

EVALUATION OF IMPLEMENTATION OF THE “GENERAL RECOMMENDATIONS FOR THE EDUCATION OF NEWLY ARRIVED PUPILS” ISSUED BY THE SWEDISH AGENCY FOR EDUCATION

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This evaluation is a part of the project “Integrating Refugee and Asylum-seeking Children in the Educational Systems of EU Member States: Evaluation and Promotion of Current Best Practices” (INTEGRACE). The main objective of the INTEGRACE project is to promote the educational integration of refugee and asylum-seeking children (RASC) in the EU by developing common standards and sharing best practices in policies and programmes development and evaluation, with a specific focus on the needs of vulnerable groups (e.g. children who have been victims of crime, unaccompanied children).¹

The main purpose of this evaluation of best practices concerning refugee and asylum-seeking children (RASC) will be “[...] to analyze to what extent and under what conditions, these practices could be replicated in a different context.”² The principle aim of this evaluation and of the SIA to be conducted in Slovenia and Bulgaria will be to assess the possibility of replication and the social impacts of the eventual implementation of a practice which has already been identified and evaluated as a good one in some of the old member states of EU.³

The aim of the conducted evaluation is to facilitate the transfer of knowledge from old to new EU member States, thereby allowing the latter to deal more effectively with their new migration situation. Furthermore, the evaluation at hand will provide the grounds for developing a common EU framework to addressing the educational needs of RASC in the near future.

In the Swedish country report a number of so-called best practices aimed for RASC were described. Based on responses and discussions with the partner in Slovenia, a case was chosen on the implementation of the “General recommendations for newly arrived pupils” in three schools in Bollnäs, a municipality, located in the middle of Sweden.

This report, will therefore analyse in detail how these “General recommendations” are implemented into the Swedish school system in light of an evaluation conducted by the authority The Schools Inspectorate (SI), but also provide the reader with a short note on the reasons for the Swedish National Agency for Education to formulate these recommendations concerning education for newcomers.

The concept “newly arrived” refers, according to the “General recommendations”, to compulsory, special, upper secondary or special upper secondary school children or youth who arrive in Sweden near the beginning of or during a specific school year. They are not native speakers of Swedish and are as a rule unable to speak or understand Swedish; finding themselves in Sweden on different terms and under different circumstances. Many have a permanent residence permit already upon arrival. Others have obtained a residence permit after a long wait in a refugee camp or lodging with acquaintances. Some are asylum seekers. Of the latter group, most have arrived with their parents, whereas others are unaccompanied and have no legal guardian. Some arrive based on their connections to

¹ This extract is adapted from the coordinator’s guidelines: “General methodological guidelines for Best Practices Identification and Preparation of Country Reports.”

² This extract is adapted from the coordinator’s guidelines: “General methodological guidelines for best practices evaluation and social impact assessment.”

³ This extract is adapted from the coordinator’s guidelines: “General methodological guidelines for best practices evaluation and social impact assessment”

refugees with a residence permit. Others have come after a parent has married a Swedish citizen. Still others are in hiding in the hope of revision of a previously denied asylum application. Finally, some are so-called paperless children – children or youth present in Sweden who have not applied for a residence permit and who are, thus, not registered with the Migration Board. A child or an adolescent coming to school may, thus, have arrived directly from another country or may have been present in Sweden for a shorter or longer period of time. Thus, being “newly arrived” may mean being new to the school but previously present in Sweden, in some cases having learned Swedish to some extent.⁴ In other words, behind the term “newly arrived” we find a vast range of children where refugee and asylum-seeking children (RASC) are also included.

1. METHODOLOGICAL INTRODUCTION

This report is mainly based on **desk research** of documents published basically during the years of 2007-2011 and has its focus on evaluations and close-up studies of how newly arrived children are received at national and local level. In a separate section the tools for evaluation conducted by the Schools Inspectorate are described in detail (section 3). We have used extracts from these documents, sometimes verbatim translations from the originals. In other cases, we have made compilations of important and relevant material. References are marked by footnotes and will indicate what parts of the original documents are used.

Other methods for data collection are e-mail contacts with officers at the SI as well as a **radio documentary** (from Swedish Radio) based on **interviews** with teachers and pupils at one of the schools in Bollnäs. In a separate study, interviews are made with three teachers as well as **school visits** in order to present a follow-up study to see how the “General

recommendations” are applied at a local level in a different location than Bollnäs, i.e. two municipalities in the South of Sweden.

2. NATIONAL CONTEXT AND BACKGROUND

Sweden has a population of nine million people. About two million of these inhabitants represent 200 different countries and cultures. Many of them are children and young people. In other words, in a number of schools, the character of the pupil population is multicultural. In 2008, 269 municipalities from north to south received newly arrived pupils. The same year, the total number of pupils in the compulsory school was 906,189, of which 6,061 were newly arrived pupils.⁵ Most newly arrived pupils had come to Sweden together with their families, but some of these children are unaccompanied minors (about 6-7 per cent during the period of 2008-2010). Recently, the number of unaccompanied minors has increased and in 2010 they were more than 2,000 children. Most unaccompanied minors are boys, thirteen to seventeen years old.⁶

2.1. What are the General recommendations?⁷

The Swedish National Agency for Education has formulated recommendations for school integration such as guidelines concerning education for newcomers (The Swedish National Agency for Education 2007/2008).

Through the *Education Act*, curricula, etc., the government and the parliament set the goals and guidelines for preschool and school. It is then the task of the Swedish National Agency for Education to make sure these goals are achieved. A short description of the process behind the development of the General

⁴ Our translation of the “General recommendations.” The National Agency for Education has given permission for translation. Quotations in this section are extracted from the translated document.

⁵ Sverige, Skolinspektionen (2009), *Utbildning för nyanlända elever – rätten till en god utbildning i en trygg miljö. Övergripande granskningsrapport 2009:3*. [Sweden, the School Inspectorate (2009), *Education for newly arrived pupils – the right to good education in a safe environment. General evaluation report 2009:3*].

⁶ Sverige, Migrationsverket, *Migration 2000-2010. Rapport 2010:2*, Stockholm. [Sweden, the Migration Board, *Migration 2000-2010. Report 2010: 2*].

⁷ Our translation of the “General recommendations.” The National Agency for Education has given permission for translation. Quotations in this section are extracted from the translated document.

recommendations for the education of newly arrived pupils by the Swedish National Agency for Education is given below.

1. National Agency for School Improvement (2004) shows that there are big differences when it comes to how municipalities work with and organise training for late arrived pupils in upper secondary school's individual programmes.⁸

2. In 2006, the Swedish parliament took a decision to develop a national strategy on educational training for newly arrived children and young people.

3. The Swedish National Agency for Education was asked to draft goals and guidelines for educational training involving newly arrived children and young people in primary and secondary schools. The agency was also asked to provide suggestions for constitutional amendments and develop general recommendations for newly arrived pupils.

4. Another authority, the National Agency for School Improvement (today the Schools Inspectorate), was co-commissioned to also develop a national strategy for education of newly arrived children and young people in primary and in secondary schools.

5. In the document "Draft goals and guidelines for newly arrived pupils" the National Board of Education gave a proposal on constitutional amendments. In 2008 it was further elaborated to "General recommendations for the education of newly arrived pupils." The agency's inspections at schools had shown that newly arrived pupils with good educational background often feel that their knowledge in various subjects lies fallow because learning Swedish is prioritised.

6. In 2007, the National Agency for School Improvement handed in to the government a proposal for a national strategy for education of newly arrived children and young people.

7. Although both the National Agency of Education and the National Agency for School improvement found that many school leaders and teachers meet newly arrived pupils and their parents with a deep commitment, these pupils were not given an education that was equivalent

and appropriate to the pupils' individual needs and conditions.

8. In 2006 and 2007, the National Agency of School Improvement increased its efforts in so-called segregated areas and conducted a series of skills development initiatives in municipalities.

9. In its final report the Agency for School Improvement suggested the government to instruct the National Agency to undertake targeted inspections of education for new arrivals.

10. The Schools Inspectorate became a separate agency in 2008 and then began preparations for a quality review of education for newly arrived children and young people.

11. In September 2008, "General recommendations for the education for newly arrived pupils" was approved by the parliament and was implemented in February 2009 (SKOLFS 2009:15).

The Swedish National Agency asserts that the point of departure for the General recommendations is the *United Nations' Convention on the Rights of the Child*. Sweden, like some hundred other nations, has ratified this convention and has assumed an internationally binding commitment to fulfil its requirements. However, in contrast to the situation in many other countries, international conventions do not immediately become laws in force in Sweden, but they are to be interpreted and applied on the basis of commitments ensuing from the ratification of international conventions. According to the *Convention on the Rights of the Child*, a child is defined as a human being under the age of eighteen years, unless the child reaches lawful age earlier according to the law that applies to him/her.

Below we present the main ideas in the "General recommendations for the education of newly arrived pupils":

In Sweden the Swedish National Agency for Education publishes "General recommendations" to offer support in determining how school statutes (laws, ordinances and regulations) can be applied. A general

⁸ See Sverige, Myndigheten för skolutveckling, *Vid sedan av eller mitt i? Om undervisningen för sent anlända elever i grund- och gymnasieskolan*, Stockholm: Myndigheten för skolutveckling. [Sweden, the National Agency for School Improvement (Later labelled as: The Swedish National Agency for Education), *To be in the centre or to be outside? On education of newly arrived pupils in compulsory elementary, secondary and upper secondary school*, Stockholm: The National Agency for School Improvement (Later labelled as: The Swedish National Agency for Education)].

recommendation derives from one or more statutes. It specifies the actions that can or should be taken and aims at influencing the development in a certain direction, thus promoting uniform application of the law. The general recommendations must be followed by municipalities and schools, unless they can show that they have done it in another way, but still achieved the goals specified by the regulations.⁹

“The general recommendations for the education of newly arrived pupils” concern the work involved in receiving newly arrived children and youth in the 9-year compulsory, upper secondary and special schools. They have to be followed by responsible school authorities, officials and school staff. Also independent schools that admit newly arrived pupils, preschool classes and leisure-time centres are supposed to be guided by these recommendations.¹⁰

It is important to note that the same regulations apply to both newly arrived and all other pupils. **However, some regulations establish the right to school attendance and educational contents for, among others, pupils seeking asylum.** Apart from these exceptions, all school statutes apply to newly arrived pupils. The agency further states: “Particularly important are regulations concerning equivalence in schools, the pupil’s access to education and special assistance as well as adaption of instruction to the pupil’s individual needs and prerequisites.”¹¹

Furthermore, it is stated that a responsible school authority may admit a pupil who is not considered to reside in Sweden. It is not prohibited to offer school attendance to children in hiding, but schools are not obliged to admit them. At present the authorities at each individual school have to make decisions if they are going to admit hidden children or not.¹²

The recommendations can be viewed as a kind of best practices on a national level and are divided into six different areas. They are as follows:

1. Reception

The municipality should

- have guidelines for how newly arrived pupils are to

be received;

- ensure that these guidelines are known to the school staff;
- see to it that information on how to enrol in the school is readily available to pupils and their guardians.

The schools should

- have routines for how pupils are to be received;
- create good and trustful relations with the pupil’s guardian as soon as possible.

2. Introduction

The municipality should

- work to develop collaboration between different concerned parties in the immediate social context.

The school should

- have established the contents of the school introduction;
- have routines for introducing newly arrived pupils to the class;
- recurrently provide the pupil and his/her guardians with information about the school’s fundamental values, goals and working methods.

3. Individual planning

The school should

- map out the pupil’s reading and writing abilities and knowledge of his/her mother tongue as well as of Swedish and other languages;
- map out the pupil’s knowledge level in different subjects in terms of concepts, understanding and problem-solving abilities;
- have routines for how and by whom such assessments should be carried out and documented;
- carry out assessment continuously by means of recurrent structured dialogues with the pupil and, to the extent possible, his/her guardians;
- consider the respective advantages and disadvantages of teaching the pupil in a class or a special group,
- be prepared to change the organisation.

4. The instruction

The municipality should:

⁹ Sverige, the Swedish National Agency for Education (2008), General recommendations for the education of newly arrived pupils. Translation into English, Halmstad University.

¹⁰ Sverige, the Swedish National Agency for Education (2008), General recommendations for the education of newly arrived pupils. Translation into English, Halmstad University.

¹¹ Sverige, the Swedish National Agency for Education (2008), General recommendations for the education of newly arrived pupils. Translation into English, Halmstad University.

¹² Sverige, the Swedish National Agency for Education (2008), General recommendations for the education of newly arrived pupils. Translation into English, Halmstad University.

- take an inventory of the need for and supply of home-language teachers and teachers of Swedish as a second language;
- coordinate resources between schools in the municipality as required.

It is important that the school:

- organises instruction on the basis of each newly arrived pupil's needs and prerequisites;
- starts out from the pupil's abilities, interests and strengths;
- capitalises on and further develop the pupil's knowledge of different subjects;
- applies working methods that unite language development and learning of subject contents;
- has a clear and known division of responsibilities regarding instruction of the individual pupil.

5. Follow-up and evaluation

The municipality should:

- evaluate the effects of the local municipal guidelines;
- follow up on the extent to which the need for mother tongue teachers and teachers of Swedish as a second language has been met in the municipality.

The school should:

- assess the degree to which the newly arrived pupils' needs for mother tongue instruction, study guidance and instruction in Swedish as a second language have been satisfied;
- regularly review its routines for pupil reception and introduction;
- evaluate the effects of placement for each individual pupil.

6. Professional development

The municipality should:

- identify the needs of and coordinate professional development for staff members responsible for instruction.

The school should:

- analyse the staff's need for professional development;
- assess different personnel groups' need for special professional development.

3. NATIONAL EVALUATION PROCESSES – THE SCHOOLS INSPECTORATE

The general recommendations proclaimed by the National Agency for Education form a steering document, but can also be used as a model for evaluation. The SI is a central agency responsible for the supervision of preschool activities, the welfare of schoolchildren, schools management and adult education. In 2009, SI got the mission to evaluate whether the Swedish schools followed these recommendations. The evaluation included fourteen municipalities and thirty-four schools.¹³

The SI ensures that local authorities and independent schools follow existing laws and regulations. The aim of the SI is to ensure the equal right of all children to a good education, in a safe environment, where everyone can achieve their maximum potential and at least a passing grade in all school subjects.

3.1. Purpose of the Schools Inspectorate's evaluation

The purpose of the Schools Inspectorate's evaluation of the education for newly arrived children and young people was to see how schools actually work in relation to the national recommendations. Another aim was to contribute to the implementation of the "General recommendations for the education for newly arrived pupils."

The two overall questions in the Schools Inspectorate's evaluation were:

- 1) How is it to be a newly arrived pupil¹⁴ at school?
- 2) To what degree is the teaching fulfilling its purpose?

3.1.1. National educational goals for newly arrived children and young people

The Schools Inspectorate's evaluation was based on the obligations that schools have in the case of newly

¹³ After contact with Anna Davis, Elisabeth Ritchey and Helena Olivestam Torold at the Schools Inspectorate.

¹⁴ In the evaluation the Schools Inspectorate did not distinguish RASC from other newly arrived children.

arrived children and young people's education. Here it is important to stress, which also the SI does, that in Sweden, the same provisions for the education of newly arrived children and young people are to be applied as for other pupils. The municipality and the school have an unconditional obligation to provide every pupil with opportunities to achieve the learning objectives for one's education. The rules are summarised in **Appendix 1**.

3.2. The methodology used at the Schools Inspectorate's evaluation

Methods used in the evaluation were statistics from the municipalities and schools, school visits, interviews with representatives of the municipalities, teacher surveys, interviews with newly arrived pupils, pupils' written narratives and observations. In **Appendix 2** the methodology used in the Schools Inspectorate's evaluation is described in detail.

3.3. Main findings

In the evaluation analysis from 2009 which focused on the local school reception of newly arrived pupils, it appeared that deficiencies in the reception process were more of a rule than an exception. However, it has to be pointed out that it is in the nature of things that the SI finds weak points when undertaking its evaluations and investigations. In their summary report they put forward two areas, the municipalities of Bollnäs and Överkalix as examples of what in this context can be labelled as "best practices" whereas most schools had different kinds of remarks. In this context, we would like to point out that both Bollnäs and Överkalix are small communities with few inhabitants as opposed to the large metropolitan cities of Stockholm Göteborg and Malmö. The situation for reception of newly arrivals is therefore different. For example, big schools in multicultural suburban areas are exposed to more pressure in the reception of new arrivals. In other words, the local infrastructural conditions might be very different in the schools that were selected for this evaluation, which might be of importance for the organisation of the reception process.

Before we proceed to describe the best practices, we will summarise the remarks and the deficiencies observed. On the whole, the SI found that newly arrived pupils are not provided equal opportunities to reach the

national goals of schooling and that these children are not included in the school's spirits of community. It is also stressed that the newly arrived pupils' subject knowledge as well as their knowledge and experience of other languages is not taken care of. These pupils' knowledge development is slowed down, and they will be delayed in their studies. On a general level, it appears that schools, on the contrary, contribute to discrimination and segregation. For example, the results show (The Schools Inspectorate 2009:a):

- newly arrived pupils do not always get the education they have a right to;
- introduction classes are often physically segregated from the regular education. The pupils feel segregated and have few Swedish friends;
- instead of the headmaster, a "driving spirit" often has responsibility for the newcomers' education, such as a particular teacher or a person with another occupation;
- it is often the case that no examination of the newcomer's prior knowledge is carried out. Instead all newly arrived pupils are put in the same introduction class, without an individual study plan;
- it occurs frequently that pupils do not receive any study guidance in their first language;
- the school staff does not receive special training allowing them to meet these pupils' needs.

However, on the positive side, the results from the evaluation show that most of the pupils feel safe in and like school, but the results also show shortcomings in all levels of education for newly arrived pupils.

The evaluation has implied a massive effort to implement the general recommendations from the National Agency of Education in several Swedish schools.

4. ACTORS ON THE MUNICIPALITY LEVEL

About the same time as the SI initiated its evaluation process, a study initiated by SALAR was conducted on best practices in education of newly arrived pupils. The Swedish Association of Local Authorities and Regions (SALAR) represents the governmental, professional and employer-related interests of Sweden's 290 municipalities and twenty county councils. In the

following section conclusions from this investigation are presented in brief.

4.1. The study by SALAR

In 2010, SALAR produced a report on best practices in education for newly arrived pupils (for refugee and asylum-seeking children and other immigrant children). They have studied ten Swedish municipalities. The results provide examples and present success factors that have contributed to good results for newcomers within the educational system:

1. The organisation of education for newcomers

The report described introduction, transitional or preparatory classes as effective, if they are well organised. In the introduction classes, the needs of the pupil can be observed and this can lead to earlier inclusion in the school and in society. The results show that it is important for the pupil to be moved to an ordinary class as soon as possible and in a smooth manner. Therefore, continuous follow-ups of pupils' level of knowledge are important.

2. Mother tongue and study guidance

The municipalities in the study work actively with mother tongue education and describe it as important. They refer to research showing that pupils with strong knowledge in their mother tongue achieve better results in all other school subjects. There is a shortage of teachers in mother tongue education, and some schools successfully use Internet technical supplies to provide this kind of instruction. Another key to success is a well-developed study guidance in the pupils' mother tongue. There is a developing potential when it comes to mother tongue education and study guidance, for example with further technical supplies and distance instruction.

3. The political process

The Swedish schools are governed by the municipal political system. The political process includes goals, evaluation and allocation of resources. The state has pronounced goals concerning knowledge, which include what knowledge level all pupils in Sweden have to achieve, and this applies to newly arrived pupils as well. Local goals can contribute to the development of

school activities that help pupils achieve these goals. The results in the report show that it is important to have high expectations of the newly arrived pupils and to believe in their abilities. It is also important to evaluate the knowledge goals, make the pupils visible, frequently discuss their results and visit the classes. There is a need for extra resources for newly arrived pupils during their first time in school, so that they can join the ordinary classes as soon as possible. The results from the SALAR study show that the extra resources the state gives to the municipalities for newcomer education are insufficient.

4. Cooperation outside the school

The municipalities in the study stress the importance of cooperation within and between municipalities for a holistic view of the pupils' situations. The pupils must be in focus, and it is important to clarify what other influential institutions and persons around the pupils the schools can start networking with. The results show that it is important to cooperate with parents and sometimes other family members and to provide extra support for pupils who need it, even during the summer holiday. Additionally, there must be cooperation between the schools and other administrative authorities, companies and researchers, to get the inspiration needed to develop new ideas and solutions concerning newly arrived pupils' education.

In the next section, an overview of local stakeholders and their duties as well as their cooperation on the municipal level is described. The example comes from the municipality of Bollnäs.

4.2. Bollnäs municipality – A case study¹⁵

We will here describe the stakeholders on the municipality level in the case of Bollnäs. This section relies on a document, which is formulated as a local agreement on the cooperation for introduction of migrant children/young people. The aim of this local agreement for newly arrived children and young people is to improve the local conditions for introduction of the newly arrived regarding school, education and health. All in an attempt to develop and take care of these children's and minors' interests

¹⁵ This section is a compilation extracted from Barn- LÖK. (2010) En lokal överenskommelse om samverkan för introduktion av invandrabarn/ungdomar i Bollnäs kommun. [Children-LÖK. A local cooperative agreement for introduction of immigrant children/young people in Bollnäs municipality].

and resources so that entering the Swedish society will occur smoothly and as soon as possible. The goal is equal treatment of individuals regardless of the reasons for migration.

The agreement will also serve as a handbook for those affected in integration process, and as a documentation of the mission for the municipality and for future development. All parties (actors) in the agreement are responsible for that the quality is maintained as well as developed.

Lists of stakeholders:

The integration unit
 School: Multicultural unit
 Torsbergs gymnasium/IVIK
 The unit for unaccompanied minors
 Health department: Mitt hjärta
 The Swedish church
 Landstinget Gävleborg (County council Gävleborg)
 Familjecentrum (Family unit)
 County council Gävleborg: Child and Youth Clinic

The Integration Unit has an overall and coordinating role in the reception process which will be described in more detail below:

The Integration Unit works with children who are covered by the municipal refugee reception. It is the County Board's responsibility to reach agreement on refugees with the municipality. The Swedish Board of Migration decides on state compensation for refugees. The compensation is regulated in the Ordinance (1990:927). Part of the state compensation is devoted to different types of schooling activities on the municipality level.

The agreement has stated the municipality's goal for introduction of children and young people, zero to twenty years old. It states that children and young people are prioritised groups in the Swedish society and they should be provided as good childhood as possible. The community's work should be permeated by the United Nation's Child Convention. A child perspective should be guiding the work with introduction of newly arrived children, and particular attention should be paid to the needs of children and when introductory benefits are set.

The work process is as follows: A general introduction plan for refugee children and youth should be prepared within a month of community placement. The plan

is drawn up by the officer at the Integration Unit in cooperation between parents, children and possibly a trustee (god man). Furthermore, collaboration should take place between other actors at the local level such as Family Centre, preschool, school, Child and Youth Clinic (BUP), Social Services and others for ensuring the individual needs. At the central/regional level collaboration with the County Board, Integration Gävleborg and others should take place to ensure that individual needs are met.

The Integration Unit and preschool and school

Children one to five years old are reported to the local child care unit. At reporting it is notified if the child has any special needs, and the child's contact person is registered at the Integration Unit. Staff from the Integration Unit can join the family at the first visit to the preschool if the parents wish so.

When the Integration Unit learns that children aged six to twenty will be located in the municipality of Bollnäs, this information is conveyed to the principal of the pre- and primary school multicultural unit or to the coordinator at the upper secondary school IVIK. When the family is received in the municipality, contact is taken with the school administrators' and personal data about the child is provided with the consent of the parents. Time for enrolment call is booked and an officer from the Integration Unit participates at call and an individual study plan is prepared. These study plans are added to the plan for introduction. If necessary, an integration officer participates in development discussions at schools. The teacher draws attention to the child's needs and informs the integration officer or the headmaster. At IVIK development discussions with integration officers being present, take place once a year if necessary.

Parents have an established contact with the preschool/elementary school and can be with their children during the introduction period, at least the first two weeks. Parents have the right to have paid time off during this acclimatisation period.

The Integration Unit and health

The received children and young people's physical and mental health status should be checked at an early stage. Refugees and relatives of refugees (not being placed at any of the Board of Migration's reception centres and already have their health checked) will be offered a health check at the Health Centre of Bollnäs.

The officer at the Integration Unit is responsible for controlling that health is checked as soon as possible. Small children up to six years of age will be health-checked at the Children's Health Clinic (BVC). Also the children's mental health is checked and contacts with refugee trauma clinics are taken if needed.

5. EVALUATION STUDY IN DEPTH:¹⁶ THE EXAMPLE OF THREE SCHOOLS IN BOLLNÄS MUNICIPALITY

In the Schools Inspectorate's evaluation summary report of fourteen schools, a handful of schools are presented as good examples (best practices), for example the work done in the city of Bollnäs, a municipality with 26,000 inhabitants in central Sweden.

Three schools, Nyhamreskolan, Gärdeskolan and Torsberg's gymnasium (an upper secondary school) are positively evaluated because they work satisfactorily with new arrivals' (including RASC)¹⁷ education and because they wisely follow the general recommendations given by the National Agency for Education (The Schools Inspectorate 2009a).

In summary, three important aspects are highlighted in the report:

- 1) First, Bollnäs has a pronounced ambition for newly arrived pupils to be included in the regular education system. They have well-developed and clear guidelines for the reception and introduction of newly arrived pupils in the municipality and at the schools. The guidelines are firmly established at the schools and among the staff.
- 2) Second, the interviewed persons in this municipality and at the schools talk positively and respectfully about the newly arrived pupils as a resource.
- 3) Third, the schools have a substantial plan for integrating newcomers into ordinary education. They

have developed routines for frequent check-ups of pupils' reading and writing skills, check-ups of mother tongue knowledge as well as in other subjects. The organisation is flexible and the teachers educate the newly arrived pupils in different group constellations, adjusted to the pupils' earlier education and knowledge, age and needs.

According to the plan made up by the schools, every newly arrived pupil belongs to an ordinary class. Therefore, they have some lessons together with the ordinary class from the very beginning, such as training aimed at psychosocial wellbeing, drawing and cooking lessons. At the outset, other lessons are located to the introduction class, but just for a short period. As soon as the pupils have achieved the basic knowledge on a subject, they move to the ordinary class. Often they are integrated into ordinary lessons after only two or three weeks. The staff at these two schools has stressed the importance of good relations with the parents, and they encourage parents to participate in school during the first two weeks, in order to increase pupils' feelings of security and also for the parents to acquire an understanding and knowledge of the Swedish school system. According to the results from the evaluation, the pupils report that they feel welcome in the society, safe, secure and respected, and that they like the school and have Swedish friends (The Schools Inspectorate 2009b).

Here we will describe the work at the compulsory school level, "grundskolan" (nine years from seven to sixteen years of age) i.e. Nyhamreskolan and Gärdeskolan to see how they have organised the education for newly arrived pupils as well as look closer at Torsberg upper secondary school.

5.1. Nyhamreskolan (Primary and secondary school)

Nyhamre school is the school in the municipality receiving newly arrived pupils in grades two through nine. In total there are about 300 pupils at Nyhamre school during the academic year 2008/2009. About one third of the pupils has foreign background and

¹⁶ This section is to a large extent based on the report "Utbildning för nyanlända elever. Kvalitetsgranskning av Nyhamre skola, Gärdeskolan och Torsbergs gymnasium i Bollnäs kommun". Dnr: 00-2008:474./ 2009-09-25. (Education for newly arrived pupils. Quality evaluation of Nyhamre school, Gärdes-school, and Torsberg upper secondary school in Bollnäs municipality). Parts of the text is translated (more or less verbatim) by the Swedish team in order to be so correct as possible in the presentation of the most important and essential work done in these schools for reception of newly arrived children.

¹⁷ The term newly arrived children/pupils is normally used, regardless whether refugee status or not. All children, except paperless children have the right to be enrolled into the Swedish school system and have the same rights and obligations as other children. Paperless children may be enrolled in ordinary school if the school chooses to do so. Asylum seeking children have the right to participate in school, but it is no obligation.

come from more than twenty-five different countries. The school is housed in a renovated building (a former hospital). The school consists of classes in grades, classes for mentally handicapped children and introductory class for newly arrived children in grades two to nine.

For the activities relating to the newly arrived pupils at school Nyhamre a headmaster, at 50 per cent of full-time, is in charge. The same headmaster is also responsible for the integration activities within the school district for the entire municipality. For other activities in the school another headmaster is in charge. There is a close collaboration between the two headmasters. However, it appears that a degree of uncertainty exists at what time period responsibility for the newly arrived pupils is to be transferred from one headmaster to another. In some cases, the headmaster releases a newly arrived pupil when regular class begins. In other cases the responsibility remains until the pupil is integrated completely. The SI is somewhat critical their evaluation of this process. The responsibilities of the headmasters need to be clarified, which can be returned to the *Education Act*.¹⁸

At the time of the evaluation there were at Nyhamre school forty-one newly arrived pupils, placed in three different introductory classes: a group of unaccompanied minors in the grades seven to nine (thirteen-sixteen years),¹⁹ a group of other newly arrived pupils in grades seven to nine and a group of younger pupils (grades two to six). The placement of the different groups is based on a survey/mapping of pupils' previous experience, education background and age. Procedures for the reception are well documented in the Local Area Agreement that staff is well in agreement with and follows. For more information about the reception process (see **Appendix 3**).

Staff and newly arrived children perceive consistently that the reception process is well functioning. All newly arrived pupils have from the outset a belonging to a particular class and when pupils feel safe and have achieved some elementary knowledge of Swedish, an integration process is initiated – either in Nyhamre school or other schools. There is a stated ambition of the school to integrate the pupils as quickly as possible, into regular classroom instruction and after a few weeks, such an integration begins for some subjects.

For the older pupils (grades seven to nine) there are certain practical difficulties when moving to regular classes as it needs to happen to other schools. This is one of the reasons why the municipality has decided that from fall 2009 it will start up an introductory class for older newly arrived children (grades seven to nine) in Gärdesskolan.

In Nyhamre school's quality evaluation for 2008/2009, one of the goals was to improve information exchange and collaboration when children move from the introductory class to the ordinary class. The evaluation shows that the initial discussions on how to work towards this goal have begun, including planning meetings, where staff discusses on how the transfer process should be implemented. However, it was perceived that procedures still need to be improved.

At Nyhamre school, staff has particularly emphasised the importance of early establishment of good contacts with the pupils' parents, and the parents are invited to join the children's classes the first two weeks of school, partly to give the children a greater sense of security in schools but also to be given a knowledge and understanding of how school works.

From interviews with newly arrived pupil at the school it also turns out that they feel secure and that they feel at home at the school. One child writes: "I think the school environment is very important for the pupils and I think that this school has a good atmosphere. Teachers have a good behaviour towards the pupils so that children feel at ease." Pupils perceive that they are well received by both staff and other pupils. Two pupils said: "Schools and teachers are good. I enjoy school. I learn a lot" and "When I got to school, I was met with full respect. I really like school, the teachers are wonderful. The pupils are also wonderful". However, some newly arrived children express disappointment of too little contact with their Swedish peers. They have difficulty getting Swedish friends. From the staff's point of view, it was revealed some concern that the newly arrived older pupils in grades seven to nine were not really fitting into school because they are older than the rest of the school's children who are in the grades of one to six. The newly arrived pupils are perceived to be "too big". But some pupils among the new arrivals find it good to be among the young, for they are "kinder".

¹⁸ 2 kap. 2 § skollagen (Education act).

¹⁹ These children can however be older than their Swedish peers in these grades.

The SI found that there are well developed procedures for the reception of the newly arrived pupils for example through the identification of pupils' previous educational background, experience and interests. The mapping is then the basis for a flexible organisation of teaching in various group configurations, tailored to pupils' previous educational experience, age and needs. It stresses that the interaction with pupils' guardians considered is of good quality as well.

The SI also notes that there is a high level of ambition for smooth and early passing the newly arrived children into ordinary school activities. The staff has worked in a serious and deliberate way to improve procedures for this. Pupils in introductory classes participate from the start in the school's joint activities. When the pupil moves to regular classes, this implementation of the transition occurs gradually. The school has developed procedures in which the child first passes an introduction phase in class and then participates in physical education, art, music and crafts and finally fully participates in the ordinary class teaching. There is also a high level of awareness among staff about the value of early integration and particularly positive is that teachers from both ordinary classes and from introductory classes get together to discuss how the integration process can be further improved. Examples were also given for some interaction between regular classes and introductory classes, such as in theme days and sports days. But the school still feels that there is more to be done for the newly arrived children to come closer together with their Swedish classmates.

5.2. Gärdeskolan (Secondary school)

Gärdeskolan municipality is the only school for grades seven to nine and for the academic year 2008/2009 it had about 400 pupils. The school has pupils from eighteen different nationalities and all newly arrived pupils come to Gärdeskolan after they have been at the introductory class in Nyhamre and attained the age equivalent of at least the seventh grade.

At Gärdeskolan there is a so-called International Group, which focuses on providing special support and assistance for newly arrived pupils. Action programmes are available for those pupils deemed in need of special assistance. Those programmes are drawn up in a consultation

between the teachers in ordinary classes and the teachers responsible for teaching in the International Group.

At the time of the evaluation there were fifteen pupils who received part of their teaching in this group. Some pupils are in the group only a short time, while others remain and have parts of their teaching there for several years. All pupils have belonging to an ordinary class.

The activities of the International Group aim to enable pupils to enter the national programme in where they get most of their teaching. Some individual pupils will, in a limited time, get most of their teaching in the International Group. Decisions on placement in special education units are not taken at school level. According to the SI the school needs to be aware that for pupils who have received residence permits and are living in Sweden, there should be a decision for placement in a special education group. Such decisions should include an appeal reference with information saying that the pupil's guardian has the right to appeal to the national educational system's appeals committee. The activities of the International Group should enable pupils to enter the national programme in the upper secondary school and to develop their scholastic skills as far as possible. Gärdeskolan has higher proportion of qualified pupils for the national programmes²⁰ at the upper secondary school level, than in the country in general. Similarly, the proportion of pupils achieving the goals in all subjects is higher at Gärdeskolan, than in the country in general. Interviews with pupils in the International Group indicated that they were happy in school and they perceived themselves to be naturally included in the school's social community. The pupils felt safe and violations did not occur. One pupil said: "My first day at school was very exciting because everything was unknown to me: school, teachers and children. The teachers responded and welcomed me to the new school. It was very nice and I felt very good. My classmates accepted me. I got help from my teachers and from other pupils in the class when I needed it."

5.3. Torsberg gymnasium (Upper secondary school)

Torsberg upper secondary school has about 1,200 pupils and provides eleven national programmes as well as

²⁰ In upper secondary school, the pupil can choose directions, e.g. more theoretical training vs. subjects gearing towards a certain vocation. These programmes are "national programmes".

one individual and one specially designed international programme.

The programme, aiming at newly arrived pupils, is conducted within the frame of IIVIK (Introductory education for newly arrived pupils within the so-called individual programme, which is a special programme within upper secondary school). The programme started in fall 2008 without any formal decisions taken at the municipality level and without a targeted budget frame at the time. The SI states that the IIVIK activities keep surprisingly high standards, especially since the unit is quite new and that the economic situation at the time of the inspection was insecure and the formal decisions are not yet taken.

The SI finds that the headmaster is familiar with the activities of the newly arrived pupils and that she takes a major responsibility for working with the coordinating teacher for running the educational activities to achieve satisfying goals.

The programme IIVIK addresses pupils who are newly arrivals to Sweden. The programme offers education above all in Swedish as a second language (SSL), English and mathematics, but also in other subjects needed, like natural and social science, in order to develop the Swedish language and understanding of the Swedish society. The pupils should get a knowledge base for applying to a national upper secondary school programme or they should be able to study at folk high school or KOMVUX (upper secondary programmes for adults).

The programme has its own headmaster and about 25 per cent of her time is devoted to work within IIVIK. The process for reception to the programme is the following:

Registration interview/conversation: The pupil and his/her custodian or trustee participate together with a coordinating teacher from IIVIK, the pupil's prospective contact teacher, an officer from the Integration unit and a contact person from a so-called HVB-home (a foster home or equivalent) in the case of unaccompanied minors. This meeting will happen within two weeks after arrival to the municipality in question (i.e. Bollnäs in this case). Information about the school is provided and a mapping of the pupil's previous education, interests, personal goals and knowledge

in Swedish is undertaken. After completion of this investigation, the pupils are placed within one of three educational groups (levels) on the basis of, in the first place, the pupil's proficiency in the Swedish language. However, the organisation of IIVIK is flexible and the pupils may move between these three levels depending on their scholastic achievements. An individual study plan is established after four to six weeks from the introduction period.

The teachers work from each individual's perspective during the development of a pupil's handbook of studies. In this process they take into account not only the person's level of knowledge and literacy but also social/cultural/personal circumstances. One of the teachers at IIVIK argues that one main reason for the success of the programme is that the involved teachers had a different range of teaching experiences from SFI, the introductory classes at secondary school before starting at IIVIK. The same teacher also states that the border between her professional and personal identity becomes blurred as these children have experienced much and all have a story to tell about their journey to Sweden, which are brought into the class room. It is a challenge to find a strategy that works for oneself as a teacher, like for example, writing notes about the frightening things one has heard from the pupils. Thus, teachers working with newly arrived children are having another position/role in relation to the pupils compared to ordinary teachers. As a teacher you need support and an available network of people who can provide the pupil with the necessary help, like psychologists. Another challenge for the teachers is that it is not always easy to handle a heterogeneous group of pupils, even if they are divided in different groups within the class. Some pupils are illiterate when coming to Sweden, while others have graduated from upper secondary school in their homeland. Besides varying in their level of knowledge, the pupils come from different cultures, which often lead to intense discussions in the class room. Thus, a teacher in such a class needs cultural competence. "We have pupils here from all over the world. They carry with them so many different experiences and their aim is to finish at IIVIK and get a good life in Sweden."²¹

Before the start of the IIVIK programme these children and others had to attend SFI (Swedish For Immigrants), which was not the best solution according to both pupils and teachers. A nineteen year old boy who

²¹ (Swedish Radio, P4 Granskar, 20th October 2009).

previously studied at SFI states: “It was not that fun as it was only adults who went there.” But when he started at IVIK he was placed in a class with peers; it is important to study with other young people at the same age, to get friends and develop a social network. A teacher at IVIK, who has worked at SFI, agrees with the boy and says that it is rather problematic that children are in the same class as their parents. This affects the learning outcome as the child does not dare to make mistakes in front of the parents or say what one honestly believes. At IVIK the pupils can be themselves and be given the opportunity to discuss anything they want. As the class is divided in different groups an important gathering has been their common breakfast. To talk and discuss in Swedish is crucial in the IVIK programme, as well as to create social arenas for this. Besides its social aspect, each week two or three are assigned the task to buy and arrange with the food for one’s peers and teachers.²²

When the SI visited Torsberg upper secondary school, they had twenty-seven pupils within IVIK. The IVIK unit is located in the middle of the school which produces the conditions for a natural integration with the rest of the school. But according to the evaluation of the SI the level of integration at the school is not enough. The staff and the headmaster say that they have not yet had time to take all desired actions to improve integration with other school activities and pupils with Swedish as their mother tongue language. One event to increase integration has been to have specific days when the pupils at IVIK meet another class from the school.²³ Some interviewed pupils say they would like to meet Swedish pupils more often and to have more joint education: “It would be good to meet other Swedes in order to learn the language.” “I need more support in learning Swedish, which is a difficult language. I’m not getting enough time as it is now.”

In general, the pupils feel safe and that they are not exposed to violations or discrimination. Some pupils narrate: “As a Shia Muslim girl I am very pleased with Torsberg gymnasium, because I find that my religious faith is respected.” “The school is good. The teachers are nice, friendly and competent. They help us and they try their best. We feel safe in school.” “Hi, I love school here in Sweden, because they don’t beat the children.”

5.4. Educational quality in the schools

In all three examined schools, teaching is conducted in flexible groups based on a mapping of the pupils’ knowledge, experience, age and needs. Groups change when for example new pupils arrive and older pupils are channelled into regular school activities. Observations and interviews show that the teaching is highly adapted to pupils’ individual circumstances and needs. Especially at Torsberg’s gymnasium teaching is highly individualised and focused on meeting pupils’ needs at their individual level. A pupil with good knowledge of mathematics, for example, may continue at the right level in this subject and can simultaneously read at a lower level of English. The pupils’ individual goals are documented into their individual study plans.

Observations and interviews also show that in all three schools, there is great variation in approach and working methods. The SI could, for example, observe in all three schools very good examples of classroom teaching, i.e. teaching in small groups, individual instruction, individual work and group work. Pupils are also consistently provided good opportunities to have influence over their own learning by, for example, being encouraged to come with their own reflections and desires. The SI could also see good examples of how teaching, for example in Nyhamre school, was linked in terms of content to pupils’ previous experiences.

At Nyhamre school teaching focuses on giving pupils basic knowledge of Swedish. In a work, “Bird Migration”²⁴ are listed specified targets for teaching in the preparatory class. These are, for instance, subjects such as basic computer skills, market knowledge, service knowledge, science studies, etc. Also study guidance on the pupils’ mother tongue or his/her school language is available in several subjects, but not in all. In all three preparatory classes at Nyhamre are also available language supporters who speak the child’s native language but do not have basic knowledge of the subject. They function in part as interpreters and according to both staff and pupils offer a very good language support for the children.

Pupils in the Nyhamre school are highly pleased with the teaching they get. However, some pupils request teaching also in subjects they already have good

²² (Swedish Radio, P4 Granskar, 20th October 2009)

²³ (Swedish Radio, P4 Granskar, 20th October 2009)

²⁴ Dated 29.10.2007.

knowledge of, for example, they could lack teaching English and mathematics, and are afraid they will forget the skills they have today. However, most of the pupils the SI talked to think that it is most important is to learn Swedish first.

Individual development plans are not written regularly for the newly arrived pupils in preparatory classes at Nyhamre school. The staff prefers to keep waiting with such written plans until the pupil is moved to his/her regular classes. On the other hand, regular monitoring of pupils' progress and development discussions are made in the introduction classes with the help of language support or an interpreter. These meetings are held at least once per semester, sometimes several times. When a pupil leaves the introductory class a handover document is written that the pupil brings with him/her when he/her goes over to the regular class.

According to the School Ordinance for the compulsory school²⁵ individual development plans are to be written for all pupils. Also the General recommendations²⁶ for newly arrived pupils remind of this rule, i.e. it should be applied to all pupils in compulsory school without exception. In this case, the SI finds that schools in Bollnäs follow the rule of individual development plans and that follow-up work is done and satisfying documentation of the pupils' scholastic achievements is prepared.

At Gärdesskolan the main purpose of teaching in the International Group is to give the newly arrived pupils the special support they need in order to achieve the objectives of education. The pupils are offered instruction in all subjects, and decisions on an adjusted curriculum are made for those who lack capacity to benefit from education according to the regular curriculum. Grades are awarded in all subjects and for those pupils who do not achieve the goals by the end of year nine, written assessments are provided. A close interaction exists between the teachers of the school and the teacher who has primary responsibility for the activities of the International group.

In Gärdesskolan the pupil is offered tutoring in his/her mother tongue, or the pupil's school language, on some but not all, subjects. The reason is said to be that it can be hard to find teachers in all mother tongues for

covering all subjects. But in principle, the study guide is provided throughout Bollnäs municipality via tutoring of native language teachers (mother tongue teachers). The pupils bring their books on the subjects they need help in and go off to the native language teacher (mother tongue teacher) to get language assistance in their home language or school language. Many pupils do not want counselling, among other things, on the grounds that they then miss other types of instruction.

According to the SI, it is important that organisational factors do not stand in the way of the pupil's ability to obtain the counselling they are judged to have need of. The school should consider the disadvantages of having the whole study guide in one particular day of the week, which at the time of the evaluation was the regular routine, regardless of pupils' individual schedules.

At the Torsberg's gymnasium the principal focus is on Swedish as a second language, but also on math, English, social studies, science, physical education, drama and their own work on the pupils' schedules. What subjects the pupils do study depends on the pupils' individual circumstances and their past experiences and personal learning objectives. Pupils can receive a grade in Swedish as a second language, English, mathematics, social studies, and science. Study in the mother tongue is offered in several subjects, but not in all.

According to the School Ordinance, all children and young people, regardless of gender, geographical location and social and economic conditions, must have equal access to education within the public school system. In this evaluation the SI found that education for newly arrived pupils in the three schools evaluated keeps the high standard. However, the Inspectorate made the remark that Nyhamre school should adapt better to the mapping made initially at the introduction phase. The school should offer education also in subjects the pupils already have good knowledge of. For example, pupils, who already have good knowledge of mathematics, should still get education in order to reach more advanced levels in this subject.

Study guidance is, according to the SI, an important tool for the pupil to gain access to content knowledge without being limited by lack of knowledge of Swedish. In many cases this determine whether a pupil is deemed

²⁵ Sverige, Grundskoleförordningen 7, kap. 2§ (Sweden, Ordinance for compulsory school).

²⁶ Sverige, SKOLFÖS 2009:15, Skolverkets allmänna råd för utbildning av nyanlända elever. [Sweden, the Swedish National Agency for Education's Directions/Regulations 2009:15, General recommendations for education of newly arrived pupils].

to be received in regular education, or perceived as having the need to continue his/her education within the framework of a so-called introductory class.

The SI states that the three schools in Bollnäs municipality are making great efforts to offer all pupils a study guide in the language that the pupil had received instruction on (its so-called school language).

However, the Inspectorate also had some critique: There are some organisational limitations that have to do with the mother tongue teachers in charge of the study guidance, i.e. that this guidance is regulated to fixed times a week, regardless of the pupils' individual schedules and needs. The assessment also shows that there are some coordination problems between the native teachers who provide tutoring and pupils' regular teachers. Often it depends on the pupil's own complaints in communication with his/her mother tongue teacher/pupil counsellor to determine what kind of help he/she needs. Mother tongue teachers in the community have raised these difficulties with the headmaster in charge of integration activities. It would be better to interact with teachers during the planning stage of teaching and, for example, participate in school team's meetings. This has often not been completed.

5.5. Teacher competence and education in Swedish as a second language (SSL)

Most teachers working with newly arrived pupils in all three schools have by and large enough qualifications for this task. The whole staff has some kind of teacher college training and the teachers at IVIK, in particular, have full authority, including authority to teach in Swedish as a second language.

Some critique from the Schools Inspectorate's evaluation:

At lower school levels within compulsory school, i.e. Nyhamre and Gärdesskolan, some teachers do not have enough qualifications. There is also uncertainty about what second language learning means, and much of the teaching of Swedish as a second language provided at Nyhamre and Gärdesskolan has more the character of support to the Swedish language for pupils who have a mother tongue other than Swedish. The Inspectorate

suggests that the municipality should explore the need for teachers in Swedish as a second language and if necessary initiate and provide training to its staff or recruitment of teachers with enough qualifications in teaching of Swedish as a second language.

5.6. Conclusion and summary of the evaluation

Based on the Schools Inspectorate's quality assessment for newly arrived pupils in the municipality of Bollnäs, it was found that the evaluated schools in many ways live up to the national objectives and guidelines for the training for newly arrived pupils. The quality of education for newly arrived pupils is assessed as predominantly good. The points below show the areas to be addressed and areas where improvement is recommended.

Demand for action:

- Nyhamreskolan must offer pupils instruction in the subjects they are already proficient in.
- Individual development plans must be established for all pupils at Nyhamre.

Recommendations:

- The municipality needs to clarify the status of municipal guidelines.
- The municipality should take stock of the need and availability of teachers in Swedish as a second language.
- The head teachers/headmasters at all three schools need to take stock of the need for tutoring in the pupils' native language/language school as well as reviewing the organisation of the study guide so that it responds to pupils' individual needs.
- The division of responsibilities between the two principals of Nyhamre needs to be clarified.

6. CONCLUSIONS FROM A FOLLOW-UP STUDY

The follow-up study focuses on the use of the "General recommendations for the education of newly arrived pupils" at three Compulsory Comprehensive Schools in two municipalities in the south of Sweden.²⁷ The implicit

²⁷ Ewaldh, J., Larsson, E. & Månsson, S. (2011) "Det krävs ett språk för att lära sig ett annat – en studie om hur skolan arbetar med nyanlända elever." Thesis in Social Work, School of Health and Social Sciences, Halmstad University.

objective in the study was to examine how the work with newly arrived pupils is organised at these three schools and how it relates to the “General recommendations”. The study was based on qualitative semi-structured interviews with three teachers in two different schools and a telephone interview with a teacher at a third school. The three schools are located in two different municipalities in the south of Sweden and all of them have a high proportion of newly arrived pupils.

The main result shows that in two of the schools the teachers did not use the “General recommendations” in their work with the newly arrived pupils at all. The teachers in one of these schools did not even know that the recommendations existed. The results show some similarities in the work of teachers and the “General recommendations” at these two schools, but these similarities are not intentionally produced. In the third school the teachers organised their work without support from the “General recommendations” and they have developed their own methods. The teacher also said that they had “clear structures” prepared by the municipality.

According to the “General recommendations” the municipality should have clear routines for the reception of newly arrived pupils, so they can start school as soon as possible. The municipality should develop guidelines for the reception, and the personnel of all schools in the area should be familiar with these guidelines. Teachers in two of the schools had not noticed that the municipality had developed such guidelines and they did not know if such guidelines existed. They claimed that they are not always informed in advance when a newly arrived pupil arrives at school. At the third school, the teacher answered that they have a clear organisation prepared by the municipality concerning the reception of newly arrived pupils. They also have special personnel taking care of newly arrived pupils’ reception process. All the teachers said it is initially important to make the pupils feel safe but they have different views on what this work entails.

An important part in the reception process, according to the “General recommendations”, is the information between the school and the parents. The school should explain the school policies and the rights of the pupils in an understandable way. All respondents at the three schools in the study mentioned the school nurse as a significant person in this process. The school nurse is responsible for the first conversation with the newly arrived pupils and their parents. During

these conversations the pupils’ health situation and wellbeing are in focus. In all contacts with the newly arrived pupils and their parents the school personnel has access to an interpreter.

The teachers should, according to the “General recommendations”, identify the newly arrived pupil’s reading and writing skills. Furthermore, the teachers should focus on the pupil’s skills rather than shortcomings. The introductory class is described as important, but all teachers said that they don’t want to create segregation by having pupils remain in the introductory class for a long time. They want to move the pupils into “regular classes” as soon as possible. Individual plans are, according to the teachers in two of the schools in the study, important for finding the best solutions for every single pupil. They said that the planning for each pupil focuses on the individual’s needs, conditions and knowledge. The aim is that the pupils achieve appropriate knowledge, so they as soon as possible can move on to a “regular” class. One of the teachers said that it is important to take into account aspects such as the pupil’s previous knowledge and motivation for every single pupil. Respondents in the two schools said that work on the pupil’s abilities and needs is a guiding principle. They don’t have any direct guidelines, but their purpose is to develop the pupil’s social skills and Swedish language, so they can manage further education in a “regular class”. At the third school the teacher said that they carry out a survey of pupil’s previous background and emphasises the importance of teachers’ own knowledge about different countries’ education. The teacher also said that they have a well-developed binder in which they keep all the criteria of knowledge a newcomer should achieve before entry into the “regular class”. The authors’ analysis of the teachers’ stories is that their approach is focused on strengthening the pupil’s self-esteem and empowerment from the perspective of developing and strengthening the pupil’s social and educational skills.

According to the “General recommendations” the municipality should meet with local resources such as mother tongue teachers and “Swedish as a second language teachers”. Different schools are expected to work together to get a fair distribution of mother tongue teachers based on the needs of each school. From an educational point of view, teachers in two schools mentioned the importance of developing the mother tongue more. A clear approach that combines the pupil’s language education and the learning of other subjects is important according to the “General guidelines”. This is confirmed by the teachers in one

of the schools by demonstrating the importance of this in the individual planning and in teaching. Teachers at another school said that they have good mother tongue teachers and adequate resources right now, but the cultural diffusion begins to grow which leads to greater claims on the personnel in the future. The teachers will need more experience and wider skills. However, the teacher said that it may be a problem that the mother tongue teachers working in different ways at the school – some choose to supervise the pupils when they are in the class while others choose to guide the pupils individually.

Follow-up and evaluation is something that both the municipality and the schools continuously must do according to the “General recommendations”. The teachers are responsible for the follow-up of each pupil and should continuously reflect and analyse the pupil’s development of knowledge and social skills. According to the “General recommendations” such kinds of evaluations should be documented. The teachers at two of the schools said that they always follow-up the pupils but the documentation does not work in practice. They mean that there are no clear and general guidelines for how this should be designed and there is no time for documentation anyway. The teacher from the third school said that they have a well worked out system for working with the newly arrived pupils, which also makes it easier to follow-up and evaluate the pupil’s development. They update follow-ups regularly.

In order to meet the newly arrived pupils’ needs, it is important that all personnel have the opportunity to develop their skills and get further training. Teachers at all schools in the study believe that the personnel overall feel a strong need to learn more and improve their competence. According to the “General recommendations” each school has to investigate the need for training and more education among the personnel. Teachers at one of the schools in the study said there is a great need for building networks not only within the municipality but also nationwide, to share different existing approaches and methods. They mean that an exchange of experience leads to a new innovative approach. From all interviews it becomes clear that there is a need for more training for the personnel. The teacher in one of the schools said that they have access to training, where they learn more about diversity and culture, but it is not enough.²⁸

7. RECOMMENDATIONS AND CONCLUDING REMARKS

The studies presented in this report have shown that it is possible to implement the “General recommendations” on a local, municipal level. It is clear that different sub-goals from these recommendations are possible to be locally interpreted and implemented. However, we find it important to implement the “General recommendations” on a local level in interaction between the responsible authorities and the schools, in order to secure that this information reaches all the teachers who meet newly arrived pupils. Our in-depth study of Bollnäs demonstrates that an ambitious plan on the municipality level constitutes a foundation for successful work with integration within the school system covering all school levels. It appears that close collaboration between authorities, schools and services is a key for a successful integration. The evaluation on a local level as in this case, requires, of course, a national financial support in order to create a stable situation and to secure continuity in the integration work process with newly arrived children. The main issue of interest is of course how the “General recommendations” can be transferred to different national/local environments and whether there are certain preconditions for the practice to be replicated successfully in different national and/or local contexts. All countries have their own educational history and school systems. But we think general recommendations, which are formulated as concrete advice, make it easier for the local authorities to create a sustainable reception system for educational integration. Still, there has to be room for local adaptations of these advices (recommendations). Also, we think that follow-ups from the national authorities are essential for long term continuity and quality. However, it is important to stress that the main precondition for the described best practice is that for the education of newly arrived children and young people are to be applied the same provisions as for other pupils. The municipality and the school, in Sweden, have an unconditional obligation to provide every pupil with opportunities to achieve the learning objectives for one’s education. Another key issue when transferring the abovementioned best practice is to clarify what national authority(-ies) will be responsible for its implementation and evaluation. In Sweden, the SI is the central agency responsible for the supervision of preschool activities, the welfare of schoolchildren, schools management and adult education. Thus, there

²⁸ Ewaldh, J., Larsson, E. & Månsson, S. (2011) ”Det krävs ett språk för att lära sig ett annat – en studie om hur skolan arbetar med nyanlända elever.” Thesis in Social Work, School of Health and Social Sciences, Halmstad University.

has to be a functioning organisational set up among involved school authorities, officials and school staff. The “General recommendations” are difficult

to implement without necessary knowledge among officials, headmasters and teachers and lack of resources both in terms of time and money.

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Student thesis for follow-u of implementation of The General Recommendations 2011:

Ewaldh, J., Larsson, E. & Månsson, S. (2011) ”Det krävs ett språk för att lära sig ett annat – en studie om hur skolan arbetar med nyanlända elever. Thesis in Social Work, School of Health and Social Sciences, Halmstad University.

LIST OF ABBREVIATIONS

IVIK	– Individual program for upper secondary school
KOMVUX	– Upper secondary programs for adults
LÖK	– A local agreement between authorities in the municipality of Bollnäs
RASC	– Refugee and Asylum-seeking Children
SFI	– Swedish for immigrants
SI	– Schools Inspectorate
SSL	– Swedish as a second language

APPENDIX 1.

National educational goals for newly arrived children and young people

The municipality and the school's obligations include:

- **The municipality should have guidelines for how newly arrived pupils are to be received, and b ensure that these guidelines are known to the school staff.**

The National Agency for Education general recommendation for the education for newly arrived pupils (SKOLFS 2009:15)

- **The school has to map out the pupil's knowledge level in different subjects in order to make it possible for the pupils to get an education adjusted to the pupil's needs, conditions, experiences, and thinking.**

Section 2.2 and 2.7 in Curriculum for the compulsory school system, the pre-school class and the leisure-time centre (Lpo 94)

Section 2.1 and 2.5 in Curriculum for the non-compulsory school system (Lpf 94)

The National agency for education general recommendation for the education for newly arrived pupils (SKOLFS 2009:15)

- **The school has to carry out assessment continuously by means of recurrent structured dialogues with the pupil and, to the extent possible, his/her guardians.**

The National agency for education general recommendation for the education for newly arrived pupils (SKOLFS 2009:15)

- **The pupil has the right to study guidance in his/her mother tongue language and in his/her school language i.e. in Swedish.**

Chapter 5. 2–3 §§ in the *Compulsory school Ordinance*

Chapter 8. 5–6 §§ in the *Upper Secondary School Ordinance*

- **The school has an obligation to provide mother tongue education and Swedish as second language for those pupils in need.**

Chapter 2 . 9–14 and 15–16 §§ in the *Compulsory school Ordinance*

Chapter 5. 7–13 and 2 §§ in the *Upper Secondary School Ordinance*

- **The school has to carry out personal development dialogue.**

Chapter 7. 2 § in the *Compulsory school Ordinance*

Chapter 7. 19 § in the *Upper Secondary School Ordinance*

- **The school has to organise instruction on the basis of each newly arrived pupil's needs and prerequisites, and start out from the pupil's abilities, interests and strengths, and capitalise on and further develop the pupil's knowledge of different subjects.**

The National Agency for Education's General recommendations for the education for newly arrived pupils (SKOLFS 2009:15)

- **The school has to apply working methods that unite language development and learning of subject contents.**
- The National Agency for Education's General recommendations for the education for newly arrived pupils (SKOLFS 2009:15)

- **When evaluating and marking, the teacher must take into consideration a pupil's previous level of knowledge.**

Section 2.7 in the Curriculum for the compulsory school system, the pre-school class and the leisure-time centre (Lpo 94) and Section 2.5 in the Curriculum for the non-compulsory school system (Lpf 94)

- **All pupils have the right to educational and career counselling.**

Section 2.6 and 2.8 in Curriculum for the compulsory school system, the pre-school class and the leisure-time centre (Lpo 94)

Section 2.4 and 2.6 in Curriculum for the non-compulsory school system (Lpf 94)

Chapter 2. 6 § in the *Education Act*

The National Agency for education's General recommendation on study and vocational guidance (SKOLFS 2009:20)

APPENDIX 2.

The methodology used at the Schools Inspectorate's evaluation

The following section is based on The Schools Inspectorate's own description of how their evaluation proceeded, but some adjustments to the text have been made in order to be understood in an international context. Firstly, we have added some clarifications, and secondly we have removed some details which are not of interest in this report. The descriptions used are extracted partly from the Schools Inspectorate's report with attachments,²⁹ and partly from other types of material we have been able to share.³⁰ Furthermore, information has been gathered from the SI's website.³¹

Preparation

The SI chose, in cooperation with the Board of Migration, the fourteen municipalities and thirty-four schools which should take part in the evaluation. The selected municipalities had different conditions such as the size of the municipality, e.g. whether the municipality is a rural municipality or an urban area, etc. They also wanted municipalities with a long tradition of receiving newly arrived pupils and municipalities who have recently begun to receive new arrivals. The selection is based on the knowledge that already existed on the basis of previously conducted inspections. Both municipalities and schools that have demonstrated weaknesses and municipalities and schools that served as good examples in the areas examined are represented. After the selection was made local authorities and schools were briefed about the upcoming inspection. Those responsible for the project developed various support materials such as questionnaires, interview guides, internal assessment materials, report templates, etc.

A pilot study was conducted in one of the municipalities to test the support materials produced. Based on the results of this study methods and materials were adjusted prior to the audit of other municipalities and schools were conducted. Before visiting the municipalities and schools, national statistics related to newly arrived pupils were collected and processed. An example of statistical information is the goal achievement (grades) for the group newly arrived in relation to other pupils. Data and current statistics from the municipalities were also collected.

Examples of questions that the municipalities were asked to answer were:

²⁹ Skolinspektionen (2009). Utbildning för nyanlända elever. Stockholm: Skolinspektionen. (The Schools Inspectorate, 2009. Education for newly arrived pupils)

³⁰ E-mail communication with Helena Olivestam Torold. The Schools Inspectorate in Lund. 11052011

³¹ www.skolinspektionen.se 01082011

- If you use a definition of newly arrived pupils different from the definition the SI is based on, what is your definition?
- How many years has the municipality received newly arrived pupils?
- Which schools in the municipality receives the new arrivals in 2008 and 2009? How many new arrivals do you accept?
- Do you provide mother tongue education for all new arrivals who need it?
- Is there any language that the municipality can't offer? If yes, what?

Below a model table for the statistics to be collected is shown. Statistics, answers, and documents from the municipal and school level were then processed and analysed and were used as point of departure during the school visits.

Table 1. Statistics municipalities should provide to the Schools Inspectorate (*Skolinspektionen*, 2009b, p. 18).

	2005	2006	2007	2008
Number of newly arrived pupils in total in the municipality				
Proportion of girls				
Proportion of boys				
Number of newly arrived pupils in primary school				
Number of newly arrived pupils in so-called preparatory class				
Number of newly arrived pupils in secondary school				
Number of newly arrived pupils in so-called IVIK				
Number of newly arrived pupils in SFI (Swedish For Immigrants)				
Number of newly arrived pupils with mother tongue education				
Number of newly arrived pupils with study guidance in their mother tongue				
Number of newly arrived pupils with Swedish as a Second Language				
Number of newly arrived pupils with special educational needs				
Number of newly arrived pupils with action programme				

School visits

School inspection visits have been adapted to various municipalities and school organisations, policies and procedures. This means that the examination of certain municipalities occurred in both municipal and school level, while the review of certain municipalities primarily occurred at the school level. The focus has been on visits at schools. The inspectors have assessed the effectiveness of teaching in languages and other subjects. Outside experts, such as in the field of bilingualism and second language acquisition, have been linked to the inspection. The project group also organised three seminars with invited experts.

Interviews were conducted with representatives of municipalities, school principals and a selection of teachers and pupils. Primarily teachers working with newly arrived pupils were interviewed. The interviews with the pupils

were in most cases carried out with the help of an interpreter, in some cases by telephone interpreting. For school visits and lecture visits, inspectors also made observations on the basis of an observation schedule (see further below). Alongside these observations, there have been spontaneous conversations with pupils and teachers in the hallways, the dining rooms, the playground and so on.

Interviews

The interviews **with representatives of the municipality** have been based on the following themes:

- **Follow-ups**
 - School situation (presence of violations, security, etc.). Awareness of the risks of discrimination, etc.
 - Results. What results do the newly arrived pupils perform and are the results used for improvement?
- **Individual** or general solutions in the educational work. Equivalence?
- **Cooperation** with other agencies (e.g. Social Services and Immigration Service).
- **Information.** (on the notification, school system, choice and so on. Use of interpreter? How quickly can the newly arrived pupils begin school?)
- **Mother tongue instruction.** (Organisation, competent teachers, etc.)
- **Organisation.** (Is there need for a organisation change to meet newly arrived pupils' needs? Mother tongue teachers, Swedish as a second language, coordination?)
- **Roles and responsibilities** when it comes to education for newcomers. How does a teachers' training look like? Conducted professional development?

The interviews **with teachers** who teach newly arrived pupils have been based on the following themes:

- Teachers' background and training
- How do the **procedures, mapping and introduction** (socially and cognitively) look like?
 - What are the strategies and guidelines to include the newly arrived in social intercourse? What routines and guidelines are available for introduction in the regular class?
- How is the Swedish school system, society's expectations and so on **clarified** for pupils?
- **Norms and values.** Is there any preventive and remedial work? Security? Are there sponsors? How to prevent indirect discrimination? How do you work with equality? Do you have any equality plan and does it emanate from mapping?
- How do they take advantage of the pupil's **needs and conditions**? How to identify reasonable **expectations**? Is there any individualisation going on? How do they take advantage of knowledge and **experience**? What skills to do **mapping** exists?
- Pupils' needs versus the school's organisation? What determines which subjects the pupil is taught? Do teachers have **support** from anyone in the community?
- **Action programmes.** When, how, preceded by the investigation?
- What controls the **planning and organisation** of instruction for newly arrived pupils? Where will the goals set? Goals to strive towards? Group size, materials, teaching and learning methods. What does the organisation of teaching mean? Pupils' participation?
- **Assessment**, grading, personal development dialogues, Individual Development Plans (IUP), pupils' participation?
- **Mother tongue** – how to motivate, how organised, cooperation mother tongue teacher and another teacher?
- **Study guidance** – Scale? Motive? In all languages? In regular group?
- **Swedish as a second language (SVA)** – course syllabus, national tests, grades, teachers' skills?
- **Achievements**? Are there certain subjects that they do not reach the goals in? Is analysis done not only by individuals' lack of ability but also from the educational work? Another achievement than the quantitatively measurable – how do you reason? Do you evaluate it?
- How is the **cooperation** between mother tongue teachers, subject teachers and teachers offering study guidance?
- If there is an **introduction class**: how is the teaching planned? What rules? How to secure pupil membership in

- social settings? If there is no introduction class - how do you do then?
- Teachers' skills?

Teacher Surveys

The evaluation also included teacher questionnaires as part of the assessments. These questionnaires consisted of three questions to which the teachers had to give their own answers. Questionnaires have been distributed to all teachers in the schools visited in connection with the project, that is, not only to those teachers who directly worked with newly arrived pupils. In total approximately 180 teachers responded to the questionnaire. The SI has assessed that it is mainly teachers who have daily contact with newly arrived pupils who answered the questionnaire.

The questionnaire consisted of three questions:

- 1) What are your responsibilities at work with newly arrived pupils?
- 2) What training do you have for newly arrived pupils? Is there anything you miss? If so, what is it?
- 3) Describe your work with newly arrived pupils.

Teachers were asked to write as fully as they could and to bring as much as possible of their experiences from work both in and outside the classroom! The responses that the SI received are of varying lengths and were analysed using a qualitative text-analytic method. The analysis provided a basis for the reports along with other materials.

Interviews with newly arrived pupils

Interviews were conducted both with pupils both in primary and in secondary schools. Most of the topics for discussion were common to both types of schools, but some were different. The SI has developed a conversation guide in English for recently arrived lower secondary school pupils and we use this here, except for the questions that are unique for pupils in upper secondary school.

Below themes and questions posed to pupils in primary and secondary schools are described. The same questions were used on both school levels.

Introduction

- When did you arrive in Sweden?
- Which country are you from – from what place?
- What is your mother tongue?
- What languages do you speak? (How come you can speak English?)
- Why did you come to Sweden?
- How old are you?
- What happened when you came to Sweden?
- To what place in Sweden did you first arrive?

Differences between schools

- Can you tell us about the differences between your former school (in your native country) and the school in Sweden? The relationship between teachers and pupils? How about the demand from teachers in your former school and in this one? Where the demands tougher than in Swedish school?

Reception in the Swedish school

- Tell us what happened when you arrived at the school in Sweden? Has anyone asked you about health, level of knowledge, what was life like in your native country, why and how did you come to Sweden? What happened on the way here?
- How much were you informed about the Swedish school system? How where you introduced into your class?

School in Sweden

- Is it easy to understand what you are supposed to learn, how to behave and so on.

Teachers

- How do they treat you? Do they find out what you already know? Do they give you enough support? Do they discuss what you are supposed to learn and why and how you are supposed to learn it?

Classmates

- How do they treat you? Did you feel welcome? Do you feel respected? How about breaks – what do you do – are you lonely?

Former school experience

- Can you make use of what you already know or do you have to learn everything once again? Is anyone in school interested in what you know about your country for example politics, what life is like there, traditions and so on?

Mother tongue

- Do you get any education in your mother tongue? When? How? Has anyone talked to you about why this is important?

Swedish as a second language.

- How is education in Swedish? Do you feel that education is on the level that is right for you?

Other subjects

- What subjects do you have lessons in? For example history, geography, religion, natural sciences such chemistry, biology, physics.
- English and mathematics?
- What language is spoken during lessons? Do you get help in your mother tongue (study guidance) sometimes, for example with math?
- Is there any subject that is more difficult than the others?

Learning

- Do you understand what you are supposed to learn?
- Do you understand why you are given a certain grade? (If the teacher says you are good at something or that you do not know enough about something, do you understand why?)

Progress

- Do you and your parents and your teacher meet to discuss your progress in school? How often?
- What are your personal goals for your learning at school? Have you chosen them in discussion with your teacher and your parents?
- Individual development plan?
- Is school difficult, easy or on a suitable level? Is there anything you miss at school?

The following themes concern interviews with pupils in primary schools:

- Is any action programme done for you?

The following themes concern interviews with pupils in secondary schools:

- Is it easy to understand the Swedish society? What is considered wrong and right? View of women? And so on.
- Do you receive information about how the different choices you make can affect your opportunities for education in the future?
- Do you know that you can study your mother tongue in different ways?

Pupils' stories

In order to highlight the pupils and get a pupil perspective, pupils have been told to write about their meeting with the Swedish school system. These stories were written in connection with the interviews. The inspectors themselves have given out the task and collected the responses. About 200 stories were collected. Pupils have to be anonymous and write in the language that they consider the easiest to write in, for example, in their mother tongue. The stories were then translated. The pupils' stories exhibited a wide distribution in length and in which the topics covered. The stories were analysed as a whole in which the individual stories are understood as part of a shared experience of being a newly arrived pupil. The analyses of pupil narratives were included as a basis for the review, but also form the basis for municipal and school reports.

Observations

The observations made during visits to schools and the lessons have been focused on six areas: environment, materials, education, individualisation/support, participation and attitudes/relationships. The observations have been supplemented by spontaneous conversations with teachers and pupils. The most important questions for the observation were:

Environment

- What signals the environment?
- Is there any thought behind how the environment is designed?
- Is the environment appropriate for the individual/the group?
- Is there for instance any gathering place for dialogue?
- Is there space for individual work/group work?
- Are there any computer workstations, opportunity to express themselves creatively, any aesthetical activity?
- How are the rooms used?

Materials

- Is the material adjusted to the individual/the group?
- How is the material organised?
- Is it easy to find? Is it neat and tidy?
- How is the material designed?
- Available materials in a different language?
- Are there computer programmes, dictionaries and other translated materials?
- Other educational materials? In which subjects?

Education

- In what ways has the teacher mapped out and tried to take advantage of the resources pupils carry with them?
- Is the teacher showing interest in the "whole" pupil?
- Does the teacher encourage the pupils to use "all" their languages?
- Does the teacher show trust in the pupils' ability to develop?
- Does the teacher display high teacher expectations for their pupils?
- In what way does the teacher contextualise tasks?
- What is the basis for the teacher's education? Are the goals to strive towards visible?
- How has the teacher structured the lesson?
- Has the teacher the pupil's individual experience/common experience in the group as a point of departure?
Creates the teacher common frames of reference?
- How much of the time is used for instruction?
- Does the lesson involve production or reproduction? Does something creative appear?
- How does the teacher tie up the lesson?

Individualisation? Support?

- In what terms is it visible whether and how teaching is based on the individual circumstances and needs?

- Is there any ongoing study guidance?
- Are other support operations, even outside the classroom, going on?
- How is the teacher challenging the pupil?

Participation

- Is pupil's participation visible?
- How is the pupil's individual development plan used?
- Does it show if the pupil is aware of educational goals, personal goals? In what way then?
- Does it show if the pupil can contribute something?

Attitudes/relationships

- What are the expectations on the pupil?
- Does the teacher listen to the pupil?
- How is the teacher permissive?
- Visual no mutual trust, respect?
- What is the mood there?

Processing and evaluation of information

The inspectors in charge have processed, together with the project team, the collected information. Processing took place in seminars, via video, phone and email.

Assessments have been made against pre-determined questions and applicable statutes. The project team has, based on the statutes including curricula, general recommendations and statements, prepared and used an assessment base which also formed the basis for reporting. In the external reference group there have been the skills to connect a research perspective to the assessments. In order to assure the quality of assessments for the project an assessment basis was prepared, including statutes and research support. Within the project team discussions about the assessment have taken place on a regular basis.

Regional reporting

The school authorities have been informed about necessary arrangements for improving education for newly arrived pupils – improvements that go in line with present regulations and laws. The reporting has been done from both a quality and inspection perspective. Reports have been written. The regular supervision follows up any deficiencies until the expected results are achieved.

Evaluation of the project

Before the project was carried out, a small process evaluation was conducted. The evaluation was carried out during some of the project's regular project meetings. A self-assessment method, the SWOT analysis, has been used. The analysis made it possible to adjust work methods, procedures and information to become more efficient in the main project.

APPENDIX 3.

A description of the general reception procedure for integration of newly arrived pupils into the school system of Bollnäs is given below. The example of the procedure is taken from reception into primary school (not secondary school):

- The receiving school should be selected primarily according to the proximity principle (proximity to home).

- All school aged children of newly arrived refugees and asylum seekers are notified to the Multicultural Unit, the Integration Unit or the Unit for unaccompanied children.
- Other school aged children of immigrants are reported to the Multicultural Unit by the custodian himself/herself, or by another person who has received information about a newly arrived family with children.
- The Multicultural Division's director is called for an enrolment (registration) meeting within one month, where the pupil, the pupil's custodian/trustee, headmaster of the designated school, a teacher from the introductory class, and other involved school personnel are assembled. Depending on the migration situation there can also be an integration officer or housing staff participating in this meeting.
- If the custodians/parents choose to put their children directly in the ordinary school class and not in the introductory class, the normal routine on the designated school has to be followed.
- All newly arrived children who are six-seven years old start directly in pre-school or in year one at the designated school.
- Students aged eight to fifteen years who are assigned to one of the primary school's introductory classes shall be promptly placed in the designated school. At hand, the pupil should be transferred to an ordinary class. The pace of this process should be adapted according to an individual plan.
- A pupil, who is turning sixteen during the year of arrival, may be offered to start in secondary school's IVIK (individual program) already during spring semester.
- In connection to the registration the pupil is offered a health check with the school nurse.
- Support in school work shall be given to students who are new arrivals and who are in need of this. The support varies according to need and takes the form of language support, Swedish as a second language and tutoring in their native language (mother tongue).
- Mother tongue instruction is offered when at least five students of the same language have expressed an interest and when appropriate teachers of the language in question are available.
- Pupils with at least one parent having another ethnicity are offered to study under the curriculum of Swedish as a second language (SSL). The headmaster decides on which course the student should follow.
- The so-called multi-cultural group of Gärdesskolan offers remedial education to those immigrant students at the school who need it.
- Any change in the education of refugee pupils has to be communicated to the Integration Unit. For unaccompanied children/young people changes have to be communicated to the HVB-home contact person. Information to the child's guardian is provided by the contact person.
- The Integration officer or the contact person should be involved in the discussion on school progress if necessary. The guardian, a specially appointed custodian or a parent should always participate.
- At the end of the school year a coordination and follow-up meeting is held at the school with officers from the Integration Unit, the Unit for unaccompanied minors and, if needed, other involved partners.