

## Education for Equity – Social, Linguistic and Cultural Inclusion

A challenging situation has developed in large parts of the EU. Many young people face marginalisation and find it difficult to access the labour market. Incomplete studies, high school dropout rates and youth unemployment are problems shared by many European countries

The project *Education for Equity – Social, Linguistic and Cultural Inclusion* is an Erasmus+ project, a strategic partnership between Alt Valley Community Trust, Liverpool, BildungsWerk in Kreuzberg, Berlin, and Uppsala University.

The projects overall aim is to develop knowledge concerning

- why young people become disaffected and disengaged from school and vocational training
- why young people leave school and/or vocational training prematurely
- what strategies, methods and approaches might improve this situation.

This anthology focuses marginalised groups' potential within education, employment and society as a whole. It presents approaches and innovative methods that can contribute to an understanding of the mechanisms that affects young people's barriers in education, and how it can be improved.

## Education for Equity – Social, Linguistic and Cultural Inclusion



# Contents

<b>The Project – Education for Equity – Social, Linguistic and Cultural Inclusion .....</b>	<b>7</b>
<i>Alma Mason, Alt Valley Community Trust, Liverpool</i>	
<i>Hans Nyttell, FBA, Uppsala University</i>	
<b>Specialist Intervention for Disengaged Young People .....</b>	<b>17</b>
<i>Alma Mason, Alt Valley Community Trust, Liverpool</i>	
<b>Motivation – A Crucial Factor for School Success .....</b>	<b>29</b>
<i>Maria Allström, FBA, Uppsala University</i>	
<i>Annika Nittmar, FBA, Uppsala University</i>	
<b>Creating a New Vocational Pedagogy for Young People Not in Education, Employment or Training .....</b>	<b>55</b>
<i>Gill Mason, Alt Valley Community Trust, Liverpool</i>	
<b>Assisted Vocational Training .....</b>	<b>65</b>
<i>Jürgen Draheim, BildungsWerk in Kreuzberg, Berlin</i>	
<b>Reflections on Education for Newly Arrived Pupils .....</b>	<b>73</b>
<i>Gunilla Grass Renn, Celsiusskolan, Uppsala</i>	
<b>The Relevance of Social-cultural Codes for Social, Linguistic and Cultural Inclusion – in a Swedish School Context .....</b>	<b>83</b>
<i>Marita Gareis, FBA, Uppsala University</i>	
<i>Babiker El-Obeid, Celsiusskolan</i>	
<b>Language Development Approaches in Education for Newly Arrived Students in Swedish Schools .....</b>	<b>101</b>
<i>Juanma Higuera, FBA, Uppsala University</i>	



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Health Issues Among Young Migrants and the Relation to Schooling and Learning .....	113
<i>Hans Nyttell, FBA, Uppsala University</i>	
<i>Karin Sehlin, Uppsala municipality</i>	

Assessing Newly Arrived Pupils' Knowledge and Skills – An Educational Tool or an Administrative Procedure? .....	127
--	-----

*Kristina Bergh, FBA, Uppsala University*  
*Hans Nyttell, FBA, Uppsala University*

Berlin Job Routes: An Innovative Educational Concept to Provide Vocational Guidance .....	135
---	-----

*Khaldid Sharif, BildungsWerk in Kreuzberg, Berlin*

Developing Employer Engagement to Benefit Learners .....	147
--	-----

*Danielle Forman, Alt Valley Community Trust, Liverpool*

Coordinator Reflections .....	153
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*Alma Mason, Alt Valley Community Trust, Liverpool*

## The Project – Education for Equity – Social, Linguistic and Cultural Inclusion

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A challenging situation has developed in large parts of the EU. Many young people face marginalisation and find it difficult to access the labour market. Incomplete studies, high school dropout rates and youth unemployment are problems shared by many European countries. In addition, Europe is experiencing an increasing number of immigrants and unaccompanied refugee minors. These are challenges that, besides the school system, involve other parties and social institutions relating to young people.

When the call for the new European Union programme Erasmus<sup>+</sup> was published in 2014 we initiated talks with partner organisations, and after fruitful discussions the Centre for Professional Development and Internationalisation in Schools, Uppsala University,<sup>1</sup> decided to apply for a project within Strategic partnerships (KA2 – Cooperation and Innovation for Good Practices) with the FBA as coordinator for the project. In the summer of 2014 we were informed by the Swedish Council for Higher Education that the application had been approved, and so we entered an interesting, sometimes eventful, but rewarding learning journey together with our partners.

<sup>1</sup> The long and complicated name in English will hereafter be abbreviated as FBA, which is the Swedish acronym for *Förhållningsavdelningen för skolans internationalisering*.

Alma Mason is a Director of AVCT and has worked in the Educational sector for over 39 years holding a variety of leadership and consultancy roles with schools, Local Authorities and Third Sector organisations.

Hans Nyttell is Project Leader at FBA, Uppsala University. He holds a Ph.D. in Educational Sciences and was prior to his semi retirement head of the FBA.

The project *Education for Equity – Social, Linguistic and Cultural Inclusion* is an Erasmus+ project. Its objectives are consistent with the EU goals to improve quality and performance in education and vocational training.

The project's overall aim is to develop knowledge concerning

- why young people become disaffected and disengaged from school and vocational training
- why young people leave school and/or vocational training prematurely
- what strategies, methods and approaches might improve this situation.

From the outset, we all recognised that we would encounter problems based upon cross-cultural differences surrounding definition of terms, practices and legal/political parameters. Based on this, we formulated our methodological approach of comparative perspectives on international issues. The union between the partly similar and partly differing social contexts, knowledge bases and traditions, actually created the potential to enrich the project's inquiry with broader perspectives and action-oriented strategies. This project aims to compare, combine and transfer knowledge and good practice between partner organisations, from diverse backgrounds, across Europe, learning from the experience of different countries and types of organisations that are working with marginalised and vulnerable groups.

The main target groups that have been in focus are dependent upon the individual organisation's operations and scope of action. But, first of all, this project is intended to increase levels of knowledge among staff in each partner organisation, and by doing so enhance our professional practice and improve upon previous best in our work with the Professional Development of Teachers, Vocational Education and Adult Learning. It was also recognised that in order to address the entrenched problems we would need to adopt a collaborative approach and adopt processes which would engage a range of stakeholders including Policy Makers, Local Authorities and Key Influencers.

## The partners in Liverpool, Berlin and Uppsala

The project's international approach includes perspectives from three different contexts. We sought organisations with knowledge and a proven track record in the fields of education and inclusion, working in close cooperation with the local community and labour market.

Alt Valley Community Trust (AVCT) in Liverpool was a natural choice of partner. For several years this organisation has carried out interesting and ground-breaking work in regenerating a community experiencing significant challenges. The earlier cooperation between AVCT and Uppsala University, was centred upon planning courses, seminars and study visits, in order to share knowledge and experiences. This has led to the formation of a trusting, efficient and mutually supportive relationship.

BildungsWerk in Kreuzberg (BWK), Berlin, was recommended by Humboldt University, Germany, and was invited as a partner, because it educates young people in both vocational skills and theoretical knowledge, in close cooperation with employers. When discussing the project with BWK, it became clear that they had extensive experience from working on international projects and a very good reputation for their work.

The three project partners work in different fields of education, but together we formed a comprehensive and diverse team with the required expertise and capacity to address the issues of Education for Equity - Social, Linguistic and Cultural inclusion.

## Alt Valley Community Trust, Liverpool

Alt Valley Community Trust, AVCT, is a non-profit making Social business based in the North East of Liverpool. It serves several electoral wards experiencing significant social and economic challenges (as identified by the 'indices of Multiple Deprivation') It was founded as an Educational charity in 1987 but has since developed into a multi-faceted anchor organisation contributing to Individual Well-Being and sustainable Communities.

AVCT's vision is to contribute to sustainable communities where everybody achieves their full potential and leads happy, healthy and fulfilled lives. Their mission is to bring about positive change in Alt Valley and the wider community by developing innovative partnerships to maximise opportunities in community engagement, education and training, sport and wellbeing, business and enterprise.

In a report by the Joseph Rowntree Foundation Alt Valley Community Trust was identified as a key factor that had influenced improvement in the North East of Liverpool:

This Social Enterprise (AVCT) was credited by many as a key reason for improvement in Croydon. This is partly for its education, training and employment programmes, but also for the Leadership it provides within the community, challenging other service providers to use their resources for maximum local benefit. (IPPR Report, Joseph Rowntree Foundation 'Rebalancing Local Economies' October 2010).

The organisation has harnessed education, training and employment programmes as a means of building capacity and improving opportunities for people living in disadvantaged circumstances. Several programmes are designed to engage young people who have not progressed into the labour market or continued their education beyond the age of sixteen. Almost 10% of Liverpool youngsters aged 16–19 are classified as NEET, (Not in Education, Employment or Training), according to Department for Education (DfE) statistics, Liverpool rates are almost double the 4.7% national average.

AVCT's programmes are designed to support young people aged 14 to 24 who may not have the appropriate skills or work experience to gain employment and the Vocational Educational provision is adapted in a bespoke manner to meet the needs of Individual Learners.

A successful model of recruiting and training young people excluded from employment and training has been established and the focus is based predominantly upon offering 'wrap around' support to help young people develop the appropriate Life Skills alongside their formal Vocational qualifications. AVCT has also linked training to the requirements of employers and has been able to use mainstream training contracts to address these needs. As a community-based anchor organisation they have earned a reputation for devising innovative solutions to complex problems by promoting effective partnership work.

In November 2016 OFSTED (Office for Standards in Education) reported that:

AVCT is highly committed to improving the Community-based Learning Centres and are particularly active and in the forefront of Local and National initiatives. The Trust is highly respected in the Liverpool region for the contribution it makes to learning and particularly for supporting learners from areas of considerable deprivation (OFSTED 2016).

#### *Bildungswerk in Kreuzberg, Berlin*

Bildungswerk in Kreuzberg (BWK) is a training company founded in 1983. Its mission is to support disadvantaged and underprivileged groups, with an emphasis on young people with immigrant backgrounds. Often these young people have experienced fragmented schooling and have difficulty entering the labour market. BWK provides participants with vocational and social qualifications that will enable their integration into the world of work, and society as a whole.

In cooperation with industry associations, employers and public bodies, BWK runs vocational courses, educational guidance and counselling support for young people. BWK is also involved in various local and international development projects in the field.

BWK is a profit-making organisation and has an average of 700 – 800 participants (adolescents and adults), in three locations, in different Berlin districts. With its main office in Kreuzberg, the BWK is committed to its multicultural location.

Through a number of successfully completed and current projects aiming to integrate disadvantaged groups into vocational training programmes and employment, BWK has acquired extensive knowledge and experience, in particular concerning the range of causes which account for participants dropping out of training.

The BWK also has an extensive and secure network in place, which includes relevant organisations in the educational field as well as important multipliers, which serves as an interface for the project's target group.

#### *The FBA, Uppsala University*

FBA is a department in the Faculty of Educational Sciences, Uppsala University. FBA provides schools with information and resources, principally in the areas of internationalisation, culture and language didactics. In 1964 the FBA was given national responsibility, by Parliament, for providing professional development for teachers with a focus on internationalisation. To this end FBA organises courses, seminars and conferences; produces publications in Sweden and abroad; provides tailor-made in-service training for individual teachers, teaching teams, schools and municipalities. The aim is to provide high quality professional development, which combines research with proven experience of the reality of working in schools. The FBA also works with research, development projects and expert commissions in the field.

The remit also includes continuing professional education for mother-tongue teachers. In recent years, the focus has increasingly been directed towards immigrants and unaccompanied refugee minors and their schooling. The huge influx of immigrants escaping war zones, deplorable living conditions, oppression and other challenges in their home countries poses many dilemmas for Swedish society in general, and more specifically, to the Swedish school system which must adapt quickly to changing circumstances. Because of the desperate situation in Syria, Sweden opened the borders for refugees from that region. As a result, in 2015, the number of asylum seekers was 162 000, 35 000 of these being unaccompanied children and

young people. The influx of more than 100 000 new pupils during 2014 – 2017 presented Swedish schools with a variety of complex difficulties.

The newly arrived young people often have weaker, or different, educational backgrounds, language barriers and health problems, and they also often carry social and emotional scars, associated with experiencing trauma. For those schools with a large number of newly arrived pupils, this, of course, poses a significant challenge for the Head Teachers and all staff, who deliver and support learning in school. One problem is that it is difficult to predict the number of children who will need to be taken care of, and therefore how many resources (such as staff, classrooms, equipment and so on) will be needed. This may vary from time to time, and often arrangements have to be made at short notice. Follow-up studies undertaken by the authorities indicate that it is particularly those newly arrived who are in their teens who face difficulties in school. About 75 % of pupils in this category do not meet the requirements necessary to be accepted on a national programme at upper secondary level. Those who are not accepted into the national programmes are directed to introduction programmes or other activities.

As FBA's role is to facilitate and deliver continuing professional development (CPD), the team is neither directly involved in education nor is participating in everyday school work. Because of this, FBA made a contract with an upper secondary school in Uppsala, Celsiusskolan, and they have made an invaluable contribution to our research and discussions. Celsiusskolan has one division called Language Introduction Programme (In Swedish this is called *Sprint*). This partnership with experienced and skilled school practitioners has been a most rewarding and fruitful experience.<sup>2</sup>

All three partner organisations have competence, capacity and long term experience in promoting social, linguistic and cultural inclusion, and improved educational achievement for marginalised groups. Although each partner has its own scope of action, tradition and institutional circumstances, we share the same questions about how to help young people who are at risk of failing and becoming disengaged from school.

This triad opens up the possibility of exchanging experiences, sharing good practice and peer reviews in order to devise strategies for the integration of access to education and training for the most disadvantaged and marginalised groups. In addition, the partnership has been able to devise

models and frameworks, which encourage these vulnerable young people to pursue higher levels of formal qualifications and employability.

## The Process

FBA at Uppsala University has been the coordinator for the project. But all partners have contributed to planning, delivery and evaluation of the project delivery plan. In some phases one partner has taken the lead, followed by initiatives from another partner. In the initial phase there were many issues raised concerning organisation and communication such as:

- How to ensure information about the project could be accessed on each partner's website
- The need to get in touch with relevant local and regional organisations
- How to organise staff into different themed groups
- Issues relating to time and resources
- How the project would be anchored horizontally and vertically in the organisations and their networks
- How to establish an accountability system and techniques for planning and time control, as well as designing systems and methods for quality assurance of activities and results.

Of particular importance for establishing the organisational and communication issues were the previous connections between individuals in each organisation, and also the face to face meetings that took place immediately following the project's launch. Although there is so much advanced technology available in our time (such as email, Skype, Adobe Connect), we all felt that it was more than worth the time and money to be able to meet as a group in order to enhance our effectiveness. The meetings gave us important opportunities to enrich our understanding of the partner organisations and their operations, in a more profound and meaningful way. An almost self-evident fact that most people would recognise is that all the small moments outside the conference room and the scheduled day, were so important for getting to know one another, and thus, enhancing future communication and cooperation.

When reflecting back on this time, the face to face meetings and our well-prepared project development plan, which originated in the project application, were crucial for getting the work on track.

<sup>2</sup> Read more about Celsiusskolan and the Language Introduction Program in the chapter by Gunilla Grass Renn; Reflections on Education for Newly Arrived Pupils

*Same, same, but different...*

This saying reflects the belief that similarities and differences between social settings, organisations and different cultural contexts are commonly expressed in comparative analyses. And it has also been a lesson learned in this project. Most people would say that the British, Germans and Swedes are very much alike and share a common social history, basic values and world view. In the project it became obvious that this was the case in many ways, but it also became clear that there were many differences. Although the partners first seemed to share a common rationale and route map for action, we ultimately were obliged to revisit these issues in order to ensure that a standardised approach was in place. Sometimes the discussions seemed endless, and the progress made did not appear to match expectations. Although we shared the same concerns and focus about the situation for the marginalised young people, it was sometimes difficult to fully understand the diverse contexts. This was in part due to language problems. Most people are under the impression that we master the English language, as a second language, quite well. This may be true when thinking about everyday conversations, but when it comes to more complicated issues we often have to admit that there are severe shortcomings in nuanced language skills. It could also be a matter of use of different terminology and the interpretation of concepts in different social and cultural contexts.

The methodology in this project was to a certain degree built upon the idea that the differences in traditions, cultural contexts and knowledge bases would enrich the discussions and the mapping of good practices. This presumed synergy succeeded in the long term, but it was sometimes a frustrating road to follow.

In all organisations there are changes. People who were very engaged in starting up the project left their jobs and new people became part of the project, and it took time and efforts to assimilate them and brief them about the project, and core expectations.

But diligence, optimism and commitment from all three partners overcame these setbacks, and throughout our deliberations we continually reminded one another to "Trust the Process".

## This book

Plans for this project were ambitious and, as we see it, relevant in many ways. This anthology shows the different scopes of interest and work completed within the partner organisations. In all of the talks and discussions between individuals and organisations in this initiative our respective areas of interest have been mirrored and adapted when encountering other social contexts, knowledge bases and traditions. This process has broadened and deepened our self-perception, and the understanding of our own organisation's processes and operations. The structure of the chapters in this book is to a certain extent organised according to area of interest and content. But we leave it to the reader to find the link between one chapter and the next!

What the chapters have in common is the focus on marginalised groups' potential within education, employment and society as a whole. And, what constantly has been in focus – to find approaches and innovative methods that can contribute to an understanding of overcoming barriers in education, and facilitating improved outcomes for young people.

Over and above this book the partner organisations have together, or by themselves, organised courses, conferences and seminars. A short film has also been produced to capture an insight into the Effe project.

Further information about the processes and results from the project can be found on [www.educationforequity.eu](http://www.educationforequity.eu)





# Motivation – A Crucial Factor for School Success

**Maria Allström**

FBA, Uppsala University

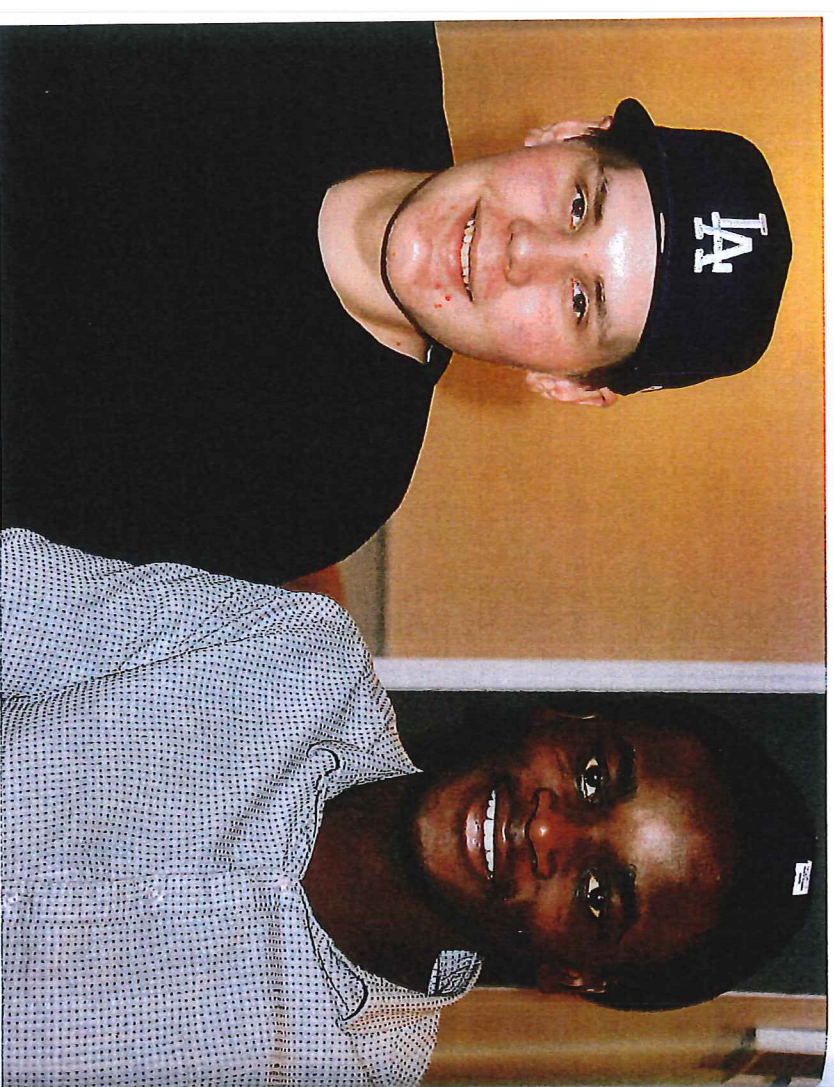
**Annika Nitmar**

FBA, Uppsala University

## Introduction

The Erasmus+project *Education for Equity – Social, Linguistic and Cultural Inclusion (EFE)* aims towards finding both guidelines and innovative methods for educational professionals. In the Swedish part of the project we have focused on newly arrived students' school situation. In this chapter we will focus on motivation and its relevance for educational success. We are convinced that motivation is equally important for school success in any context. We claim student motivation also to be an important factor in the process of successfully integrating newly arrived young people into the Swedish school system and thus reduce the risk for them dropping out and become marginalised in society. The category of newly arrived students is very heterogeneous. Some students have long experience of education in their home countries, while others are nearly illiterate. However, low basic skills, low grades and incomplete studies are more common among migrant students despite the fact that many of them initially are highly motivated for school. How can educational professionals work to strengthen and enhance motivation for newly arrived students and thus support success in education?

In this chapter we will initially give a brief overview of motivation as a concept. We will then present the result of our study of motivation factors,



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based on interviews with teachers and students. In the Discussion section we will analyse and reflect on how educational professionals can work towards school success by activating, persisting and maintaining intensity in student motivation. One main goal of the EfE-project is to suggest innovative methods leading to educational success. Therefore we will conclude with an Appendix containing three innovative methods which we believe can be strongly motivating for students.

## Motivation as a concept

An overarching definition of motivation is the process that initiates, guides, and maintains goal-oriented behaviours, which can be summarised as what causes us to act. Motivation is a complex and multi-layered concept containing numerous aspects. It is directed by several different factors, it varies between individuals, over time and depending on task. It can be described through the components: activation, persistence and intensity. In order to reach a goal, the individual first has to make a conscious decision about initiating an activity or a behavior (activation), and then, through effort, persist in working towards the goal, despite obstacles and problems which might occur along the way (persistence). An important component for success is the person's concentration, energy and vigour in pursuing a goal (*intensity*) (Sipek, 2002).

Motivation is often categorised as being either *extrinsic* or *intrinsic*. The first type, extrinsic motivation, is characterised by actions and behaviours being directed by expectations and demands from outside the individual. The desire to do something depends on external influence, such as praise, points, grades, rewards of different kinds, or pressure and threats, which can push a person to act in a certain way in order to avoid negative consequences, criticism or punishment. Intrinsic motivation however, is the opposite, when the driving force to do something comes from inside the individual, from a personal interest, pleasure or satisfaction. To determine which type of motivation we are driven by, we can ask ourselves: would I do this activity even if no reward or punishment followed? If my reason for doing something is only to pass a test or get paid, then the motivation is extrinsic. But if I pursue an activity for its own sake, for the enjoyment and satisfaction it gives me, then it is likely to be intrinsic. In our daily lives we constantly perform numerous activities and behaviours, and our reasons for them are in reality often a mixture of both extrinsic and intrinsic motivation. Furthermore, additional factors, conditions and circumstances,

other than motivation, also determine if and how we reach our short- and long-term goals in life (Williams & Burden, 1997).

The above mentioned aspects on motivation are significant in all human activity and behaviour, not least in educational contexts. Thus it is important for educational professionals to consider how motivation works within individuals and groups, and how the educator's own actions can affect – help or hinder – the students' motivation (Hattie, 2012). Not least in the context of teaching newly arrived students, it is important to reflect on which approaches, methods and practices can enable intense and sustained motivation. Research into processes, which help migrant students succeed in their studies, indicates that goal setting, positive self-appraisal and feedback from teachers are significant for the development of long-term motivation (Dörnyei, Henry & Davydenko, 2015).

## Motivation, a study

This chapter will present a study of both newly arrived students' and their teachers' opinions about motivation and its relevance for school success.

### Purpose

The purpose of our study is to explore which factors teachers and students find relevant for students' motivation and how these factors affect motivation. Based on the results of our study we will suggest methods and approaches which can be considered good practice in activating, persisting and maintaining intensity in students' motivation. Finally we will suggest three innovative methods that we believe can enhance students' motivation.

Our main purpose is not to produce complete and comprehensive research data, but to contribute with some food for thoughts and some useful suggestions which can hopefully be helpful to educational professionals in their efforts to encourage students' motivation.

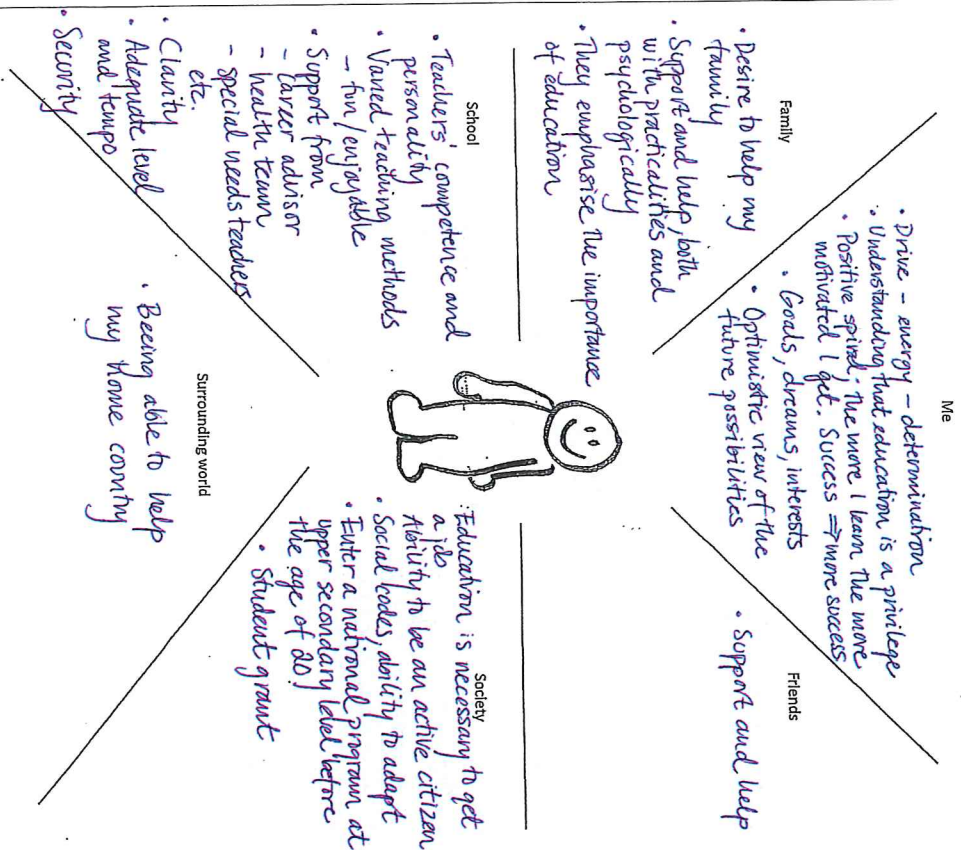
### Procedure

In order to find out what newly arrived students and teachers believe influence student motivation we asked three different language introduction classes at Celsiusskolan to work with a mindmap. The purpose was to process the concept of motivation and to find what factors students believe work for or against high motivation in school. The outcome of the work with the mindmaps then became the basis for our more thorough inter-

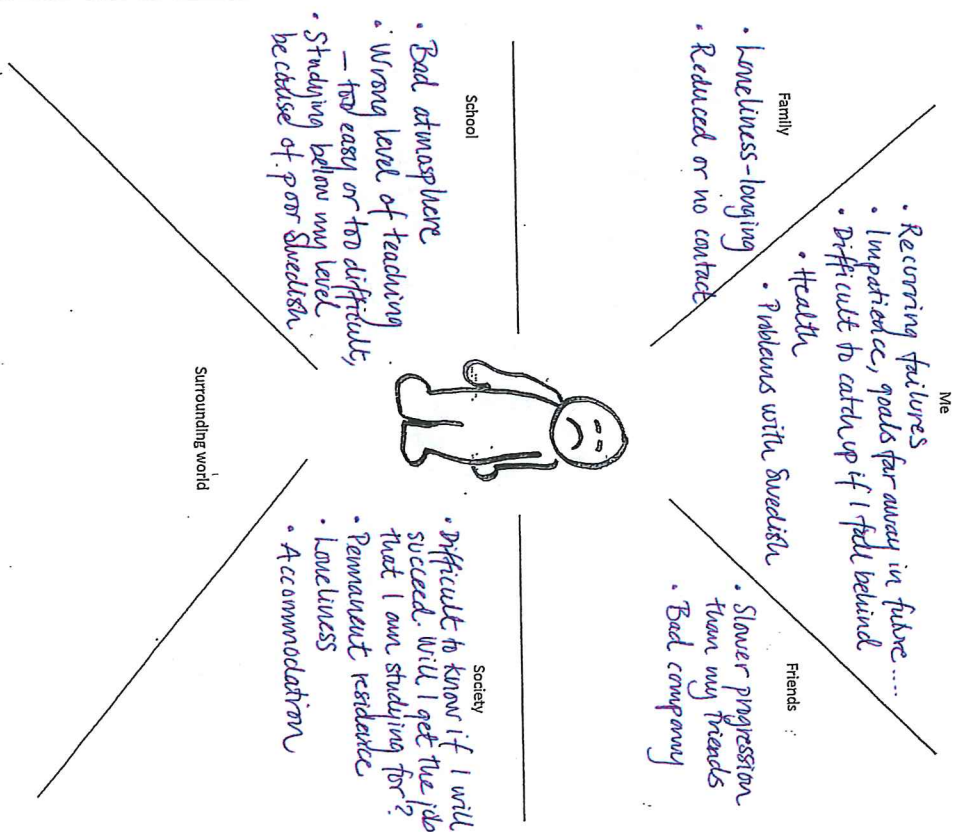


# Summary of students' responses to the mindmaps.

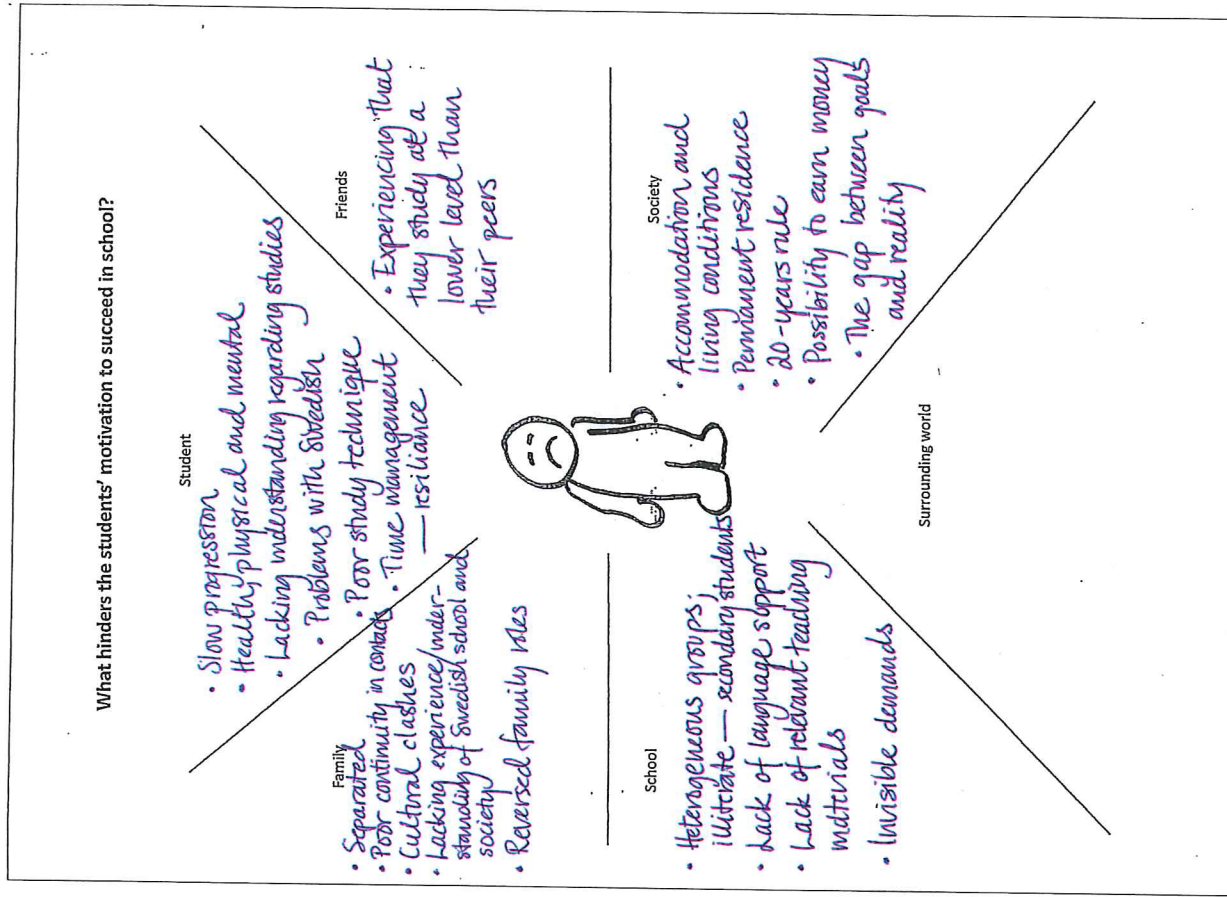
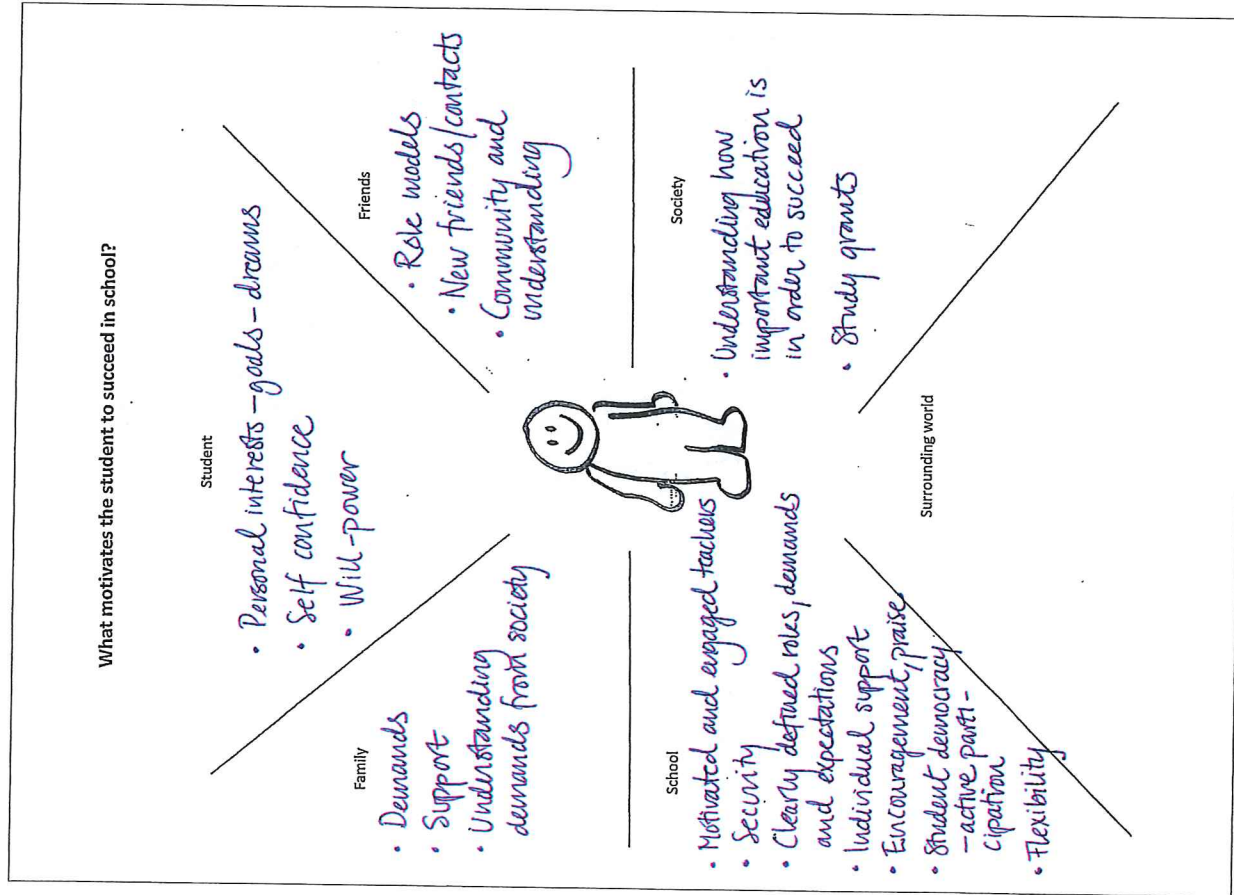
## What motivates me to succeed in school?



## What hinders my motivation to succeed in school?



# Summary of teachers' responses to the mindmaps.





views with students and teachers about approaches, methods and organisation. The interviews were semi-structured and in the form of an open conversation. Each interview lasted 60–90 minutes and were recorded and transcribed. They all took place at Celsiusskolan in Uppsala, Sweden, during 2016. Three groups of students, in total 16, were interviewed. The students were studying at the Language Introduction Program for newly arrived young people at different levels. Some of the students had been in Sweden for less than a year while others had lived here between one and five years. One interview was carried out with assistance by an interpreter. Four teachers, who were interviewed at three separate occasions, were asked the same questions as the students.

The results will be presented as summaries of the most frequent answers, categorised into three types of motivation factors, and in the form of voices. The categories are Teaching factors, Support factors and Social factors. In addition we have included a graphic overview of the students' and teachers' responses, fig 1 and 2.

The three innovative methods that we believe enhance students' motivation are Dragons' Den, Europass and Guided Inquiry. Information about these innovative methods was supplied by teachers and librarians at Celsiusskolan and Lundellska skolor in Uppsala, Sweden and through literature. The methods are presented at the end of this chapter.

## Motivation factors

In this section we present the result of the interviews. The following account of motivation factors is a compilation of the respondents' views on what helps and hinders motivation in school. The factors are divided into three categories: Teaching factors, Support factors and Social factors. Since the motivation factors expressed by both teachers and student groups largely correspond we have chosen to present them as one entity, frequently illustrated by quotes.

### Teaching factors

Under this heading we list factors which relate both to school organisation and classroom practice.

**Objectives** – Working towards clear goals and objectives stimulates and challenges the students. Goal oriented work methods also help students understand the relevance of the course content in relation to the overall goals. Since the Swedish school system encourages students to actively en-

gage and set up their own targets, the objectives can vary between individuals and over time. In order to maintain and strengthen students' motivation, teachers must continuously discuss the relation between efforts and goals with their students. One teacher describes it like this: *Motivation is elusive. It is determination, drive, enthusiasm and having fun, but the motivation doesn't always last... A common reason for losing motivation is that the student can't see the how the lessons lead to an ultimate goal.*

The fact that the students' dreams and career plans are often in a distant future implies that their motivation may decrease over time. Sustaining the students' interest and motivation is a process where the teacher consistently has to stimulate the student and remind them of the goals. They have to be flexible and find solutions to revive lost motivation again and again. One way for the teachers to achieve this is to break down the course content into well defined partial goals for different skills and courses. Some sub targets may last over a whole term, others only a week or two. In this way the students can feel that they succeed and see their own step by step progression towards the ultimate goal. *You lose energy when the goal is too far away. Sometimes you think: now I'm going to work really hard, now I'm almost there. But the next day, it's like: no, I won't make it, I can't do this, I don't want to carry on, I may as well give up. But if I can see that I'm moving in the right direction, that gives me motivation to continue. (Student)*

**Progression** – The experience of success and progression is central for motivation, according to both students and teachers. The students emphasise how important it is that teachers make students' improvement clear. – *When I come to school every day and learn something, then I want to learn even more. (Student)*

One way to make a student's progression visible is to 'rewind' and let the student compare previous skills and knowledge to the level where they are at present. *Students rarely use their 'rear view mirror', they live in the present and compare themselves to students who seem to be more advanced. But that shouldn't be their focus, it's their own progression that is interesting. Teachers have to help them see that. (Teacher)*

**Demands and expectations** – Both teachers and students point out the importance of explicit communication around the school situation in order to avoid misunderstandings, which in turn may lead to feelings of failure and lost motivation. Again it is important that teachers clarify which demands and expectations the students have to live up to. How is teaching and examination structured? Who can the students turn to for help and

support? What does 'to be on time', 'to be well prepared' or 'to complete the homework' really imply? What do the goals and grading criteria in the curriculum mean and how do we define terms like 'be familiar with', 'understand' and 'master'? These things often differ between countries and school systems. *In my home country I only had to learn by heart. Here they also want me to understand.* (Student)

For students with a limited previous school experience this is particularly relevant. These students also need clear structures and extra support. Students must also be made aware of the expectation to be present, which is a prerequisite for school success. Increased absence is an indication that the student has lost motivation for school work. Therefore schools should have a well developed strategy for checking and reporting nonappearance as well as for taking action in case of frequent absence. Teachers, school leaders and school health team need to cooperate in the efforts to reduce truancy. Many newly arrived students struggle with various problems and challenges, which sometimes put school work in a less prioritised position. It is then important to discuss the situation with the student and try to find keys which help the young person back to school. Staying at home can never be the solution to the problems. *No matter what your problems are, if you come to school you have one problem less.* (Teacher)

*Level* – Teaching at a level adapted to the student is another important factor for increased motivation. The level must be just right in order to be challenging. Too difficult or too simple tasks are equally demotivating. *The students must have demands, realistic ones. Studies should be stimulating and enjoyable too.* (Teacher)

Adapting to students' varying levels is difficult and demanding for the teachers, but necessary for a motivated classroom. Within the Language Introduction Program it can be difficult to offer tasks which are tailored for each individual student. There is often a considerable gap regarding the educational background and the level of Swedish between the students. It is not unusual that students experience that their proficiency in Swedish is an obstacle to their progress in the Swedish school system and that they are forced to study at a lower level than their real ability. This can be highly detrimental to motivation. Suggestions have been put forward about allowing students with good subject knowledge but poor Swedish to focus on intensive Swedish studies for a period of time and after that to continue their subject studies at an adequate level. *It would be better if I could concentrate on Swedish for a year and then go to upper secondary school at the same*

*level as I studied in my home country. Then I wouldn't waste time and I could study with people my own age.* (Student)

*Responsibility* – Many students lack understanding for the purpose of education and their own personal responsibility for learning. Teachers need to discuss these issues with the students, pointing out the importance of active involvement and responsibility for educational success.

Young people who have experienced more authoritarian school cultures, with a high level of control and punishments, often find the Swedish school undemanding. They cannot see any direct consequences if they don't live up to teachers' expectations. Many of them are used to systems which favour 'doing the right thing' but not necessarily learning something in the process. Therefore it is vital to make this responsibility for learning clear to students, right from the start. The teachers have to help and support the students in this process. *The students want to please me, they want to show that they have completed the task. Even if they have been cheating they don't see it that way. They don't understand that they are responsible for their own learning. As long as they hand in a completed assignment, they think it's OK.* (Teacher)

*Safety and security* – Migrant students often have painful experiences and memories from war, oppression, violence and risky journeys to safety. Some are traumatised. Creating a safe and stable environment in school is fundamental, before any learning can take place. School should be a safe haven where students can feel secure and relaxed, make friends and focus on school work. In order to make this possible, it is essential that educational professionals acquire knowledge and insights about students' personal situation and emotional status. Some students need professional help to handle their traumas. In those cases a close cooperation between the school health team, teachers and other relevant people is necessary. Traumatized young people, for obvious reasons, often have less motivation for school work. But even if dealing with their problems must be given priority and take time, the everyday routine of going to school can often provide a sanctuary from a chaotic life situation.

The students also need to feel secure in the classroom. Some of them have experienced harassment and corporal punishment both from teachers and fellow students in their previous schooling. *It's good to feel safe in school. In the country I come from the teachers are very strict and if you are not learning properly they get angry and beat you. But here in Sweden, the teachers are kind and help me. So now I like to go to school.* (Student)

Thus teachers' relations to their students are essential. Students who are seen as individuals every day, in every interaction, feel safe and secure and can focus on learning. *We have to show our students respect as individuals and recognise their knowledge. These particular students need a more personal relation to their teachers, that we can step a bit outside the strict teacher role. (Teacher)*

Another important aspect of safety is the students' inner peace. Educational professionals need to help these students build up their self-confidence and self-esteem. Creating an open atmosphere where students are encouraged to ask questions, experiment, try things out even if it sometimes goes wrong, all contributes to enjoyment and motivation for learning. *The main thing is not always that the end result is 100% correct, it's the learning process that matters the most. We want to encourage free thinking and critical thinking. (Teacher)*

Newly arrived students have specific sources of worry in their lives; one is the process around permanent residence. Periods of uncertainty causes stress and ill health and leaves little room for dreams and plans for the future, which in turn is demotivating. While waiting for decisions regarding their permanent residence, students are not eligible for the national study grant. This fact adds to their already problematic situation and hinders their motivation even further. *When I came to Sweden I didn't know if I would be allowed to stay. Now, after three years, I've got my permanent residence. This is a new beginning in my life, now I have to study. My permanent residence was a crucial factor for my school motivation and for learning Swedish. Now I know that I can stay. (Student)*

*Flexibility* – Students learn in different ways, using various learning strategies. In order to motivate the students the teachers have to be open minded and flexible in their teaching. When certain methods or activities prove not to stimulate students' learning, teachers must be able to switch strategy. It is always a good idea to vary teaching methods to enhance motivation. *It's important to combine various teaching styles; lecturing, group work, interactive tasks, discussions, written work .... That's an optimal approach. (Teacher)*

*Feedback* – Another important teaching factor is feedback. Understanding what was good and what needs to be improved is vital for students' ability to develop and progress, providing that the feedback is informative and fair. Feedback should also be constructive and students need to realise that they are not in school to please the teachers but to learn. By asking the students – What do you think? – Are you happy with your results? they

are encouraged to reflect on their own learning process. *Too low or too high expectations on the students' performance is equally detrimental on motivation. Praising a result below the student's ability may even reduce their drive to work hard.*

*Teachers' motivation* – Enthusiastic teachers who are passionate about teaching their subject strongly influence the students' attitude to school work. A positive classroom atmosphere where learning is fun and meaningful is crucial for motivation. *Teaching and learning is reciprocal. If the teacher is motivated it affects the students and if the students are motivated the teacher is encouraged. (Teacher)*

*Democratic participation* – Offering the students possibilities to voice their opinions and make decisions about their education is another important teaching factor which stimulates motivation. The structure of the curriculum, activities, choice of text books, work methods and forms of examination, etc. are matters which the students should be welcomed to have an influence on.

#### *Support factors*

Here we list various kinds of support, within school and in cooperation with external expertise, which students and teachers have expressed to be significant for motivation.

*Extra support in Swedish* – The Swedish language is a key to knowledge and educational success, and many of the newly arrived students are in strong need of extra support in order to take part in daily classroom activities. Initial help from interpreters would be very beneficial both for speeding up their language learning and for their motivation for school in general. *My first goal is to learn Swedish and after that start my education, get a job and be independent. Swedish is very important. Without Swedish I can't do anything. (Student)*

Few of the newly arrived students find opportunities to practice their Swedish outside school, but most of them strongly express the wish to do so. *It's really hard to find people outside school who we can speak Swedish with. It's difficult to find places where we can meet Swedish teenagers. School could be a place like that. They could start a football team for example, where we could play with Swedes or start a language café where we could meet Swedes and chat about everyday things. That would be great fun, a great way to make friends and speak Swedish at the same time. (Student)*

The Language Introduction Program is often located in a separate part of a school building away from the mainstream school activities. As a result, the spontaneous contact between student groups is prevented and the newly arrived students feel excluded. *In this school we don't mix with the Swedish students. We just speak to our teachers. Of course we speak Swedish in the classroom, but then we all have another mother tongue. If we are going to learn Swedish quickly we need to talk to Swedes. Many newly arrived students can't learn Swedish properly although they learn it in school. They study the language, but they don't use it. They read and write well, but they can't speak it. (Student)*

It would be very valuable if educational professionals could facilitate contacts within the school and also between school and the surrounding society in order to create opportunities for young migrants to meet Swedish people in every possible way.

During holidays many students don't speak any Swedish at all, which means they might even lose some of their ability. In order to stimulate and encourage them to keep up their Swedish studies it is important to give some homework over a longer break. It could be in the form of specific activities, books, TV-programs or writing assignments.

*Support in study techniques* – Many migrant students have a limited number of years of schooling or no schooling at all, when they arrive to Sweden. They need to learn study techniques in order to make progress. What does it mean to study? How do I structure my work? What techniques can facilitate my learning? Illiterate students sometimes have problems with abstract thinking. They may need extra help and support to learn abstraction and exploring theories in texts and other teaching materials. They all need various tools to make efficient learning possible. One good way of teaching students study techniques is to offer organised homework, supervised by educational staff, after school.

*Support for special needs*

*– You mustn't lose control. If you do, it's really hard to get it back again. (Student)*

As in any group, there will be individuals in need of special support among the newly arrived students. It is important to identify these special needs at an early stage and not confuse them with general difficulties and challenges which all newly arrived students meet. Addressing the special needs early on will allow the students to develop learning skills and to enhance their motivation.

*Career Advise* – Close cooperation between career advisors and teachers is important to promote students to take responsibility for planning their future. *When we talk to the career advisor we can find out what subjects and grades are necessary for different study programs and what jobs they can lead to. They can advise us about the best ways to reach our goals. (Student)*

The career advisors can also inform and explain the grading system to the students and what requirements are necessary to transfer to programs at upper secondary level including alternative routes such as various forms of adult education. *Students need information about options and possibilities, but also which demands they will face in various study programs and future professions. For us it's a balance to describe alternatives in a realistic way without ruining students' motivation, hopes and dreams. (Teacher)*

Some migrant students have very narrow ideas about their future careers, which make their choices more limited and opens up for disappointment. For them it is particularly important to broaden their views and point out a number of different educational options and job routes which would be achievable.

In the Swedish context it is also central to take into consideration the age limit at 20 years, after which a student can no longer apply for a national program at upper secondary level. Many students mention this risk of missing out on entering a national program as a strongly stressful and demotivating factor. *Most people get worried when they are nearing their 20th birthday and wonder what they are going to do. Then we have to motivate them to find a place where they can continue their studies. Show them that there are other ways that can lead to their goals. (Teacher)*

*School health service* – Newly arrived students often experience severe anxiety and struggle with traumatic memories, which hinder them from focusing on their school work. These students need help, advice and support. Close cooperation between the school health team and other educational professionals makes it possible to discover serious problems early and direct students in need of professional medical and/or psychological care to the right services. Given the appropriate treatment and support even traumatised young people can continue their education. A safe and predictable school environment could even be beneficial for recovery (See further the chapter: Health issues among young migrants and the relation to schooling and learning.)



## Social factors

This category contains students' social relations mainly outside school, but significant for motivation and school success.

*Mentors outside school* – Young migrants arriving in a new unfamiliar country where they don't understand the language, often feel insecure and confused about how society works. A person who speaks the student's mother tongue and who can explain social codes, rules, cultural traditions and customs can be a very positive support.<sup>1</sup> This mentor can also help explaining the school system and thus motivate the students for education. *I had a mentor. She helped me a lot, not only with school and Swedish but also when I had problems. It felt good to have somebody who could support me when things were hard and I was sad. (Student)*

*Role models* – Role models who the students can identify with and who have succeeded themselves are important for inspiration and stimulation. *Meeting and talking to former students from the Language Introduction Program who have now transferred to a national upper secondary program can be highly motivating. (Teacher)*

*Friends* – Many students have described how social contacts outside school can affect their motivation both in a positive and a negative direction. In the same way as friends can support and help each other in their school work, bad company can have a strongly negative influence on motivation for school. Students who mix with people who spend time on less suitable activities, minor crime etc, may be tempted to stay away from lessons and gradually drop out of school. This can be difficult for teachers to tackle, but by discussing life outside school and choice of friends, students can be made aware of what consequences their relations may have on their school success and future opportunities.

*Parents and/or guardians* – Both teachers and students emphasize the importance of parental support for school motivation. Parents and guardians can guide and help their children psychologically building up self-confidence and enthusiasm, but also with practical things like making sure they actually go to school, complete their homework and show up well prepared. *My guardian calls me all the time. He calls in the morning and tells*

*me to get up. It helps a lot but at the same time he is a real pain, ha, ha ... (Student)*

However, many parents/guardians lack knowledge and/or time to support their children sufficiently. Some form of parent/guardian education where head teachers and teachers can give information about the Swedish school system and explain school culture, content, grading, etc. would be beneficial to parents/guardians. This would facilitate a dialogue between school and students' homes and enable a better understanding of what is expected from both parents/guardians and children.

## Discussion

Exploring motivation in a school context has been an interesting and rewarding experience. The interviews we carried out with students and teachers at the Language Introduction Program at Celsiusskolan have given us new knowledge, insights and understanding of a complex and challenging teaching and learning situation. Getting to know the students we were taken by their maturity and wisdom when they reflected on their own situation. Their vulnerable position (loneliness, insecurity, traumatic memories, health issues ...) obviously affects their motivation to plan for the future. However, these students are strong. Most of them have clear goals and dreams for the future, but they need help and support in order to reach them. Meeting these needs is a new challenge for the traditional school system and in some cases old structures, methods and approaches must be adjusted to this large group of newly arrived students. So, how can educational professionals work towards school success by activating, persisting and maintaining intensity in student motivation?

In our material we have identified and defined 19 different motivation factors, which we divided into the three categories: teaching factors, support factors and social factors. These categories are not fixed and some factors may connect to more than one. However, we chose this structure to present the material in an accessible and reader friendly way.

Analysing our data, we found that students and teachers to a large extent are in agreement regarding which factors are relevant for student motivation. Regardless of category of motivation factors, many answers, descriptions and reflections are concurring in the interview groups. Despite the fact that some of the interviewed students have a limited level of Swedish, they have been surprisingly able to express opinions and thoughts in a balanced and detailed way.

<sup>1</sup> See the chapter The Relevance of Social-cultural Codes for Social, Linguistic and Cultural Inclusion – in a Swedish school context.

The Swedish school system is based on democratic values and requires active student participation. The newly arrived students need to be informed about these basic principles and included in this way of thinking about education. They also need to adopt this stance by practicing democratic participation; voicing their opinions, make choices and argue for their views. We believe this approach is fundamental for motivation in general.

Regarding all the *teaching factors* it is important that educational professionals are both perceptive and explicit in their interaction with the students. The teachers have to clarify the connection between the daily work in the classroom and the final educational goals. They also have to explain in detail the demands students need to meet. In this way teachers can help students sustain motivation and pursue their goals even when they experience problems and obstacles. The students also have to understand that the responsibility for their development, learning, progression and ultimately their ability to reach their full potential lies within themselves, while the teachers' role is to help, guide and support them. Students who have reached this level of understanding operate largely on intrinsic motivation and have greater chances of school success.

Another important aspect which promotes motivation is a close and trustful relationship between teachers and students. In our interviews the teachers have emphasized that this is particularly important regarding newly arrived young people. Educational professionals need to understand their students' personal situations so that they can create a safe and inclusive learning environment. They also need to be respectful, empathic, flexible and perceptive in their general approach when building relationships with their students. As one teacher puts it: *These particular students need a more personal relation to their teachers, that we can step a bit outside the strict teacher role.*

If problems arise, students lose motivation, misbehave or stay away from school, then a trustful relationship may enable educational professionals to bring students back on track again.

There must be *support systems* in place in order to help students who struggle with lacking motivation. Educational professionals need to cooperate to find suitable support, in school or outside. To reduce the risk of young migrant students dropping out of the school system and ultimately become marginalised, career advisors have an important supporting role. Cooperation between teachers and career advisors enables a more systematic help to students finding their talents, abilities and interests and directing them towards possible lines of study and future career options. For

newly arrived students this is of particular significance since they often lack knowledge about the education system and labour market.

The Swedish school health service is well developed and can provide most students with the care and advice they need. However, newly arrived students are in many cases in need of more specialised treatment (See further the chapter: Health issues among young migrants and the relation to schooling and learning). It is urgent that schools have a procedure in place when the school health service is not enough and external help is required. Students without basic wellbeing can not be expected to be motivated for school.

In our interviews the students have repeatedly emphasised their strong wish and need for more opportunities to practice Swedish. Students attending language introduction classes often feel isolated even though they are part of a regular secondary school. Their teachers might be the only people they speak Swedish to. Also in their spare time the migrant students have difficulties finding natural situations for interaction in Swedish. Lack of these opportunities can be devastating for motivation. The school (educational professionals and fellow students) should make efforts to improve the interaction between groups, for example by organising various social activities in school and by inviting sports clubs, cultural groups or other associations who can offer the migrant students social, linguistic and cultural inclusion. A good progression in Swedish is a key factor for school success and integration in society.

Student motivation is also strongly influenced by *social factors* outside school. Relations to parents/guardians, mentors and friends can have an impact both in positive and negative directions. It is of course not possible for educational professionals to have a full picture of the students' social life or to affect it much. What they can do is develop good communication with parents or guardians and make it a joint effort to motivate and encourage the young people to persist in their school work. They can also help students find role models who have succeeded in education. Such a role model can be a powerful inspiration to activate a student's unawakened motivation.

In conclusion, there are many actions educational professionals can take to stimulate all aspects of student motivation; activating, persisting and maintaining intensity. Above we present our suggestions of good practice which can lead to strengthening the migrant students' intrinsic motivation for school. However, we believe most of the described motivation factors are relevant regardless of student group and can be generalised also in other contexts.

Fulfilling all of these responsibilities and demands is a big challenge and may not be possible in every single situation, but the main thing is that educational professionals are perceptive, flexible and constructive in their approach. Cooperation with colleagues and external expertise as well as respectful relations between teachers and students are fundamental for success. We are convinced that educational professionals who systematically work with strengthening student motivation contribute to reducing the risk for young people to drop out of education and become marginalised.

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# Appendix

## Innovative methods

In this chapter we have presented a number of motivation factors which students and teachers agree are important for school success. We have also discussed how educational professionals can work to promote and strengthen motivation in various ways.

One main goal of the EFF-project is to develop innovative methods leading to educational success. In our effort to elicit factors which improve motivation we have observed some interesting methods which we believe can be strongly motivating for the students. These methods – Dragons' Den, Europass and Guided Inquiry – are innovative in the context of teaching migrant students in Swedish schools.

The innovative methods correspond to many of the motivation factors we have discussed in this chapter, as illustrated in the table below.

Motivation factor	Dragons' Den	Europass	Guided Inquiry
Objectives	×	×	×
Progression	-×	×	×
Demands and expectations	×	×	×
Level	×	×	×
Responsibility	×	×	×
Safety and security*			
Flexibility	×	×	×
Feedback	×	×	×
Teachers' motivation	×		×
Democratic participation	×	×	×
Extra support in Swedish			
Support in study techniques			×
Support for special needs			
Career advice		×	
School health service			
Mentors			
Role models			
Friends			
Parents and/or guardians			

### Dragons' Den

The method is based on the originally Japanese TV format with the same name. In the program entrepreneurs are invited to pitch business ideas to investors and venture capitalists, so called Dragons, and apply for funding for their ideas. The Dragons decide whether to invest or not.

The pedagogical idea behind using Dragons' Den in school is to give the students the opportunity to work as entrepreneurs in an inter-disciplinary project which is concrete and realistic. The purpose of the method is to enhance student motivation, creativity, curiosity, enthusiasm and self-esteem as well as improve the connection between school and the surrounding society. In this process teachers assess both subject knowledge and non-cognitive abilities such as motivation, cooperation and social skills.

Dragons' Den is a competition. The students are divided into groups and asked to develop a product or service which offers a solution to a problem. The group work is assessed in five different categories:

- Best product idea
- Best oral presentation
- Best model of product/service
- Best business plan, including budget
- Best cooperation

The jury is comprised by local politicians and local business people.

The process consists of eight different parts over four days:

1. *Introduction*  
Group members get together and introduce themselves
2. *Brainstorm*  
Which problem(s) will the group focus on? Which product or service will be developed and presented to the jury? How does the product/service solve the chosen problem?
3. *Draft*  
The product/service develops further and the students create a draft. They have to take photographs, write, draw and/or build a model of their idea.
4. *Business plan*  
The business plan is defined and phrased. The students also need to describe their market, demand, competitors etc.
5. *Budget*  
The students produce an economic plan and create a budget for their business idea.

### 6. Oral presentation

The business ideas are presented to the jury. The students must create interest for the product/service and argue for its supremacy. They must also explain which problem it solves, who the customers are and how it is unique. Finally the group has to explain how the Dragons can contribute. Financing? Placing an order? ...?

### 7. Assessment

The jury assesses the business ideas based on the following criteria: operability, price, costs, time (the business idea must be operable within one to five years) and originality.

### 8. Prize ceremony

The jury negotiates and makes a decision about a winner in each category. Finally the prize ceremony takes place.

*Students who have worked with the Dragons' Den project have expressed very positive opinions in evaluations. They have found it strongly motivating both regarding content and work methods. The work has given them new knowledge and competences. In conclusion they have been extremely positive to the experience. (Teacher)*

### Europass

Europass is a European document aiming towards describing citizens' qualifications and merits in a clear and uniform way. It consists of five parts; CV, Language Passport, Europass Mobility, Certificate Supplement and Diploma Supplement. Two of them – CV and Language Passport – can be downloaded ([www.europass.cedefop.europa.eu/](http://www.europass.cedefop.europa.eu/)) and used freely. The remaining three parts are issued by national educational authorities. The CV contains the student's qualifications and skills. The Language Passport is a tool for self-evaluation of language knowledge.

The Europass CV and Language Passport could be useful tools in career advising in school. Working with these documents should be incorporated in the general study of possible future educational opportunities, work opportunities and labour market. The purpose with this innovative method is not only self-evaluation, but also to allow the students to practice presenting themselves, their qualifications and experience in an attractive way. This could be done through role plays, job interviews etc. The method is likely to strengthen the students' motivation, self-awareness and self-confidence, and at the same time give them more knowledge about the labour market and possible educational routes. Their efforts will in this case also



result in a concrete document, which they can use in meetings with potential employers.

In the CV and the Language Passport *all* of the student's qualifications can be listed, including hidden and partial competences. Newly arrived students often have knowledge, skills and experience which are not recognised in the formal grades. Many migrant students are plurilingual but some of their languages may not be taught in the regular school system, and they also often have work experience from other countries. In the Europass these skills and competences can be made visible, and therefore strengthen motivation.



### *Guided Inquiry*

Guided Inquiry is an innovative method that implies a team approach to teaching and learning. Teachers and school librarians work together to design and implement inquiry learning, following the same process as scientists. The purpose is to let the students practice their ability to find, acquire and use new knowledge. They also practice critical thinking, examining facts and sources, reflecting, analyzing and take responsibility for their own learning. *Guided Inquiry is a new way for students to acquire knowledge. They start with themselves, their own interests and thoughts and are pushed to find answers to their questions. The method also brings real-world data into the classroom which creates enthusiasm, energy and motivation while it builds up the students' learning ability and self-confidence. The teachers' and librarians' task is to guide the students through the process and help them build knowledge. (Teacher)*

### *The Guided Inquiry process*

The work process consists of seven steps:

#### *1. Initiating the research project*

Teachers and librarians introduce the method of Guided Inquiry. How should the work be organised? What is expected of the students?

#### *2. Selecting a topic*

Students, teachers and librarians discuss and agree on a theme.

The students phrase questions that they want to pursue and that are worth investigating.

#### *3. Exploring information*

The students explore the theme by collecting background knowledge and develop interesting ideas.

#### *4. Phrasing a focus*

Students identify a focus and clarify their research question.

#### *5. Collecting information*

Assisted by librarians and teachers students assume a frame of mind of concentrated attention and collect information from a wide range of sources.

#### *6. Preparing to present*

This stage marks the beginning of the writing process. Students present their conclusions in individual essays.

#### *7. Assessing the process*

Teachers and librarians assess the work process; what went well and what problems were encountered in the research process? The students make self-assessments which give them a sense of how to approach future research assignments and inquiry projects. What and how did they learn?

*Guided Inquiry is a very motivating method. It allows the language introduction students to learn individually, at their own level and in a similar way as the other students of the same age. Since they are all working in the library the Guided Inquiry method also makes the newly arrived students feel more included in the school. (Teacher)*

