVERSE lessons also worked well in helping teachers deliver the content of the main curriculum. In several examples teachers referred to history and literature texts from the syllabus which they were able to bring alive using the techniques. Outcomes from the teacher post-survey indicate that in the majority of cases teachers are likely to continue implementing DIVERSE methods (figure 1). The fact that they can use DIVERSE methods to deliver the curriculum content the acquisition of which they and their pupils will be judged on, contributes to the likelihood of their continued use.

A German language teacher in an Athens secondary school applied fairy tales and theatre in education techniques in German lessons. Included in the class of 63 aged 13-14 were seven whose home languages were Albanian, Hungarian and Iranian. Ahead of preparing a fairy tale in German, the teacher encouraged discussion in students' first languages about the form the fairy tale should take. The teacher then read the resulting fairy tales in German, again eliciting feedback and questions in Greek, before students performed them using drama techniques.

The exploitation of all languages present in the classroom led to a rich discussion about the nature and history of language, as well as improvements in students' mastery of German vocabulary and grammar

We have seen the common roots in the vocabulary of the Indo-European languages, Albanian and Greek as opposed to the Hungarian language which belongs to a different language family. It was interesting for the students to find that depending on the phonological system of each language, there are different naming words.

We also realized that fairy tales have common characteristics regardless of the national folk tradition.

(Greece, secondary teacher)

In the overwhelming number of cases, teachers stated they would continue to use DIVERSE methods in their practice. Only in a very small number of cases did teachers say they were not likely to continue using drama in education and folk tales, while 20 (just under 10%) said this was the case for digital storytelling. This last outcome reflects scores given at the end of the training (see section 5.4) which indicates a wider gap to overcome between teachers' existing skills and practice, and those required to implement digital storytelling effectively.

FIGURE 1 LIKELIHOOD THAT TEACHERS WILL CONTINUE USING DIVERSE METHODS

FIGURE 1 LIKELIHOOD THAT TEACHERS WILL CONTINUE USING DIVERSE METHODS
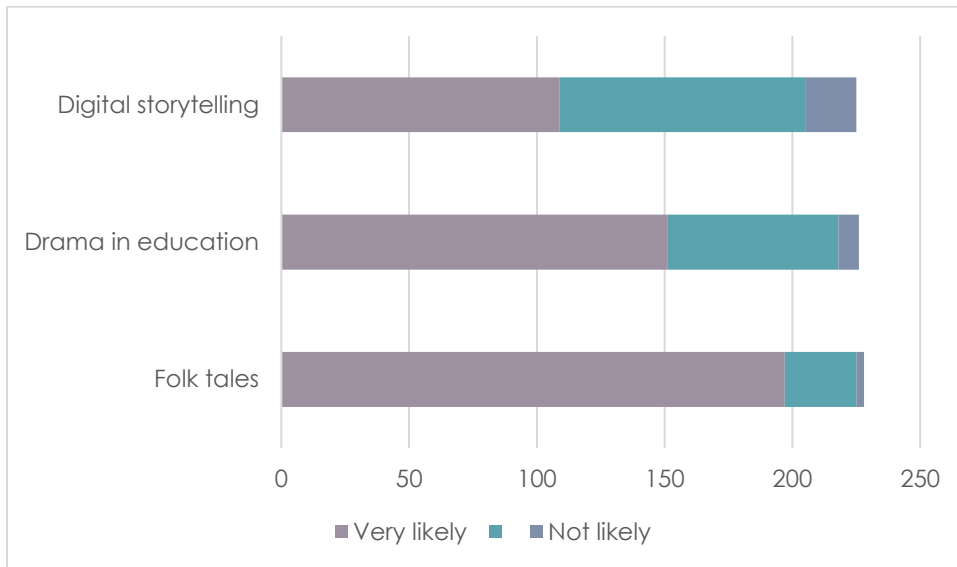
At system level, the extent to which teachers said they would continue to implement DIVERSE demonstrates its high degree of embeddedness in the nearly 400 schools involved in the project. In addition, the DIVERSE methodology has been included in the teacher training programme at the University of Girona, as well as the CPD offer of the teaching union FLC-CGIL in Italy.

6.1.3 Support teachers and educators teaching in multicultural schools to develop their skills in order to effectively promote inclusion in the classroom through three storytelling methods.

The 'skills to effectively promote inclusion in the classroom' for the purposes of this evaluation were defined using descriptors from the Council of Europe Practices for Teaching Sociocultural Diversity framework[14]. They were selected on the basis of priorities emerging from the situation analysis, and are given their framework competence number in the list below. The evaluation question which guided the description of progress against specific objectives one was: To what extent are there changes in teacher practice in relation to the following, as a result of engaging in DIVERSE?

> *8. Recognising and responding to the communicative and cultural aspects of language(s) used in school*
>
> *9. Creating open-mindedness and respect in the school community*
>
> *10. Motivating and stimulating all pupils to engage in learning individually and in co-operation with others*

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[14] https://www.coe.int/t/dg4/education/diversity/Competences_en.asp

11. involving all parents in school activities and collective decision-making

16. Critically evaluating diversity within teaching materials, eg textbooks, videos, media

18. Systematic reflection on and evaluation of own practice and its impact on students.

To assess the extent to which DIVERSE had achieved the desired outcomes in terms of raising their competence in these areas, teachers were asked to rate their confidence for each item at the beginning of their engagement with DIVERSE and again at the end of the project. Teachers rated their level of confidence out of 5. Comparison of the average scores across the project shows that in each competence area teachers registered improved confidence, with most marked increases in the areas of being able to:

- recognise and respond to the communicative and cultural aspects of language(s) used in school
- motivate all pupils to engage in learning
- organise collaborative learning.

CASE STUDY 6 TEACHER FOCUS ON THE DEVELOPMENT OF SOCIAL AND COMMUNICATIVE SKILLS

In one community setting in Sofia, an experienced teacher worked with 10 five year-old Roma children to help them develop their ability to express their emotions in Bulgarian. The children could choose which emotion to portray for the others to guess. The teacher record illustrates how the reflective process of completing the log helped her identify both short-term impact (positive outcomes), and the focus for longer term development (still needs work)

The children successfully reinvented themselves as different characters with different desires and motivations. Skills are still basic, with no details. The children needed further guidance and help.

The children were immersed in their roles, they did not correct each other. They imitated others rather than use their imagination to be creative. They understood very easily what to do - but they still need to work on developing their expressive skills.

The children felt more free and less encumbered than in more prescriptive lessons. They became more spontaneous in listening to and interacting with others.

(Bulgaria, primary teacher)

Teacher confidence increased least in the area of parental involvement. Given the challenges to this and attitudes towards RMM families identified during the situation analysis, this is not a surprising outcome. Nevertheless, the fact that there was a positive shift in this area too, suggests that DIVERSE had value in this area too.

TABLE 13 CHANGES IN TEACHER CONFIDENCE TO PROMOTE INCLUSION

|	pre	post	trend
confidence to recognise and respond to the communicative and cultural aspects of language(s) used in school	3.29	4.01	+0.72
confidence to motivate all pupils to engage in learning	3.58	4.14	+0.56
confidence in organising collaborative learning	3.72	4.27	+0.55
confidence in critically evaluating teaching materials	3.60	4.03	+0.43
confidence in reflecting systematically on and evaluate your own practice and its impact on students	3.75	4.14	+0.39
confidence in involving parents in schools activities and collective decision-making	3.16	3.48	+0.32

Home languages were promoted in DIVERSE classes where there were opportunities to do so, but not universally. Nevertheless, in each country a number of teachers described ways that they had done this. While encouragement was given to teachers to explore the other languages of the classroom, the focus on the dominant language as medium and target of learning meant that the message had limited penetration, where existing cultures and mindsets require a more sustained effort to shift.

6.2 Sustainability

The underlying strength of DIVERSE is the long-standing expertise of the organisations who developed and provided training in the methodology: University of Girona (digital storytelling) Centre of Higher Education in Theatre Studies (folktales), and InSite (drama in education). The evidence base for the effectiveness of the methods is provided by earlier research, as well as the analyses carried out as part of the evaluation of this project (see section 5). This has provided partners with confidence in promoting DIVERSE during the project and beyond.

The legacy of DIVERSE is anchored in the creation of a high-quality teacher guide[15], which has been uploaded in easily navigable format to the Diverse website. The guidance book is designed in such a way that it can be used as a stand-alone resource and guide to implementation, even by teachers who have not participated in the training. For each method it provides the theoretical background, method description, example lesson plans, and tools.

IMAGE 2 DIVERSE TEACHER GUIDE (ONLINE VERSION)
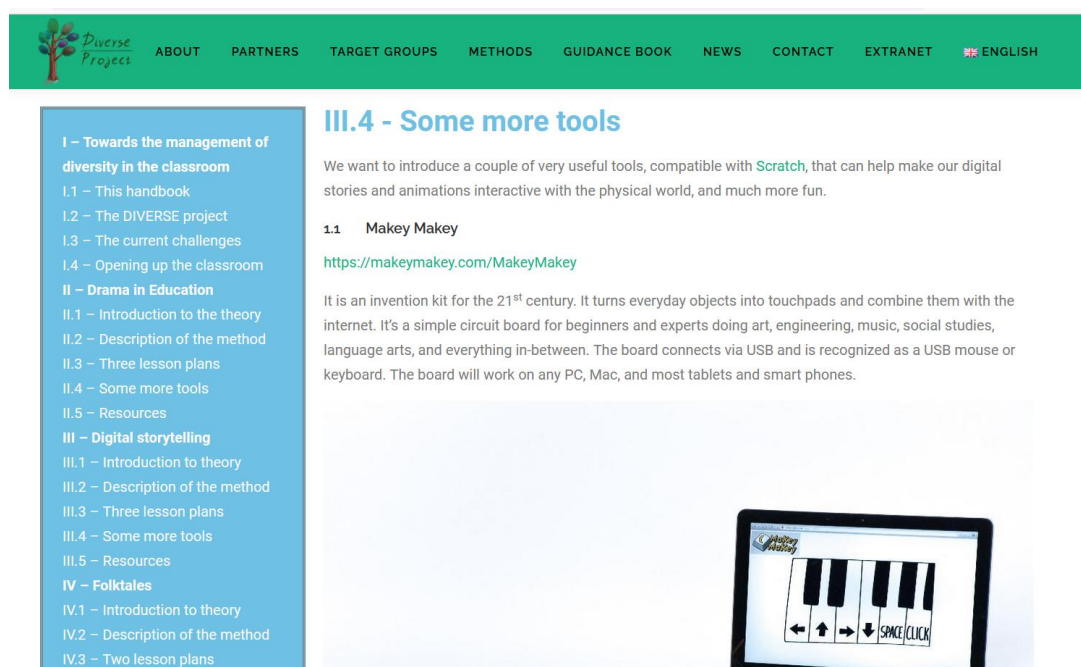
To embed DIVERSE at system and institutional level, a sustainability plan was drafted by the WP lead, HESED, and shared with partners (Appendix H). The plan addressed the need to develop policy networks, engage policy makers in project activity, as well as create synergies across different organisation types, and include indicators to assess impact.

HESED maintained a sustainability tracker (appendix I), which details 89 stakeholders across the partnership.

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[15] http://diverse-education.eu/guidance-book/

Policy maker engagement and endorsement

The engagement of policy makers was a key feature of DIVERSE in Bulgaria, Italy, Romania and Spain. The political situation in Hungary presents significant challenges to organisations trying to promote good practice in inclusion where this relates to migrants and refugees, and so InSite instead focussed its networking and embedding efforts on building coalitions of practice with other arts organisations, schools and NGOs.

In Bulgaria, a member of the educational department at the Sofia municipality participated in the final conference in Bucharest and contributed to the formulation of policy recommendations for Bulgaria. This helped cement HESED's work with the authority, which is important for securing resources for educational projects among the local Roma community.

Colleagues at Einaudi had contact with the Italian Ministry of Education and the FLC-CGIL trade union, which has undertaken to incorporate the DIVERSE methodology within its training offer.

In Spain, the University of Girona has a close connection with the municipality of Salt, together with whom it has established a research, development and support organisation Tekhné Chair[16]. The partnership promotes educational initiatives which make the link between technology and creativity. The DIVERSE project has fitted in well with Tekhné Chair's work, and regular updates have been provided on the project's progress at its 4-monthly meetings.

In Romania, colleagues from GEYC took part in the development of the youth strategy in Câmpina, with the mayor and representatives from other NGOs present, and at which DIVERSE was advocated as an approach to help manage diversity in the city's schools. GEYC also entered the DIVERSE project for a competition organised by the Ministry of Youth and Sports, where it was awarded third place, thereby raising the profile of the intervention and the issues it set out to address.

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[16] https://www.udg.edu/ca/catedres/tekhne
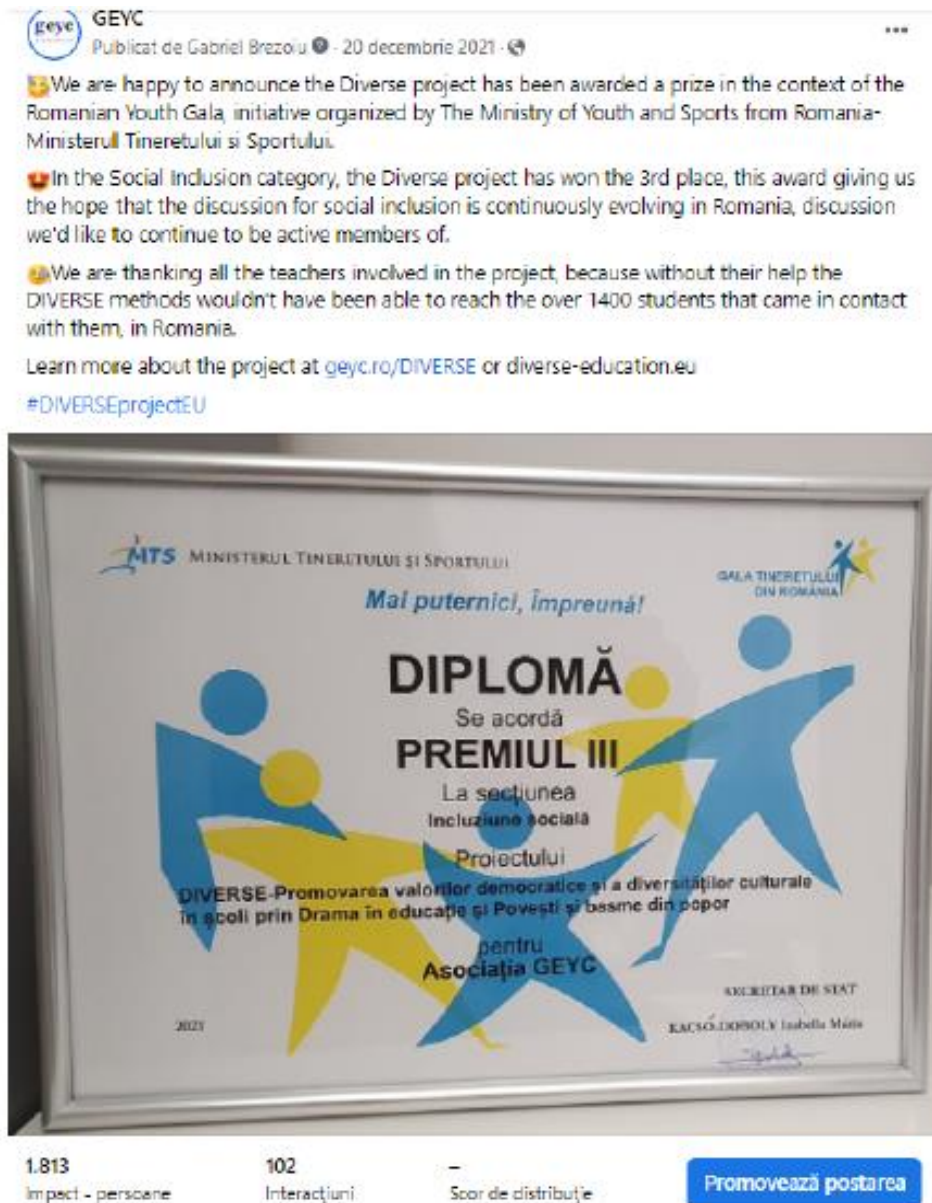
IN Greece, Action Synergy worked with the Larissa Directorate of Primary Education. The Head of Directorate, Kaiti Karagiorgou, attended DIVERSE training in Greece, and also the final conference in Bucharest. This meant Ms Karagiorgou was involved in the formulation of policy recommendations, and sustainability planning for DIVERSE

in Greece. The latter includes the inclusion of DIVERSE training for educational coordinators in the Larissa region for the 2022-2023 academic year.

The DIVERSE handbook has also been submitted for official approval to the Institute of Educational policy.

Networks

All partners came to the project with existing networks which they could exploit to promote and embed DIVERSE. Beyond the 387 schools and colleges listed in appendix K, partners involved policy making, non-governmental, social, arts, media, and higher education organisations, as named in table 14.

The Bulgarian community network centred on the Roma community, among which HESED is based. The links HESED has with a local school, and the close involvement of its principal in DIVERSE, gave the method strong local endorsement. HESED also brought into the network a drama specialist from the New Bulgarian University and community mediator. At a policy level, HESED enlisted the support of the Ministry of Education, Sofia city council, and Krasna Polyana local authority.

HESED continues to extend its schools network to promote DIVERSE methodologies in new locations. In November 2021, colleagues met with the principal of the 75th Primary School in Sofia to explore how the methods could be applied in this setting. In addition, HESED organised additional training for teachers in villages near Kiustendil, with large Roma populations.

In terms of geographical reach, HESED involved in training practitioners from Sofia, Sarnitza, Silistra, Asenovgrad, Burgas and Kiustendil, and will take the method into new areas of Sofia, as well as the city of Samokov.

In Hungary the community network consisted of people with wide ranging skills and experience in the areas of theatre, media, culture, education, and youth and social work. The development of members of two education NGOs and a theatre, ensured DIVERSE was taken into networks beyond those of InSite. The network was also extended to include two international Hungarian schools in Germany.

In Italy, Einaudi engaged, and communicated progress on DIVERSE with, the Ministry of Education, which endorsed training in the method, as well as a trades union, which has included DIVERSE as part of its CPD offer. At community level, it worked with four organisations providing charity and social support to marginalised groups. Online delivery for teachers in Italy was an opportunity for Einaudi to extend the geographical reach of DIVERSE to Padua, Perugia, Reggio Emilia, and Bologna.

FIGURE 2 MINISTRY OF EDUCATION ACCREDITED DIVERSE TRAINING CERTIFICATE - ITALY

In Romania, GEYC has its own network of over 130 teachers, which it informed about DIVERSE, engaged some of its members in training, and augmented during the course of the project. In its community networks, GEYC also reached out to children's clubs and had several practitioners from these at network meetings. At the policy level, GEYC made connections with the city council of Campina and the Ministry of Youth and Sport to promote DIVERSE.

To support its network members, GEYC also created webpages where teachers can easily access and engage with the content of the DIVERSE project: https://edu.geyc.ro.

In Spain, DIVERSE colleagues operated through the network of the newly established Tekhné Chair, and the Colaboratori CatNord organisation[17], a stakeholder organisation overseeing social and digital innovation in the Girona region. In the case of the Tekhné Chair, Girona made four formal contributions on the topic and progress of DIVERSE, as well as using contacts through the body to promote and implement DIVERSE in schools.

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[17] https://colabscatalunya.cat/lab/col-laboratori-catnord/

CASE STUDY 7 BUILDING A POLICY AND PRACTICE NETWORK IN SPAIN

During the course of the DIVERSE project, the University of Girona has built its strategic partnership with the nearby municipality of Salt, through the creation of the Tekhné Chair. Salt stands out for its diversity: its 31,000 inhabitants represent 200 nationalities, and speak 130 languages. The Chair aims to create an ecosystem that promotes transformative educational initiatives where technology and creativity go hand in hand for the benefit of social inclusion and education in values.

The Chair was inaugurated in September 2020 and meets every 4 months to consult with civic, academic, schools and NGO representatives, and update the strategy and activities of the Chair. DIVERSE has been a very good fit for the Chair and has been included on the agenda for four meetings, thereby securing its implementation in schools in Salt.

	Policy	Social support / NGOs	Other
Bulgaria	Ministry of Education; City council of Sofia; Krasna Polyana municipality	National network of children; MIR centre Sofia & Kiustendil	Theater Department at New Bulgarian University
Greece	Directorate of Primary Education, City of Larissa Institute of Educational Policy	Network for Chidlren's Rights	
Hungary		Artemisszió Foundation; Paralel Company; Menedék - Hungarian Association for Migrants; MOPKA Támaszpont Foundation; Jesuit Refugee Service; 2nd District Family and Child Welfare Centre	University of Pécs; ELTE University; MOME University; BME University; Örkény theatre; Lingua Hungarica, Frankfurt; FreeSZFE Association; Jurányi Production House; 7th district of Budapest local newspaper; Foundation for Mental Health Education and Prevention; Trafó House of Contemporary Arts Budapest; Örkény István Theatre; Faktor Terminal Association; Forrás Művészeti Stúdió
Italy	Ministry of Education FLC-CGIL trade union	Cooperativa sociale sophia; Amar mor; Cassiavanas cooperativa sociale; Associazione equilibra a scuola di rispetto per il benessere sociale; CPIA	Dire Giovani; Laboratorio Teatrale Piero Gabrielli
Romania	Mayoralty, Campina City Ministry of Youth and Sports	School centre for inclusive education, Breaza	GEYC teacher network; Koinónia Kiadó; Asociaţia Glasul Autismului; Băicoi-; Campina_; Breaza; _"Martha Bibescu" children's clubs
Spain	City council of SALT Government of Catalonia		Institute of Education Sciences

Communicating DIVERSE activities and resources

Partners used their websites to promote the project and disseminate news updates, and there is significant activity on social media, including a series of scheduled live discussions on DIVERSE themes.

GEYC made a sustained effort throughout the project to organise partners to keep social media active. Indeed, every opportunity was taken to promote the project and its activities on Facebook, where a total of 350 posts reached over 75,000 people over the course of the project. The project Facebook page acquired 746 likes by the end of the project, and was followed by 800 people.

In all, 10 articles relating to DIVERSE were published and disseminated online, reaching an audience of over 120,000 people.

Partners raised the validity and status of the training through a certification scheme. By the end of the project 208 teachers had been awarded the qualification. In Romania, GEYC took accreditation one stage further through the creation of 10 schools kite marked as specialist centres in the DIVERSE methodology. Similar multiplier activity has taken place in Bulgaria, Greece, Hungary, Italy, and Spain.

Throughout the project, partners built a Europe-wide network of DIVERSE stakeholders and practitioners through online events and ongoing use of social media. This included:

- The Scratch Around the World Conference (Girona)
- Final DIVERSE Conference in Bucharest
- Five *DIVERSE Talks* webinars
- Eduteka 2021 (Colombia)
- "Acceleratorul de implicare civica" conference (Romania)

Partners at InSite drama also published an academic article based on their experiences during the pandemic in the Journal of Applied Theatre and Performance (Cziboly & Bethlenfalvy, 2020), setting out what they had learned from the process of delivering process drama using online platforms during the pandemic[18].

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[18] https://www.tandfonline.com/doi/full/10.1080/13569783.2020.1816818
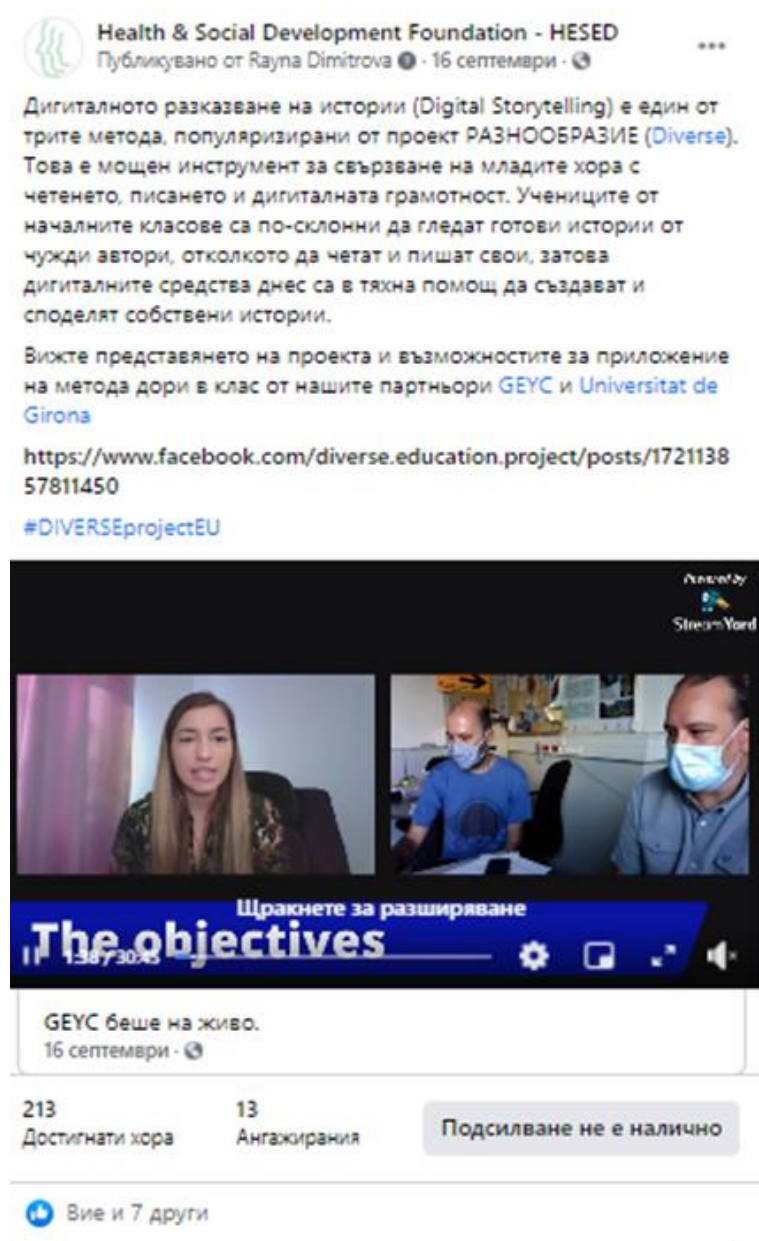
7 Recommendations for continued implementation of DIVERSE

The following recommendations for implementation are based on observations of partner planning and implementation over the course of the DIVERSE project. They are intended for leaders of groups of schools, academy trusts, individual school leaders, and teaching professionals.

Apply the principle of co-construction when planning and developing resources

In practical terms, this should mean trainers and practitioners having the opportunity to make their own innovations while maintaining the methodology's fixed core. Teachers can use the guidance book[19] to explore lesson plans and resources which they can adapt to their own context. They can also decide what aspects of the curriculum can be delivered using DIVERSE methods. This type of co-construction means practitioners develop a personal sense of responsibility in integrating it into their practice.

Be clear about the purpose of applying DIVERSE methods and the distance teachers need to travel to adopt the techniques

The three DIVERSE methods were adapted with varying degrees of ease, with fairy tales being closest to what teachers knew and could do already, and digital storytelling the least so. Nevertheless, digital storytelling is a powerful method for engaging pupils and providing a means of communication for excluded groups. Where a technique is not so easily accessible to teachers, the case needs to be clear for what it can do (using for example the evidence in the 'introduction to the theory' section of the handbook), and what particular issues in the classroom it can help solve. Specialist input should then be made accessible for teachers to ensure they develop the skills to apply the method well.

Encourage the use of pupil evidence to help teachers embed the new practice

Teachers on DIVERSE encouraged over two hundred pupils to complete pre- and post-surveys. These provided clear indicators of changes in behaviour, along with pupils' perceptions of lessons. In addition, a large number of teachers completed logs, which guided them to consider how a small group of pupils reacted to their lessons. In both cases, the feedback will have helped teachers reflect on how they had delivered the lessons, and what else they might focus on to improve learning.

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[19] http://diverse-education.eu/guidance-book/

While collecting data may be perceived as burdensome, when it is personalised in this way, it becomes a motivational tool.

Acknowledge and prepare for the fact that the move to more open-ended learning may create some short-term disruption

In some cases teachers experienced some behavioural disruption when more open-ended learning was a cultural shift for pupils. Experience suggests this is overcome as teachers and pupils become used to the approach, but arrangements can be made to support this. This includes:

- Have explicit conversations with teachers about this aspect of innovation, ensure a practitioner who can apply the approach models it to colleagues, and pair practitioners, using logs for reflective conversations, as they learn to implement the new approaches themselves

- Setting out rules of interaction with pupils, referring back to these and applying them systematically throughout lessons

- Divide the class into smaller groups, ensuring all pupils are clear about what they need to do, in order to make it easier to focus on those pupils experiencing difficulties, and to enlist the support of peers in helping their classmates.

8 Policy recommendations

8.1 General recommendations

Both from a teaching and learning point of view, and in terms of professional learning and development, the benefits of the DIVERSE model have been demonstrated as an effective both in terms of inclusion, and curriculum delivery. The evidence for this is provided both in the research literature, and from the analysis of the methods against the evidence base, and the analysis of data collected for this evaluation. **Policy makers should there for be confident to promote the method wherever there is a need for a practical solution to problems of integration in the school system**.

Political realities make the inclusion of refugee, migrant and minority (RMM) pupils a controversial and difficult topic – schools are not divorced from the communities they serve, including those where xenophobia pertains. **The focus for increasing the uptake of DIVERSE should therefore be on inclusion per se**, rather than the fixed starting point of RMM pupils where this can raise barriers to acceptance. Where countries do not have explicit policies for RMM inclusion, policy makers may link its introduction to policies on improving provision for pupils with special educational needs and disabilities (SEND). Once DIVERSE methods have been adopted, they will automatically support learning and integration of all groups.

Specialist expertise for the rationale for DIVERSE, and how to deliver it, is captured in the guidance book. This is available in an easily navigable online version, as well as pdfs in six languages. **Policy makers and providers of continuing professional development (CPD) should insert the link[20] to the method in communications with schools and practitioners which relate to inclusion, and learning with a focus on communication, interaction and the development of social competences**.

Partners, NGOs, school leaders and practitioners have developed considerable expertise in DIVERSE techniques and their delivery at national level over the course of the project. In addition, they have done this during extended lockdown periods, developing innovative approaches to delivery. **Policy makers should contact partner organisations to see how this expertise can best be exploited and built upon, to make efficient use of valuable CPD time and resource**.

Parental involvement was among the more challenging aspects of inclusion, as it is found to be in many other contexts. **Policy makers should be clear about the educational and social benefits of greater parental involvement in their children's learning at school, provide a consistent message on its value to leaders and practitioners, and offer practical advice on how it can be advanced**. Teacher

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[20] http://diverse-education.eu/guidance-book/#pll_switcher

training and induction programmes may, for example, include an element whereby practitioners are required to interview a student and their family members to become familiar with their circumstances and how parents might be more involved in their child's learning.

8.2 Country-specific recommendations

During the final conference of the DIVERSE project, held in Bucharest on 15th February, national teams of practitioners and policy makers considered the implications for policy for their context. The following recommendations are a distillation of the outcomes of the policy recommendation session at national level.

Bulgaria

The Bulgarian *Ordinance on inclusive education[21]*, introduced in 2017, has an emphasis on pupils' personal development. ***Methodologies, such as those of DIVERSE should be adopted as providing a strong socialising element, as well as providing alternative means to access curriculum content, and for children to communicate and express themselves.***

Partners also felt that more could be done to involve parents in their children's education, especially in Roma communities, as a way of supplementing and supporting learning in the classroom. ***The DIVERSE training model can be adapted to include activities where teachers arrange for pupils to consult with their parents***, by, for example, requesting an example of a fairy tale they grew up with, or for pupils to demonstrate the animations they have created in digital storytelling. Such verbal and visual communication also ensures the engagement of illiterate parents, who are explicitly mentioned in the *Ordinance*.

As with the valorisation of home languages in the classroom, greater parental involvement requires a shift in culture. As a way of beginning this process, the Ministry of Education should consider the ***Incorporation of parental involvement into the curriculum of universities***, starting with a pathfinder institution with which colleagues from HESED and other organisations with an understanding of DIVERSE can engage.

Greece

In Greece, Law 4547/2018, article 73, *Enrolment in the Reception Structures for Refugee Education* (DYEP), aims to enable newly arrived learners to adjust to their new environment and culture. **The project has demonstrated how DIVERSE methods are effective in supporting communication and integration and should be more**

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[21] https://eacea.ec.europa.eu/national-policies/eurydice/content/legislation-9_en

widely promoted in centres working with refugee children. Fairy tales in particular are a universal phenomenon, and so lend themselves as a common medium for learning. They are also likely to be the most accessible gateway intervention to DIVERSE for practitioners.

The presence of communities of practice (EDEAY) in Greece provide forums for DIVERSE to be further tested, refined and implemented. *Liaise with and introduce EDEAY to the DIVERSE methodology, and identify where the practice can be implemented and tested, where possible as a practitioner research project*.

Hungary

The arrival of over half a million refugees from Ukraine during the first months of the invasion poses a challenge and opportunity to reset the approach to how displaced children are integrated into the Hungarian school system.

Three main strategies exist in Hungary for which the DIVERSE intervention is relevant, and where teacher practices focussed on integration of RMM pupils can help achieve wider goals of schools' ability to be inclusive for other disadvantaged groups, such as those with SEND.

The *National Disability Programme 2015-2025* highlights that '*the state and government actions should first and foremost promote that the participation of the institutional system and the society is directed not at making decisions and performing activities in lieu of disabled persons but at helping the disabled persons do the above and retain their human dignity*'. To help achieve this, **DIVERSE methods should be adopted as effective means of building the skills and confidence for independent decision-making, and education authorities should take advantage of the pool of expertise that has been developed in Hungary to provide professional development and training for practitioners more widely.** Among the resources at the disposal of policy and professional organisations in Hungary is the expertise which InSite has developed in blended and online delivery. **This should be exploited**.

The *Human Resources Development Operational Programme 2021-2027* is, among other things, investing money in ensuring 60,000 students and 40,000 teachers participate in programmes linked to reducing and preventing early school leaving and promoting equal access to good quality education. **The learning outcomes of DIVERSE demonstrate it is an appropriate methodology to achieve the integration required if pupils are to find school a worthwhile experience. Policy makers should also look at the data collection and analysis approach of the project as an effective way of linking pupil and professional learning**.

Similarly, DIVERSE applies as a proven model to support the aims of the *Public Education Development Strategy 2021-2027*[22], amongst which has the goal of '*creating equitable public education that takes individual unique features into consideration*'.

Italy

Inclusive education in Italy is given additional emphasis by *Decree no. 182*, which defines support measures for pupils with disabilities. While the focus of DIVERSE has meant the main impact has been explored with RMM pupils, there were also examples of where it supported pupils with SEND. **DIVERSE can therefore be promoted as an effective approach to support the achievement of the aims of the Decree**.

The stipulation in the Decree for individual pupil assessment, and professional needs assessment and training, can also be met in part by the DIVERSE training model. **Where DIVERSE is implemented, the training model can be adapted to include the 'functional capacity gap' assessment tool, and professional needs assessment tool currently used as part of the strategy**. This will support both the policy aims of the *Decree*, and also provide valuable reflective opportunities for practitioners as they adapt and implement the DIVERSE model to their context.

Romania

UNICEF reports on serious issues of exclusion which persist in the Romanian education system[23]. The current reforms being introduced by the Romanian government are aimed to address these, and include, among others things, a focus on personal and social development[24]. **DIVERSE is of direct relevance to this aspect of educational reforms, and should be promoted as an appropriate intervention to achieve the goals of inclusion, personal and social development**.

At the same time, the requirement of teachers to attend CPD for their professional status to remain current – to achieve 90 professional credits every five years – means that there is an opportunity to offer good quality, proven methods to enhance learning to around 200,000 teachers. **Casa Corpului Didactic, the regional organisations accredited by the Ministry of Education, are encouraged to review the large scale take up and outcomes of DIVERSE in Romania and consider its inclusion**.

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[22]   https://eacea.ec.europa.eu/national-policies/eurydice/content/ongoing-reforms-and-policy-developments-29_en

[23] https://www.unicef.org/romania/quality-inclusive-education-package

[24]   https://eacea.ec.europa.eu/national-policies/eurydice/content/national-reforms-school-education-56_en

Similarly, **universities should consider adopting DIVERSE methods as content for teacher training courses**, which illustrate ways in which the drive for greater inclusion can be achieved in practice.

For this to happen, **the Ministry of Education needs to include the DIVERSE methods in the offer of accredited teacher training and CPD courses**. As a more structural change to enable this kind of innovation, **we further recommend the Ministry of Education changes its criteria for accrediting teacher training and CPD courses to be more open to innovative courses with a proven track record**, such as DIVERSE, developed through Erasmus projects.

Within the scope of its advisory services, **the Romanian school inspectorate is also encouraged to make reference to DIVERSE** as a method for delivering curriculum content in ways which promote inclusion and the development of social skills.

Spain

The large numbers of migrants arriving in Catalonia, as elsewhere in Spain, from the mid-1990s onwards has created many challenges for schools and made the issue of inclusion a top priority for policy makers. The City Council of Salt enjoys a hight level of diversity, which is a key consideration in its Educational Plan, instituted in 2018. The plan is reviewed every three years, and as part of its contribution to the review, the University of Girona makes the following recommendations, which are applicable to all local authorities in their work on improving learning and inclusion outcomes, and indeed to governments at national and regional level in Spain:

- **Build and strengthen a local educational network on inclusion**, which includes schools and other educational providers, cultural organisations, and NGOs to select, refine and implement practices which overcome the challenges of inclusion

- **Review the current framework for the induction of new teachers**, so that during the induction process, teachers become clear about the local situation, the organisations which contribute to improving inclusion, and which can support them, and the types of practices that are applied in local schools to promote inclusion

- **Encourage and support the design and organization of joint activities between public and private schools**, in order to exploit to the full the expertise which exists locally

- **Exploit the artistic activities which DIVERSE promotes as a distinguishing feature of local educational provision**, linking educational and artistic projects inside and outside educational centres

- Similarly, **showcase the multicultural nature of Salt as a positive feature of the city at events and exhibitions**. Student outputs from art-based projects

such as DIVERSE can be included in these to make the heritage cultures of its children more visible.

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