

CONCEPT FOR THE PROMOTION OF SOCIAL INNOVATIONS FOR THE INTEGRATION OF NON-EU NATIONALS

D.T2.2.2

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Name of Partner: Westpomeranian Region (PP11), University of Szczecin (PP10)

Contact Person: Marta Ciesielska, Paulina Chmielowska, Monika Klein

Pilot Area: Koszalińsko-Kołobrzeszko-Białogardzki Functional Urban Area

1. Title of the Pilot Action Project

EACH OF US IS UNIQUE AND IMPORTANT
Multicultural Education in the Classroom

2. Main characteristics

- A. Please describe briefly the main characteristics of the pilot territory (the main demographic and economic characteristics of the region, challenges and opportunities brought by the immigration of non-EU nationals; max 2,000 characters).

Koszalińsko - KołobrzESCO - Białogardzki Functional Area is the second (after Szczecin) the most important area of accumulation of population and economic potential in the Wespomeranian Region. Its basic core consists of three cities - the Koszalin - regional, Kołobrzeg subregional and Białogard supra-local centers.

Functional Area consists of 19 communes: Będzino, Białogard, the City of Białogard, Biesiekierz, Bobolice, Dygowo, Gościno, Karlino, Kołobrzeg, the City of Koszalin, the City of Koszalin Manowo, Mielno, Polanów, Sianów, Siemyśl, Świeszyno, Tychowo, Ustronie Morskie.

The KKB Functional Area is characterized by a strongly developing market of tourism, including health and spa. The service market and the food industry dominate on the labor market, mainly related to fish processing in Kołobrzeg and Koszalin. The share of the mineral industry is also above average (car glass and glass manufacturing plants in construction in Koszalin).

KKB Functional Area in a nutshell:

- Area – 3 175 sq km, i.e. 13,8% of the area of the region;
- Population – 299,6 thousand inhabitants, i.e. 17,4% of the region's population
- Population density – 94 persons/sq km, region – 75 persons/sq km;
- The share of the registered unemployment in the number of the working-age population – 12,1%, the region – 10,0%;
- the area of concentration of economic activity and demographic potential with the strongly developing market of tourism, including spa and health tourism;

- the significant potential of diversified services, including highly specialized services;
- second in the region academic center in Koszalin;
- industry concentration area, with a large share of the food and mineral industry;
- peripheral location in relation to Szczecin (capital of the Region) and other cities;
- adverse migration and demographic processes;
- Baltic location, favorable for creating trans-Baltic and transnational relations.

B. Please describe your pilot action idea? (max 1,000 characters).

In Poland, where we have more and more new immigrants, the role of school and education is extremely important. Polish citizens should be taught from an early age that diversity is a value, because it allows us to be more open and tolerant. PP11 and PP10 want to integrate intercultural competences into the educational systems in the West Pomeranian Region to facilitate the learning of the values, attitudes, skills, knowledge and understanding that are needed:

- understanding and respect for immigrants,
- to interact and communicate with immigrants in an effective and appropriate manner,
- Establishing positive and constructive relations with immigrants.

Prejudice depends largely on a lack of accurate knowledge and experience of many cultures; education solves this problem. PPs want to improve the intercultural competences of pupils and teachers by enabling them to take part in workshops run by experts and by preparing special didactic materials for them. During the workshop new solutions will be developed, services or product which will help both hosts and immigrants to create friendly positive atmosphere in school for studying and living.

C. Please identify and describe the groups of non-EU nationals that are targeted by the pilot action / expected to benefit from the pilot action (max 1,000 characters).

The number of foreigners registered with the West Pomeranian Social Insurance Institution (ZUS) is increasing from month to month. At the end of October 2019 there were nearly 30 thousand foreigners. This is four and a

half thousand more than in April 2019.

In Szczecin alone, ZUS registered over 23 thousand people without a Polish passport. The largest group are Ukrainians, of whom there are 19 thousand.

There are also over a thousand Belarusians, citizens of Tajikistan, Malaysia and Mexico. Over 800 foreigners have established their own companies in our province.

As a result, the number of foreign children in Polish schools has also increased significantly. Last school year there were 44,000 children learning in over 7,000 schools, the year before - 30,000 children in almost 6,000 schools, and in the school year 2015/16 - 14,000 children in over 3,000 schools. For comparison, in 2012 there were 4539 of them.

The data is collected in the Educational Information System run by the Ministry of Education. From this school year, information on the nationality of students will also be collected.

According to the Ministry of Education, the basis for admitting a foreign student to a school in Poland are documents issued by a school abroad, where the student has fulfilled his compulsory education. A foreign student has the right to at least two hours of Polish language lessons per week. For 12 months, he or she may also take additional compensatory classes in other subjects, if the teacher in charge determines such a need. The total amount of additional Polish language classes and additional compensatory classes cannot exceed 5 hours per week - stated the Ministry.

Children during the refugee procedure

The Office for Foreigners collects only data on children who are undergoing the refugee procedure. Currently it is about 850 school-age children (in previous years the numbers ranged from 1,200 in 2016 to 900 in 2018). They attend 110 public schools on the same basis as Polish children. Most of them currently live in 10 centres for foreigners applying for international protection. Most of them stay in the centres in Łuków, Czerwony Bór and Linin. Most of them are citizens of Russia (mostly of Chechen nationality), Ukraine and Tajikistan.

Children during the refugee procedure are, like all children in Poland, subject to compulsory schooling. They qualify mainly for education in primary schools. However, the Office for Foreigners stipulates that children applying for international protection are not always students of the class to which they qualify by age. "This is due to the individual history of the child, e.g. gaps in education". - he informed the office.

Polish students are not prepared to welcome children from abroad. This is

often caused by the reluctance to leave home, but also by the social psychology - the group drawer we - they. This results in manifestations of aggression, conflicts, hate speech, etc. Bad atmosphere at school. Teachers are also not prepared to conduct intercultural education.

The recipients of the pilot activities will be the hosts of the target country, children and teachers - as multipliers of the tool.

D. What are the goals of your pilot action? (min. 3 goals).

- ✓ helping the students of the primary and secondary schools to demystify and develop intercultural competence
- ✓ preparation of useful mechanisms for teachers to encouraging students to actively participate in learning about other cultures
- ✓ strengthen students coping mechanisms with cultural shock

3. Pilot Methodology

A. Please provide a justification why your pilot action can be seen as a social innovation (please refer to the Transnational Strategy; max. 2,000 characters)?

Social innovation means: development and implementation of new ideas (service products, models) in order to meet social needs and create new social relations and forms of cooperation.

The features of social innovation should include:

- solving social problems and not seeking economic profit,
- to support civic participation,
- using local capital.

Therefore, the proposed pilot action has the characteristics of social innovation. The pilot will be implemented with recipients who are facing an unresolved problem. They will receive support in the form of an external expert who will assess the situation, conduct a workshop and, together with the active participation of the local community, with the use of local capital, will create unique innovative services and products that will help in a more sustainable and peaceful coexistence at school and outside the school.

B. Which recommendations of the Transnational Strategy will be tested in the pilot action (please refer to Chapter 4 of the Transnational Strategy; max. 2,000 characters)?

The pilot is part of the implementation of a number of points listed in the Transnational Strategy, including

Recommendations for public bodies:

- Support the process of developing and disseminating tools to strengthen social competences (e.g. lesson plans, active teaching methods, educational materials, films, exhibitions, guides, etc.)
- Shaping and strengthening the attitude of dialogue and counteracting intercultural conflicts in housing estates.

Soft skills

- Supporting and financing the organization of training, workshops, meetings, debates and other forms of intercultural education (e.g. in schools during extracurricular and parenting hours, in kindergartens and community centres and clubs).
- Supporting and financing the preparation of new educational materials improving social and intercultural competences.
- Organization of trainings for youth organizations and youth leaders (e.g. Youth city councils etc.).
- Supporting programmes to develop peer mediation among children and young people. Supporting schools in developing a system to respond to acts of violence on ethnic, religious or national grounds.

C. Please provide a brief SWOT-analysis of your pilot action idea? (please provide the answers in the form of bullet points).

| | |
|---|--|
| <p>Strengths:</p> <ul style="list-style-type: none"> • Intercultural education is one of the elements shaping intercultural competences • counteracting all forms of xenophobia, discrimination, racism, hostility, etc. against aliens/other; • shaping empathy, openness to the world, a commitment to peace, equality, fraternity and solidarity in every environment, and advocating for a world that is efficient without effort, oppression and | <p>Weaknesses:</p> <ul style="list-style-type: none"> • level of knowledge of the Polish language; • differences between the education systems in Poland and the child's country of origin; • legal status of the child and the parent (citizen, foreigner, holding a residence permit, during the procedure for granting the refugee status); • psychological and developmental conditions (e.g. |
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|--|--|
| <p>hunger.</p> <ul style="list-style-type: none"> • Self-acceptance despite (in spite of) perceived differences; perceiving otherness as enriching and stimulating, interesting and absorbing, but not threatening and hostile; • Noticing, knowing and understanding the alien/other as inevitable. neighbors; • Leaving the center of their own culture, getting rich inside by Dismantling barriers and borders; consciously going out into borders and cultural contacts as part of intercultural communication; • recognizing manifestations of inequality, injustice, discrimination, marginalization, racism, stereotypes and prejudices against aliens/other; • seeking understanding in different spheres through interaction, dialogue, negotiation and exchange of values with aliens/other; • encouraging and strengthening mutual relations between different communities, in particular between majority groups and cultural or ethnic minorities; activating mechanisms to help resolve problems arising from diversity, related to prejudices, negative attitudes and stereotypes; peaceful coexistence despite differences, conflicting interests and the resulting tensions and conflicts. | <p>trauma, post-traumatic stress syndrome - PTSD, developmental and language disorders, individual differences - temperament and personality of the pupil);</p> <ul style="list-style-type: none"> • cultural differences (e.g. values - perception of education in different cultures, meaning of terms - good student etc.); • the process of cultural adaptation (e.g. cultural shock, acculturation strategies, attitude of the majority society to minorities); • teachers' competences and their ability to work with a multicultural classroom; • social and cultural competences of peers. |
|--|--|

Opportunities:

- Culturally diverse school communities are characterized by the complexity of relationships between all their members. In order to better understand these relationships, it is worth remembering that a child representative of a different culture "carries" the culture of the country in which he or she grew up, and is not always aware that his or her behaviour is different from that of a Polish school.
- Teachers see the difference when meeting people from foreign cultures. Such meetings can be developing and motivating for teachers,

Threats:

- The child and his or her parents experience cultural differences in different areas of life - at school, in the office or in the hospital.
- An inseparable element accompanying work in a multicultural school environment is the uncertainty that appears in the teacher's contacts with students, parents or guardians. The teacher often does not know whether, by behaving typically, he or she will not offend the bearer of another culture, for example through a verbal message that may be ambiguous for the recipient.

4. Stakeholder Involvement

- A. Please summarize briefly how external stakeholders are going to contribute to the pilot action (max. 1000 characters). Please also specify whether and how migrant representatives had an opportunity to impact the pilot concept.

External stakeholders activities within the pilot action are aimed at increase capacity, knowledge, awareness, trust, support and better communication about social innovation approaches for the successful integration of non-EU nationals. Indicated activities could be achieve by stakeholders through the:

- improving learning through sharing their experience and good practices
- Providing quality school and language training for youth
- Developing regional social assistance programs, providing employees with access to vocational training, organise conferences and trainings in which specific social and professional groups (migrants) could participate.
- Promoting examples of good practices in the field of youth migrants initiatives; ensuring the regional youth representation
- Developing training and information materials on youth policy
- Building better communication, awareness, trust and support
- Promoting of innovative forms of teaching (social innovations)

The methods that they are planning to use are surveys, workshops, informal contacts and discussions. Schools will provide place and will grant an access to their facility. As well as the teacher and pupils will participate in workshops provided by experts.

- B. Who are the members of the regional stakeholder alliance (please only provide details on external stakeholders)? Please enter their data in the table below:

| # | Institution name in original language | Institution's English name | Category* | Main field of activities of the institution |
|---|---------------------------------------|----------------------------|------------------------|--|
| 1 | Miasto Kołobrzeg | Municipality of Kołobrzeg | local public authority | Municipalities support to include migrants into municipal policies and development |

| | | | | |
|---|---|--|------------------------|---|
| | | | | plans |
| 2 | Miasto Koszalin | Municipality of Koszalin | local public authority | Municipalities support to include migrants into municipal policies and development plans |
| 3 | Miasto Białogard | Municipality of Białogard | local public authority | Municipalities support to include migrants into municipal policies and development plans |
| 4 | Szkoły podstawowe w regionie | Elementary schools in the region | educational body | Organize basic education for migrant adolescents and youth |
| 5 | Szkoły ponadpodstawowe w regionie | High schools in the region | educational body | Organize basic education for migrant adolescents and youth |
| 6 | Zachodniopomorskie Centrum Doskonalenia Nauczycieli | The West Pomeranian In-Service Teacher Training Center | educational body | Educational institution supporting staff, carrying out tasks of training teachers of all specializations, levels and types of schools and educational institutions. |

*) Please choose: local public authority / regional public authority / national public authority / NGO / educational body / research institution / SME / large business / other

*) Please note that sub-branches of institutions should only be indicated if they have a own legal personality (e.g. do not enter data about other branches from within your institution)

C. Which activities will be carried out by the members of the local stakeholders' alliance? (max 1,000 characters)

a) Participation, collaboration and active engagement to the workshops provided by expert (including stakeholder's opinion and guidelines)

- b) Informing about the AR project and deliver all outcomes to the interested target group
- c) Consulting of indicated solutions, best practices and relating these activities to the reality
- d) Helping with risk management, barrier identification, limitation of potential negative outcomes.

5. Pilot Action Work Plan

- A. Please briefly describe the activities in the different phases of the pilot action. Please focus on local activities and try to give quantitative information.

| Phase | Main activities (max 5 bullets points per period) |
|---|---|
| Launch phase (until July 2020 - to be reported in the Launch Report by September 2020) | <ul style="list-style-type: none"> • Set up the regional team in charge of the Pilot Action – the regional team will consist of employees of PP11 and PP10 • Selection of subcontractor/trainer/s |
| Main phase (until the end of 2020 - to be reported in the Interim Brief by February 2021) | <ul style="list-style-type: none"> • Recruitment of schools • Training seminar for teachers • Preparation of a set of work cards / lesson plans for teachers to ensure follow-up of the activity after closing the Pilot Action • Organization of the workshops for children and adolescents ranging in age from 7 to 18 • Announcement of the competition for the Multicultural Ambassadors |
| Final phase (to be reported in the Pilot final report by September 2021) | <ul style="list-style-type: none"> • Organization of the meeting of Multicultural Ambassadors with Commissioner for Human Rights • Evaluation of the Pilot Action • Providing information to the Westpomeranian Regional Board |

- B. How will local events (see AF, Activity A.C.5 - three local events per pilot area) flank the implementation of the pilot action? Which target audiences will be addressed and which outcomes are anticipated? (max 1,000 characters)

The pilot is addressed to primary and secondary schools pupils from the described in point 2.A areas.

Outputs:

- Methodology of conducting intercultural workshops
- Teachers who have capacities to conduct this kind of workshops in the future
- Product and services which will help local communities in integration

Children and youth who will understand the process of multicultural living, will be more open for children from other culture and countries.

C. How are WP T1 training seminars integrated in the pilot concept? Will those carrying out the pilot action participate in the trainings? (max 1,000 characters)

One of the WP T1 training seminars is an integral part of the Pilot Action. It is a second event "Social innovations" planned from August 2020.

Resources

A. Please use the tables below to give an estimate about the resources to be spent for your pilot action. Please include in the two tables also those resources that are not co-financed by the Arrival Regions project. Please check the application form in order to check the foreseen budgets for planning and implementation of the pilot actions.

a. Personnel

| # | Name of the person and her/his position | Average weekly hours to be dedicated to the pilot action | Period (from month to month) |
|---|---|--|------------------------------|
| 1 | Paulina Chmielowska (PP11) | 4 | 05.2020-09.2021 |
| 2 | Marta Ciesielska (PP11) | 3 | 05.2020-09.2021 |
| 3 | Hanna Winiarska (PP11) | 2 | 05.2020-09.2021 |

| | | | |
|---|---------------------------------|---|-----------------|
| 4 | Krzysztof Żarna (PP11) | 2 | 05.2020-09.2021 |
| 5 | Monika Tomczyk (PP10) | 3 | 05.2020-09.2021 |
| 6 | Małgorzata Porada Rachoń (PP10) | 2 | 05.2020-09.2021 |

b. External services

| # | Description of the external service necessary | Approx. value (€) |
|---|---|-------------------|
| 1 | payment for trainer (i.e., for travel and honoraria payments) | 27 000 |
| 2 | preparation and printing of a set of work cards / lesson plans for teachers | 2 700 |
| 3 | venue hire catering for Multicultural Ambassadors meeting | 1 000 |

- B. Will there be other financial resources invested that are not financed by the Arrival Regions project budget (including personnel resources not financed by the project)? If yes, please describe briefly.

Other PPs employees will also be indirectly involved in the implementation of the Pilot Action: such as employees of the finance department, press office, the Secretariat for Youth etc. The Region will buy small prizes for Multicultural Ambassadors and if such a need arises, it will bear the costs of implementing the activities they propose.

6. Sustainability

How could your pilot action be continued when the Arrival Regions pilot phase has terminated? Which durable outputs are you expecting? (max 2,000 characters).

Teachers who will take part in workshop will have sufficient knowledge to conduct their own workshop in the future.

The pilot action product (set of work cards / lesson plans for teachers) and knowledge obtain during the workshops will stay in the school and they will be part of everyday routine.

The region will support schools in creating a repository (small shelf in the teacher's room, resources available on-line) enabling independent development and use of educational tools.

Another solution is to Development of the multicultural checklist for schools, which will allow them to carry out a mini-diagnosis of the school environment each year (assess deficiencies but also identify the school's potential).