Open Education for Young Europeans
through History, Art and Cultural Learning

THE OpenEYE HANDBOOK

Erasmus+

PRISMA

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Special Thanks

THE OPENEYE PROJECT

The "Open Education for Young Europeans through History, Art and Cultural Learning" project (Open EYE) was implemented in the framework of the Erasmus+ Programme of the European Commission. It focuses on creating an open learning methodology based on History, Arts and Cultural Learning, as well as the necessary implementation tools that will enable teachers of primary education in Europe (formal and non-formal) to support their students in language learning and integration in their school and community, in nowadays multilingual and multicultural classrooms.

Target groups

The target groups supported by the project include:

a. Teachers of primary education and trainers/social workers supporting the community integration of young immigrants and refugees

b. The school students themselves and especially young immigrants or refugees of primary school ages.

Aim and Objectives

This interdisciplinary project uses history, art and culture to overcome barriers to learning and to aid integration into new communities. History, art and culture can be used to introduce children with limited language skills to new ways of communicating, resulting in learning taking place and reducing the feeling of segregation in a new environment.

The main objectives of the project are:

- To equip educators of primary education (teachers, social workers) in formal and non-formal settings with skills and knowledge to work in a diverse multicultural classroom, in order to create a safe learning environment for all children.
- To facilitate language learning in an immersive context, and enhance support for integration by promoting the sharing of cultural values and norms through history, art and cultural expressions.
- To ease the transition experienced in cultural change and start the process of building confidence and personal growth after a traumatic life-changing event.

- To influence policy makers in each partnership country to provide guidance and educational support for the effective integration of children with a M/R background

- To offer stakeholders in the educational community of every participating country a place in the project and a platform for exchange of experiences and best practice, helping them to systematize their networking.

Results

The project results include:

- Report on the learning needs of the project target groups, following a survey in all partner countries (i.e. Norway, Greece, Italy, Slovenia)
- Open EYE Learning Methodology using History, Art and Cultural Learning, offering guidelines for working with diverse multilingual and multicultural student groups in primary education.
- Open EYE Toolkit, providing content to the various steps foreseen in the OpenEYE Methodology and addressing teachers and support staff working in formal and non-formal school education, focusing on learning tools and techniques exploiting art and cultural learning in the context of history/mythology.
- Open EYE Handbook for educators, summarising the OpenEYE methodology, learning tools and implementation framework, offering a quick reference to the principles and implementation routes of the OpenEYE methodology, explaining how it can be used and providing examples of the learning tools included in the Learning toolkit and used in pilot-testing courses.
- National multiplier events in all partner countries (Norway, Greece, Italy, Slovenia)
- Open EYE Conference in Italy, in September 2022

University of South-Eastern Norway

PRISMA Centre for Development Studies

Education Centre GEOSS Ltd

Provincia di Livorno

Museum of Greek Children's Art

Primary school of Litija

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Introduction

The OpenEYE Handbook is a result of the project "Open Education for Young Europeans through History, Art and Cultural Learning", summarising and presenting the learning methodology and learning toolkit produced by the project team, as well as recommendations for their optimal implementation in formal and non-formal settings, and their integration and mainstreaming in primary education.

This Handbook addresses school teachers, trainers and professionals providing care and integration support for children with a migrant or refugee background, aiming to introduce them in an easy and practical way to the OpenEYE methodology and learning activities and eventually help the integration of children of a primary school age into the learning community and the host country. It aims to offer a quick reference to the principles and implementation routes of the OpenEYE methodology, explaining how it can be used and providing guidance on the learning activities included in the Learning toolkit and implemented in the pilot-testing courses.

The Handbook is intended for wide circulation among the professionals in the field of school education, among the immigrant/refugee integration community, as well as among other learning stakeholders within the OpenEYE concept, like cultural organisations, parent associations and local authorities.

The OpenEYE project responds to the ever-present need to integrate many thousands of migrant and refugee children who have reached the EU countries and have, following different processes in each country, managed to enter the host countries' school educational systems. This has put the educational systems in all receiving countries under considerable stress, and the schools receiving migrant and refugee children are often not prepared to integrate these new children to the school community and provide a safe learning environment for key skills like language learning.

The OpenEYE project created an open learning methodology based on History, Arts and Cultural Learning, as well as the necessary implementation tools (Learning Toolkit) that enable teachers of primary education in Europe (formal and non-formal) to support their students in language learning and integration in their school and community, in nowadays multilingual and multicultural classrooms. History/mythology, art and culture are employed to overcome barriers to learning and to aid integration into new communities, introducing children with limited language skills to new ways of communicating, resulting in learning taking place and reducing the feeling of segregation in a new environment.

The Handbook includes three parts.

The first part is devoted to a summary of the methodology developed by the OpenEYE team.

The second part presents the Learning Toolkit and provides links to the learning activities included through an index, assisting the users to select and access the learning activities that better respond to their needs.

The third part presents recommendations on the optimal application of the OpenEYE Learning Methodology and Toolkit in formal and non-formal education, including their integration and mainstreaming.

PART 1. The OpenEYE Learning Methodology

Summary

Aim and Objectives: The aim of the OpenEYE Methodology is to provide a framework of pedagogical principles for the development of a practical toolkit for teachers of migrant/refugee children in primary formal and non-formal education, to further children' language competences (in the language of instr

uction and/ or foreign languages) and social integration. These principles are based on findings from a survey of teachers' needs and focus group discussions involving parents in the four partner countries. Findings of the research conducted in Norway, Greece, Slovenia and Italy, as well as the Synthesis Report bringing together the survey findings from all project countries, can be accessed on the project website: www.erasmusopeneye.eu

The objectives of the methodology are as follows:

1) To provide educators with knowledge and skills to deliver culturally sensitive training for refugee and newly arrived children.
2) To introduce to educators a variety of innovative approaches for aiding language development and social integration, and concrete learning activities focusing on history, culture and art.
3) To build cultural awareness and recognize cultural implications through culture- based learning

Target Groups:

The target group of this methodology is two-fold:

1. Primary target group: teachers/trainers in formal and non-formal settings working with children with migrant/refugee backgrounds in the age-range 6-12.
2. Secondary target group: children within this age range in linguistically and culturally diverse settings, with a special emphasis on children with refugee and migrant backgrounds

History, art and cultural learning: A core assumption of the OpenEYE project is that a focus on history, art and culture can be especially useful in promoting these competences and supporting students with highly diverse linguistic and cultural backgrounds. This includes a variety of cultural objects, art forms, literature, and storytelling such as fairy tales and myths. Approaches based on cultural expressions such as these are helpful in introducing children with limited language skills to new ways of communicating, resulting in learning taking place and furthering social integration in a new environment.
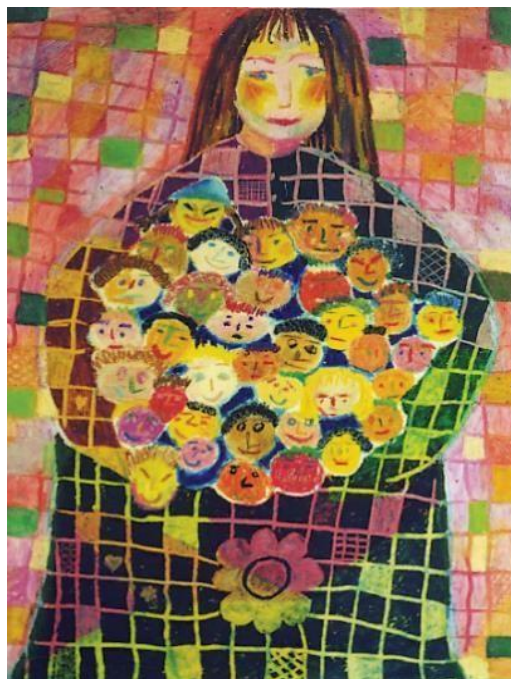
Artist: Evaggelou Νικoleta (12).

From a workshop at the Museum of Greek Children's Art.

Methodological approach: **Action Learning**

Action Learning has a long history as a methodological tool in various fields, among others health, social welfare and education. It is a bottom-up approach where educators and parents, together with facilitators - for example colleagues from other educational institutions or external experts/researchers - try out and reflect on changes they would like to implement (see Figure 1).
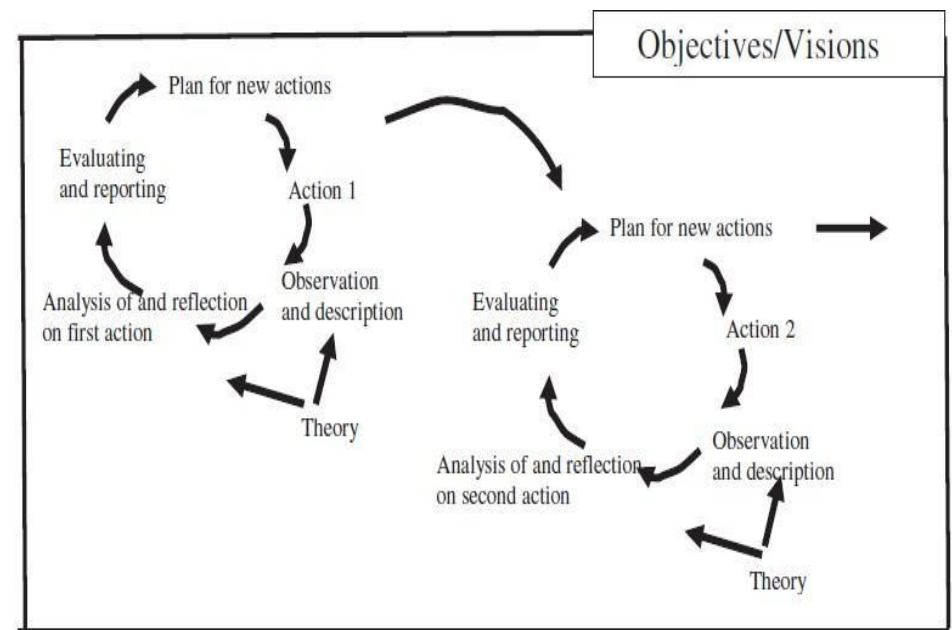
Figure 1. Learning cycle inspired by Carr and Kemmis (1986), Korthagen (1985) and Zuber-Skerritt (1992).

The OpenEYE Learning Methodology:

- is research-based, drawing on the practical results from OpenEYE's Survey on Learning Needs
- is implemented through a bottom-up approach by using a research-based methodology called Action Learning
- encourages varied approaches to working with children with a M/R background
- values cultural and linguistic diversity as a resource in language learning
- promotes social integration and intercultural understanding ensures that cultural sensitivity is taken into consideration when implementing changes
- uses cultural expression as a means to make learning easier and facilitate the integration of children in the school/local community

Core principles adopted

➢ **Learner-centred approach:**
- o ensuring a safe environment in which children can communicate, learn and develop
- o adopting activities that activate children's previous knowledge and experiences
- o encouraging children to communicate interactively with adults and peers
- o motivating children to collaborate with peers through interactive learning techniques
- o promoting action and interaction between previous knowledge and experiences and new knowledge

➢ **Multilingual and multicultural perspective:**
- o cultivating positive attitudes among children towards their existing language skills, no matter which languages they speak
- o motivating children to use their whole language repertoire actively in their language learning
- o encouraging children to adopt the perspective of others and develop sensitivity towards cultural diversity

➢ **Using cultural expressions**:
- o exploiting the potential of visual, literary, drama-related and other art forms to support children's language learning,
- o drawing on art forms both as learning material and creative, student-centred approaches
- o using varied cultural expressions that represent different cultural perspectives that are represented in the learning environment and society in general

➢ **Using non-formal methods of learning**:
- o drawing on children's intrinsic motivation
- o focusing on clearly defined purposes
- o planned through collaboration with children and their parents
- o related to the school's curriculum and followed up at home

➢ **Inclusive approach to learning stakeholders**:
- o involving all children and parents/ guardians both from M/R, national and other backgrounds
- o based on active communication between stakeholders, especially teachers, children and their families/guardians in order to establish mutual trust and a common engagement in the children's educational progress
- o taking into account that communication barriers may exist and devise ways to tackle these barriers
- o seeking opportunities to involve stakeholders, e.g. families/guardians, in different activities in formal and non-formal educational activities

For more information on the methodological approach and the learning principles adopted, including practical examples demonstrating these principles, please refer to the OpenEYE Learning Methodology document

PART 2 The OpenEYE Learning Toolkit

2.1 Introduction to the learning toolkit and activities

The OpenEYE learning toolkit was designed following the guidelines of the OpenEYE learning methodology, and presents learning activities that can be used in both formal and non-formal learning settings. It addresses educators who work with children with refugee or migrant backgrounds in the age-range 6–12, aiming at improving their language skills in the host country's language (as well as other languages taught) and facilitating their integration into the learning community. The OpenEYE Toolkit, besides offering guidance on implementing specific learning activities, serves also as a tool for inspiration and guidance for educators to develop their own learning activities.

The activities presented in the toolkit contain a special focus on language learning through art and culture. Activities are presented with detailed instructions, learning aims and expected outcome. The activities can either stand alone or be integrated in formal language learning courses, and can involve children with migrant or refugee background as well as further stakeholders such as fellow students from the host country and family members, therefore encouraging a two-way learning process.

The Toolkit offers learning content that is flexible and can be implemented in different educational settings and with different levels of language proficiency and can be used also in other educational fields and with different target groups that require extra language learning support.

Language Proficiency Level

Activities address the level of knowledge of the host country language, so the educators can make an informed selection of the most suitable learning activities based on that. The Common Reference Levels of the Common European Framework of Reference for Languages (CERF) are used to describe the language proficiency levels of the children targeted through the activities, as presented in the table below:

PROFICIENT USER	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
INDEPENDENT USER	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
BASIC USER	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

This is especially important in activities where C1 or C2 language level is required, for example activities 31, 32, 33, 34 and 35. If an educator wants to implement activities with that language proficiency level requirement but his/her students with migrant or refugee background don't have that knowledge yet, he/she should adjust the activity to avoid potential distress and consequential reluctance to learn and use the new language. Activities that have been proposed for lower language proficiency levels are more focused on enriching vocabulary but they can also easily be used in a class with more proficient speakers, as they are designed for heterogeneous groups with native speakers included in the first place.

NOTE: Some of the activities (e.g. activity 4) can be challenging for children with colour vision deficiency. We advise you to pay attention to the possibility of the condition, when this activity will take place among your students.

2.2 Index of Learning Toolkit – Learning Activities

In the following table you can have an overview of the learning activities developed in the OpenEYE Learning Toolkit, sorted by the minimum language proficiency necessary for the learners. The table presents all the activities with important information per activity, i.e. the activity number, the activity title, the minimum language proficiency, the learning objectives and the cultural expression(s) adopted, thus assisting educators select the activities most suitable for their own learners and learning settings. You can access the content of each learning activity by clicking on the title. You can then either read it, download it or print it. You can also access the online folder with all learning activities in English HERE.

No	Name of the activity	Minimum language proficiency	Learning objectives	Cultural expression adopted
1	Puppet show	A1	- learning about mythology - enriching vocabulary - improving motoric skills	● drawing ● crafting ● storytelling
2	Giant collage	A1	- learning about legends - enriching vocabulary - integration - cooperation - improving motoric skills - encouraging tolerance	● crafting
3	Beehive panels	A1	- learning about legends - enriching vocabulary - integration - improving motoric skills	● drawing ● using DIY materials
4	Flags chain	A1	- learning about own/other cultures - enriching vocabulary - integration - cooperation - improving motoric skills - encouraging tolerance	● drawing, cutting ● public speaking ● working with DIY material

No	Name of the activity	Minimum language proficiency	Learning objectives	Cultural expression adopted
5	Mime from the bowl	A1	- enriching vocabulary - integration - cooperation - improving public performance skills - encouraging tolerance	● storytelling ● acting ● performance
6	This is our mystery land	A1	- enriching vocabulary - integration - cooperation - improving motoric skills - encouraging tolerance	● storytelling ● drawing
7	The dioramas	A1	- learning about legends - learning about art - enriching vocabulary - integration - cooperation - improving motoric skills - encouraging tolerance	● recycle art ● crafting ● working with DIY material
8	Paper hand puppets	A1	- enriching vocabulary - integration - cooperation - improving motoric skills - encouraging tolerance - improving public performance skills	● storytelling ● public performance ● working with DIY materials ● crafting
9	Culinary bazaar	A1	- learning about cultures, heritage, food - enriching vocabulary	● drawing ● storytelling ● cooking ● music

No	Name of the activity	Minimum language proficiency	Learning objectives	Cultural expression adopted
			- integration - cooperation	
10	Action painting	A1	- learning about cultures, heritage - integration - cooperation - improving motor skills - learning about art	● movement/dancing ● music ● painting
11	Multilingual songs	A1	- integration - enriching vocabulary - cooperation	● music ● dancing
12	Message in a bottle	A1–A2	- self-reflection - learning about stories - enriching vocabulary - integration - encouraging tolerance	● drawing ● creative thinking ● creative writing
13	Museum in a classroom	A2	- learning about culture heritage - learning about own/other culture - integration - cooperation - encouraging tolerance	● storytelling ● observing cultural heritage
14	Create your creature / Playing cards	A2	- learning about mythology	● storytelling ● drawing

No	Name of the activity	Minimum language proficiency	Learning objectives	Cultural expression adopted
			- enriching vocabulary - improving motoric skills	● working method with DIY material
15	What do you think?	A2	- learning about art - enriching vocabulary - learning grammar - learning about stories	● mindfulness using visual art ● recreation of a given story ● storytelling
16	Live action board game	A2	- enriching vocabulary - integration - cooperation - encouraging tolerance	● improvisational theatre ● body language expressions ● live action role playing
17	Let's make a story	B1	- enriching vocabulary - integration - cooperation - improving public performance skills - encouraging tolerances	● theatre expression ● storytelling ● writing ● role playing ● improvisational theatre ● interpretation
18	Show me a story	B1	- learning about legends - enriching vocabulary - cooperation - encouraging tolerance - improvement of public performance skills	● storytelling
19	And the next station is …	B1	- learning about cultures, heritage - enriching vocabulary - integration	● singing ● storytelling

No	Name of the activity	Minimum language proficiency	Learning objectives	Cultural expression adopted
			- cooperation - improving motor skills	
20	Kamishibai visual theatre	B1	- learning about cultures, heritage - enriching vocabulary - integration - cooperation - improving motor skills - encouraging tolerance - learning about art	● theatre ● storytelling ● drawing
21	Learning to program with SCRATCH	B1	- develop digital skills - learning about stories, legends - stimulate logical and creative thinking	● storytelling ● coding ● visual Art (digital animation/pictures)
22	Create a soundtrack	B1–B2	- Encourage cultural exchange and enhance cultural awareness - Complement language learning - Facilitate the children's emotional expression - Enhance group working skills - Enriching vocabulary	● music ● storytelling ● drawing
23	Photo comic book	B2	- enriching vocabulary - integration - cooperation - learning grammar - encouraging tolerance	● storytelling ● visual art (photography) ● crafting
24	Everyone is a piece of jigsaw	B2	- learning about stories	● storytelling

No	Name of the activity	Minimum language proficiency	Learning objectives	Cultural expression adopted
			- learning about legends - enriching vocabulary	
25	Draw what I say	B2	- enriching vocabulary - integration - cooperation - improving motoric skills - encouraging tolerance	● storytelling ● crafting
26	Please, continue	B2	- learning about legends - enriching vocabulary - integration - cooperation - improving motoric skills - encouraging tolerance	● storytelling ● drawing (comics)
27	The detectives	B2	- learning about own/other cultures, heritage - enriching vocabulary - integration - cooperation - encouraging tolerance	● storytelling
28	Museum stories	B2	- learning about art - learning about migrations - learning about cultures, heritage - enriching vocabulary - integration - cooperation - encouraging tolerance	● art observation ● mindfulness in the gallery
29	From literature to journalism	C1		● storytelling

No	Name of the activity	Minimum language proficiency	Learning objectives	Cultural expression adopted
			- learning about culture - learning grammar - enriching vocabulary - integration - cooperation - encouraging tolerance	● recreating the story ● using pictures
30	Rhyme time	C1	- learning literature theory - learning grammar - enriching vocabulary	● storytelling
31	Pick-up story	C1	- learning about legends - enriching vocabulary - learning grammar	● creative thinking ● creative writing ● storytelling
32	The riddle	C1	- pragmatic thinking - logical thinking	● storytelling ● conceptual drawing
33	Commercial break	C1	- learning about own/other cultures, heritage - learning grammar - enriching vocabulary - integration - cooperation - improving motor skills - encouraging tolerance	● storytelling ● crafting
34	SMS	C2	- learning grammar - learning about legends - enriching vocabulary	● recreating story

No	Name of the activity	Minimum language proficiency	Learning objectives	Cultural expression adopted
35	The diary	C2	- learning about legends - learning grammar - enriching vocabulary	● recreating story ● storytelling
36	Your own dance	any	- Encourage cultural exchange and enhance cultural awareness - Complement language learning - Facilitate the children's emotional expression - Enhance group working skills - enriching vocabulary	● music ● dancing
37	Tea party	any	- learning about cultures, heritage - enriching vocabulary - integration - cooperation - improving motor skills - encouraging tolerance	● crafting ● storytelling ● music
38	The narrative cube	any	- enriching vocabulary - integration - cooperation	● drawing ● storytelling
39	A story with movement	any	- enriching vocabulary - integration - cooperation	● storytelling ● creative movement

No	Name of the activity	Minimum language proficiency	Learning objectives	Cultural expression adopted
40	New words in the forest	any	- enriching vocabulary - integration - cooperation	• storytelling
41	Identity texts	any	- learning about cultures - enriching vocabulary - integration - cooperation - improving motor skills - encouraging tolerance	• work with text • drawing
42	Language portraits	any	- learning about cultures - learning about own/other's multilingualism - enriching vocabulary - integration - cooperation - improving motor skills - encouraging tolerance	• drawing
43	Art-based projects with eTwinning	any	- Communicating across linguistic/cultural borders.	• any
44	Language family tree	any	- Mapping the cultural and linguistic background of children's families	• drawing
45	Drawing cultural values	any	- Reflecting on and describing cultural values/ attitudes visually and orally	• drawing
46		any		• drawing

No	Name of the activity	Minimum language proficiency	Learning objectives	Cultural expression adopted
	Present a characteristic/favourite monument of my country		- Cultural exchange and awareness - Acceptance and respect of different cultures - Develop dialogue and interaction - Complement language and history learning - Express different feelings towards different cultures	● photography
47	Draw my name	any	- Using alphabet of both languages - Enhancement of self- confidence - Familiarization with the others - Complement language learning - Accept different cultural identities in multicultural societies	● drawing ● writing
48	Present myself	any	- Integration to the school team - Enhancement of self- confidence - Development of creativity and expression - Complement language learning by using basic vocabulary for the presentation of themselves.	● drawing

PART 3. Recommendations for the implementation and integration of the OpenEYE Learning Methodology and Toolkit

The OpenEYE team undertook to test the methodology and learning toolkit developed in the context of the project, by piloting selectively a number of learning activities with different groups of children in 3 countries of the project: Greece, Italy, Slovenia.

The objective of the piloting was to ensure that the OpenEYE methodology and the learning toolkit can be applied in real-life situations and in both formal and non-formal settings, and provide the expected education and integration results; and to assess, through systematic evaluation, the relevance and effectiveness of the OpenEYE methodology for the target groups. To achieve this, several piloting activities were organised by the project partners, involving in total 35 educators and 340 children of primary school age. In parallel with the pilot sessions, a systematic ongoing evaluation of the pilot courses was conducted and reported in all countries.

Before the beginning of the piloting activities in the 3 project countries, a trainers' seminar took place in Ljubljana and Litija (Slovenia), training the participating teachers/trainers from project partners on the OpenEYE Learning Methodology and the OpenEYE Learning Toolkit, including practical implementation and testing of different learning activities included in the Toolkit. Trained teachers/trainers returned to their home countries and led the OpenEYE piloting, in both formal and non-formal settings.

The pilot-testing took place in the 3 countries as follows:

Greece: 5 learning activities were pilot-tested in formal settings - 4 different classes of the 5th Primary School of Daphni in Athens. The children's classes included both children with a M/R background and native speakers.

Italy: 7 learning activities were pilot-tested in non-formal settings, at the Museum of Natural History of the Mediterranean in Livorno. The groups of children included both children with a M/R background and native speakers.

Slovenia: 14 learning activities were pilot-tested in formal settings - 6 different classes of the Elementary School of Litija. The classes included both children with a M/R background and native speakers.

All pilot sessions were evaluated by the participating teachers/trainers through a specially designed survey questionnaire (in Annex 1) in terms of developing competences and skills of children, assisting towards their integration in the school community, as well as in terms of having any negative impact on children and facing difficulties during their implementation. Moreover, the teachers/trainers who participated in the pilot-testing were asked to evaluate the Toolkit in terms of usefulness, structure, and suggest improvements.

3.1 Findings of Pilot-testing

The findings from the pilot-testing evaluation in the 3 project countries are summarised below:

- Overall, the pilot-tested activities were reported to have helped the children develop their **language competences, teamwork skills, verbal and non-verbal communication skills** to an extent. The contribution to the development of competences and skills varies from activity to activity, and depends on the focus of the activity and its objectives.
- The pilot-tested activities were reported to have helped the children develop **intercultural awareness** to an extent, while they had a very positive impact on the **communication between the children themselves and between the children and the educators**. Very little impact on the communication between the educators and the parents was reported because, due to the COVID pandemic situation and the restrictions posed on social distancing, it was very difficult to include the parents in the learning activities.
- The implemented activities helped the children develop their **self-confidence, discover cultural similarities, be more active in class, increase their feeling of happiness and wellbeing, and integrate in the**

school community. To a lesser extent, the activities helped the children express difficult emotions and eased their transition from the family environment to the learning environment and vice versa – this relates to the difficulty in engaging the parents in the learning activities due to the COVID pandemic circumstances.

- The vast majority of participating educators reported there was **no negative impact** of the learning activities implemented on the children. However, educators should make sure the learning activity they plan to implement corresponds to the language proficiency level and age of the children, otherwise they will not be able to fully engage and this may lead to frustration.

- All the participating educators found the OpenEYE Learning Toolkit **useful**, and its structure **helpful** in guiding them to implement the activities tested. The vast majority did not think any improvements should be necessary. The improvements proposed (i.e. regarding the assessment and duration of certain activities) were taken into account and the Toolkit was revised accordingly.

- Regarding difficulties in implementing the Toolkit activities tested, the vast majority reported they did not have any difficulties, however the issue of **time availability** and **integrating** the activities in the school programme is an important constraint.

- Finally, all participating educators stated they would **use the Learning Toolkit again** in their work and would **recommend it to their colleagues**.

The results of the evaluation confirmed the effectiveness and appropriateness of the learning activities and their prompt and enthusiastic acceptance by both educators and children. The results also pointed to a small number of issues that need to be taken care of, on the basis of which the learning packages have been revised. The consolidated versions of the learning methodology and activities are presented in this Handbook for wider use by all interested parties.

3.2 Recommendations for implementing the OpenEYE Learning Methodology and Toolkit

Following the pilot-testing evaluation, focus group meetings were conducted in each of the pilot-testing countries with the participation of project partners and the educators who participated as well as the school leaders, in order to gather qualitative feedback on aspects of the learning activities' implementation, as well as proposals on the best ways to integrate the OpenEYE learning outputs into formal and non-formal primary education.

The main issues presented below are the outcome of the partners' work in the project and the focus group discussions, and aim at providing useful recommendations to educators, school leaders and learning/integration stakeholders in the partner countries and beyond, on how to integrate and implement the OpenEYE Methodology and Toolkit in their work effectively in order to reach the best possible outcomes for both the educators and the children.

Defining the target group of children for implementing the OpenEYE learning

It is difficult to clearly define refugee and newly arrived students in terms of cultural or educational background. In some countries, such as Norway, newly arrived students are in some municipalities grouped into separate introductory classes where children with no previous literacy skills can be grouped together with children with a solid educational background from their native countries. Such children have significant gaps in their schooling but may possess a range of different language skills through longer or shorter stays in several other countries before their arrival in the home country (Burner & Carlsen, 2017). While the most common approach to migrant schooling in the partner countries is that newly arrived students are placed in mainstream schools, the system of migrant education differs from country to country. It is important to highlight that, while the learning approaches outlined in this project are primarily directed at children with refugee and migrant backgrounds, they are **meant to benefit all children**, regardless of their individual background. The basis for an inclusive approach is that all children, no matter their background, benefit from educational approaches focusing on diversity, intercultural competence, and multilingualism. Social integration is as much the responsibility of the established community as the individuals who seek to become part of it.

Pleasant and rewarding experience

The importance of offering engaging and rewarding learning experiences to the children as well as to the educators, who are often required to put extra work on implementing these activities, should not be underestimated. The teachers who participated in the focus groups stated that they personally found the implementation of the OpenEYE learning activities with their children interesting, fun and rewarding. They reported that the children participated actively and shared information about their country or region of origin without any misgivings. The activities offered children opportunities to express themselves and share with their teachers and colleagues a part of their identity often ignored or even hidden during their life at school. For example, one of the children of the 5th Grade in the Greek piloting school of Albanian origin spoke Albanian for the first time in front of his teacher and classmates, and found the experience liberating. Moreover, teachers said that the piloting of the OpenEYE activities at school inspired them for integrating them into other school subjects and workshops for skills development.

Issue of time availability

Sometimes it is not easy to find the time to carry out the activities during regular classes, but it all depends on the teacher and his/her willingness. Activities could also be used during after-school classes, class discussion periods, days of activities (i.e. cultural or technical days), compulsory optional subjects or non-compulsory optional subjects, extracurricular activities etc. Activities can be used in regular classes, where children know each other, feel safe, but have no other choice than to participate. On the other hand, activities can also be carried out during extracurricular activities, where children participate voluntarily, because they want to participate.

In any case, the issue of time availability can be solved by planning the OpenEYE learning activities before the start of the school year and integrating them into the school programme (see below under "Integration in formal and non-formal settings").

Selecting and adapting the right activity for your objectives and your students

The activities address different learning objectives, and not all of them are suitable for every learner profile. Some activities are better suited as introductory, while others are more demanding. The criteria for selecting the activities from the OpenEYE Toolkit are usually duration, learning objectives, language proficiency level of the children and cultural expressions employed. This information is easily available in the above index and in the full description of each activity accessed by clicking on the activity title. It is important to note that the teachers who already pilot-tested the activities pointed out that the alternation between different cultural expressions in different learning activities should be pursued when implementing the OpenEYE Toolkit, as it stimulates the interest of the children and encourages their active participation.

Preparation is key

Teachers participating in piloting the activities also emphasised the importance of teacher preparation before carrying out the activity. They admitted they sometimes didn't prepare well enough for a certain activity. By receiving guidance for each activity through the Toolkit, teachers are able to prepare for effectively implementing the activity and reaching its objectives.

Facilitate communication

The educators who pilot-tested the OpenEYE activities mentioned that the activities have greater effect when children communicate with each other or with the educators, than when the educator instructs them. The role of educators implementing the proposed activities includes facilitating communication between the children, between the children and the educators, and involving the parents. Additionally, the pilot-testing has indicated that the proposed activities are also suitable for groups that include young migrant or refugee children of different profiles, with different cultural issues and language learning needs; despite these differences, all children can be actively engaged in the learning activities.

Integration in formal and non-formal settings

In formal settings, i.e. formal primary education schools, it is important that the OpenEYE activities are planned before the start of the school year and are integrated into the school programme. Although the OpenEYE learning activities can be separately integrated into the school programme on an ad-hoc basis, their full potential can be reached if their integration into the school programme is structured, and implemented as an OpenEYE course employing different activities in different stages of the course and moving from simple introductory activities to more demanding, making sure to alternate between different means of cultural expressions. The OpenEYE course could then have multiple benefits for all the children, whether with a M/R background or not, developing teamwork, language skills and non-verbal communication skills, enhancing their integration in the school community. They could also be complemented with other events and activities organised by the school. Planning ahead, besides providing solutions to issues like time availability and committing the necessary resources, also allows for informing the parents and securing their participation. The school leader together with the teachers can select the OpenEYE activities to be implemented based on the official school curriculum and also based on extracurricular activities organised by the school. Schools can also cooperate with cultural organisations in their area and invite educators with an expertise in cultural expressions (e.g. drawing, music, theatre etc.) to participate in the learning activities. Although cooperating with such cultural stakeholders can provide valuable assistance to the school teachers and develop new opportunities for collaboration and mutual benefits, it is not considered absolutely necessary for the implementation of the activities by the school alone.

In non-formal settings, their integration to the learning offered by the non-formal learning organisation (i.e. cultural organisation, organisation active in the

field of social integration etc.) can be easier, and adapts to the learning objectives and the profile of the children's groups.

Battle stereotypes

Children, parents and teachers still face stereotypes or discrimination about their nationalities or religion. Sometimes teachers may be reluctant to perform a certain activity because they may be concerned about the parents' reaction. The schools need to address religion or nationality discrimination systematically, through parent meetings, in classes, in teacher meetings etc. The schools must make migrant/refugee children feel welcome, for example by putting up flags of each country of origin of the children or signs in every language of the children, or by celebrating holidays the children celebrate at home.

Parents' integration

Unfortunately, due to the Covid-19 restrictions and social distancing measures, it was not possible to actively integrate parents into the learning activities. However, all teachers agreed that this integration would be possible and were optimistic regarding the parents' interest in participating. Activities employing cultural expressions such as traditional cooking would, in their opinion, attract the parents' interest.

Mainstreaming potential

The mainstreaming potential of the OpenEYE learning outputs into formal education is strong, given the need of education curriculums to include learning tools that address increasingly multilingual and multicultural classrooms, and the effectiveness and flexibility of the outputs.

The potential of mainstreaming the OpenEYE learning outputs into the formal primary education systems can be enhanced by their approval by the competent educational authorities in every country. For example, the approval of the present OpenEYE Handbook by the Greek Pedagogic Institute and its inclusion on the institute's online platform, would greatly increase the outputs' potential for mainstreaming in formal primary education in Greece.
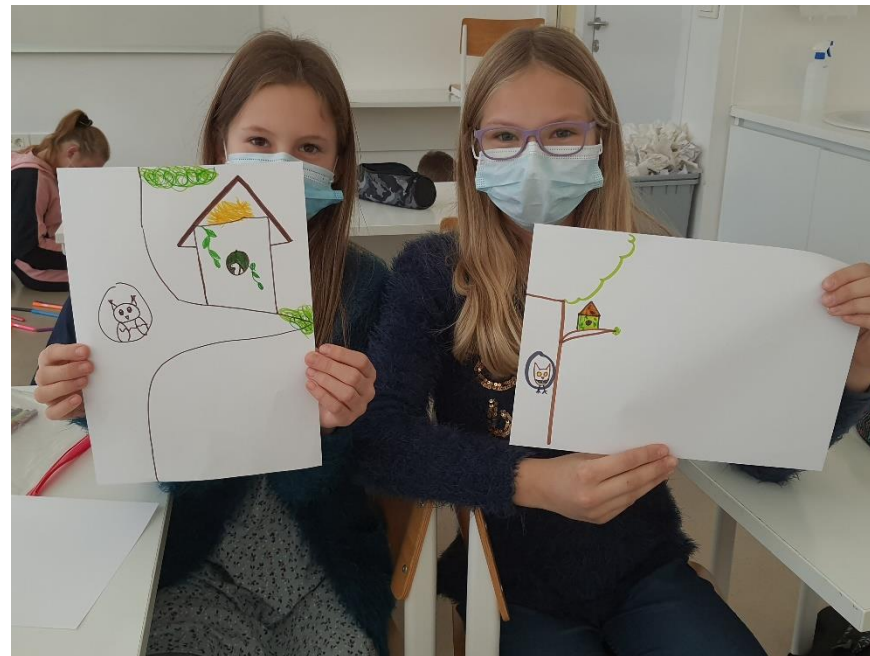
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Annex 1 – OpenEYE Piloting Evaluation Questionnaire

OpenEYE Piloting Evaluation Questionnaire

This questionnaire is aimed at educators pilot-testing the learning activities of the OpenEYE Learning Toolkit. Please fill in the questionnaire for each activity you have implemented with your students, based on your experience. Filling in the questionnaire is expected to take no longer than 10 minutes.
Thank you for your time!

1. **Please fill in the number and title of the activity as in the OpenEYE Toolkit (e.g. 13 Museum in a classroom)**

………………………………………………………………………………………………..

2. **Has this activity helped develop the following competences /skills of your students?**

	Not at all	A little	To an extent	A lot
Language competences				
Teamwork skills				
Verbal communication				
Non-verbal communication				

3. Has this activity helped in:

	Not at all	A little	To an extent	A lot
Developing intercultural awareness				
Communication between the children and the educator(s)				
Communication between the children themselves				
Communication between the educator(s) and the children's parents				

4. Has this activity helped your students:

	Not at all	A little	To an extent	A lot
Develop their self confidence				
Discover cultural similarities				
Express difficult emotions				
Be more active in class				
Increase their feeling of happiness and wellbeing				
Integrate in the school community				
Ease their transition from the family environment to the learning environment and vice versa				

5. **Do you think the activity had a negative impact on some or all of your students?**

☐ Yes

☐ No

6. **If Yes, what negative impact did it have and what could help eliminate it?**

....
....
....

7. **Did you find the Toolkit useful in implementing the activity?**

☐ Not at all

☐ A little

☐ To an extent

☐ Very useful

8. **Did you find the activity structure in the Toolkit helpful?**

☐ Not at all

☐ A little

☐ To an extent

☐ Very useful

9. Please select which part(s) of the activity in the Toolkit need to be improved (you can select more than one):

☐ Language proficiency targeted

☐ Learning objectives

☐ Approach

☐ Cultural expressions adopted

☐ Duration

☐ Special requirements

☐ Description of the activity

☐ Expected results/outcomes

☐ Assessment

☐ Evaluation

☐ No improvements are necessary

10. Please briefly offer us any suggestions for improvement below:

……
……
……………………

11. Did you face any of the following difficulties in implementing the activity with your students?

☐ Lack of time, i.e. difficulty in integrating the activity in the learning programme

☐ Lack of resources, i.e. suitable space and/or equipment

☐ Lack of interest from the children

☐ Lack of support from fellow educators or the organisation's management

☐ Other:……………………………………

☐ None of the above

12. Please comment on your selections above and make any suggestions for improvement

……

13. Are you planning to use the OpenEYE Toolkit again in the future?

☐ Yes

☐ No

14. Would you recommend the OpenEYE Toolkit to fellow educators?

☐ Yes

☐ No