Output fact sheet

**Pilot actions (including investment, if applicable)**

**Version 3**

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| Project index number and acronym | CE1277 Arrival Regions |
| Output number and title | O.T2.1 - Pilot actions testing social innovation in the integration of non-EU nationals |
| Investment number and title(if applicable) | n/a |
| Responsible partner (PP name and number) | PP11 Westpomeranian Region |
| Project website | interreg-central.eu/arrivalregions |
| Delivery date | 31.08.2021 |

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| Summary description of the pilot action (including investment, if applicable) explaining its experimental nature, demonstration character and transnational added value |
| The Westpomeranian Region is becoming an increasingly attractive region for foreigners. Migrations have a particular impact on the development of the regional economy and its competitiveness and depend not only on activities carried out in Poland but also on the global situation and social, political, and economic factors. The number of migrants increases from year to year, that is why the role of school and education is extremely important. Polish citizens should be taught from an early age that diversity is a value because it allows us to be more open and tolerant.The pilot action “EACH OF US IS UNIQUE AND IMPORTANT - Multicultural Education in the Classroom”was a practical implementation and test of multicultural teaching tools. The activity helped PP 10 and PP11 to test, evaluate or demonstrate the feasibility and effectiveness of this novel solution. Since we live in a diverse world and multiple heritages and cultures are reflected in the school environment, we - as a regional administration together with schools - need to make sure that teachers have adequate supplies and multicultural teaching tools. Only in this case, all students, regardless of their place of origin, will feel seen, appreciated, and celebrated. The prepared tools can be implemented in any other region or in a smaller administrative unit or even in a single school that wants to increase awareness about other cultures. The tools will help schools build intercultural capability and strengthen inclusion. And it should be emphasized that schools play a critical role in strengthening multicultural inclusion in the local community by providing an environment where acceptance of diversity, knowledge of other cultures, and an understanding of global and local issues can be developed.The tools are general in nature and were designed with a diverse group of students in mind and teachers can use them without making changes or adjust them to the needs of a specific class. They are designed to allow the student to interact with each other in respectful and meaningful ways. Students know from the very beginning that their thoughts have a place in the classroom because each tool offers unique perspectives. It also affects the transferability of pilot action, which can be implemented in any country regardless of the method of teaching adopted |

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| NUTS region(s) concerned by the pilot action (relevant NUTS level) |
| *PL42, Westpomeranian Region*  |

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| Expected impact and benefits of the pilot action for the concerned territory and target groups and leverage of additional funds (if applicable) |
| The pilot action was successful thanks to the involvement of experts and stakeholders who helped us shape the education tools through their invaluable comments and feedback. We were able to build integration in West Pomerania more effectively based on the values rooted in the Polish tradition: respect, tolerance, hospitality, and solidarity. The recipients of the pilot activities were the hosts of the target country, children, and teachers - as multipliers of the tool.As part of the pilot action, 20 workshops were organized in which 399 students and 34 teachers participated in spite of the unfavorable conditions caused by the pandemic. Moreover, a competition was organized in which 10 Multicultural Ambassadors were selected - young people aged 7 - 15 who see the need to talk about immigrants and want to be heard. Regional institutions played also an important role in the pilot project process. Information on the pilot action was sent directly to 18 regional stakeholders, incl.: NGOs (such as Szczecin Incubator for Culture, Association of Polish Communes of the Pomerania Euroregion, Foundation Kamienia 1, NGO Support Center - Sektor 3, POLITES Association, Association of culture and social initiatives TWIKS), press (Echo Szczecina, Radio Szczecin, Prestiż, Radio Eska), West Pomeranian In-Service Teacher Training Center and others. PP also received support from the *“Dużo Dobrego”* company through the organization of the multiculturalism workshops and from mayors and starosts who became interested in the topic of multiculturalism at the local level. Moreover, the *“Dużo Dobrego”* company gave us non-financial support by organizing additional demonstration workshops for children and teachers in small towns of the Westpomeranian Region.  |

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| Sustainability of the pilot action results and transferability to other territories and stakeholders |
| Teachers who took part in the workshop have sufficient knowledge to already conduct their own workshop. The pilot action product (set of work cards/lesson plans for teachers) and knowledge obtained during the workshops will stay in the school and they will be part of the everyday routine. Lesson scenarios were printed and sent out to schools in West Pomerania. The region will support schools in creating a repository (small shelf in the teacher’s room, resources available online) enabling independent development and use of educational tools.Activities will be continued in the coming years by the associations that will be established to support multicultural and culturally and linguistically diverse communities. Activities related to the development of multicultural competencies of the youth will be transferred to the Secretariat for Youth of the Westpomeranian Region. Detailed areas and tools (innovative lecture plans, active learning methods, educational materials, videos, exhibitions, guides, or campaigns) will be defined as a continuation of the pilot action. Activities carried out by the Secretariat for Youth will be financed directly from the regional budget.Thanks to the implementation of the pilot action, Westpomeranian Region was able to start the process of shaping new attitudes among children and adolescents, as well as show teachers that young people also want to be heard. |

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| If applicable, contribution to/ compliance with:* relevant regulatory requirements
* sustainable development – environmental effects. In case of risk of negative effects, mitigation measures introduced
* horizontal principles such as equal opportunities and non-discrimination
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| As part of the workshop, a space where students understood the concept of multiculturalism and migration and to shape their attitude of openness for other cultures was created. The classes were designed to respond to the challenges posed by contemporary students who are witnessing the transformation of their place of study and residence into a multicultural community.As part of the competition, an information and promotion campaign was carried out by the promotional agency. The aim was to reach the widest possible group of children and teenagers from the Westpomeranian Region as direct participants of the competition. In the framework of the campaign implemented actions were realized and aimed at effectively encouraging participation in the competition and launching a message on strengthening the importance of multiculturalism in everyday life in contemporary society. The campaign was organized using mainly online media, social networks and mobile applications.The lesson scenarios are designed to help and facilitate the development of multicultural competencies in children and adolescents Younger school children are active observers and are curious about the world. Therefore, for each scenario of intercultural education classes, worksheets were prepared, adjusted to the age, skills, and needs of children. Lesson scenarios were printed and sent out to primary and secondary schools in Westpomeranian Region. |

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| References to relevant deliverables (e.g. pilot action report, studies), investment factsheet and web-linksIf applicable, additional documentation, pictures or images to be provided as annex |
| The output is based on the following deliverables:* D.T2.1.4 Stakeholder alliance
* D.T2.2.2 Pilot action concept
* D.T2.5.2 Pilot final report.

The deliverables can be accessed at <https://www.interreg-central.eu/Content.Node/p2--HOME---Non-EU-Nationals-and-Integration-through-Access6.html>.Building a community where diverse cultures, experiences, and religions come together is a difficult process. Noticing immigrants, understanding their needs and location, as well as openness and responsibility for the integration process is the starting point for building a modern Westpomeranian Region.The assumed in the pilot action indicators have been achieved. Rural schools were interested in participating in the workshops while city schools were interested to participate in the Ambassador of Multiculturalism competition, which shows that it is necessary to implement various activities. Schools actively participated in the activities and plan to further use of acquired knowledge and tools. Some of the involved entities and teachers decided to create an association that would continue educational activities in the field of multiculturalism.Teachers from primarily urban and rural areas are satisfied with the pilot action and will keep using the newly acquired knowledge after the end of the pilot activity. However, for secondary school teachers, other tools should be developed that better meet the needs of today's youth. |