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Title

Teacher Training in Linguistic Diversity within Inclusive Education: Cooperation between Non-governmental Non-profit Organizations and Educational Institutions. Situation in Three European Countries.

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CYCLE XXXII

To all living beings.
Since we are all equal.

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Abstract

The dissertation thesis seeks to map a situation in three European countries relating to potential of non-profit organizations to cooperate with teachers in education of students with a different mother tongue in a period of rapid and dramatic changes resulting from geo-political transformations around the world, to which it is necessary to react promptly. Non-profit sector with its flexible and independent policy may contribute to stabilization of a situation.

For the research itself, a mixed method research design was applied, particularly QUAN – QUAL → Findings → Interpretation model. Participants of the research were: non-profit organizations (NPOs) which work in the area of students with different mother tongue in three geographical areas (Czech Republic, Sicily in Italy, Castilla-León Autonomous Community in Spain); and teachers with experience from kindergarten, primary and secondary schools from the same geographical areas.

Our findings reveal that NPOs are ready to play several roles (teacher training institution, mediator between school/teacher and family/student, counsellor, source of inspiration for teachers etc.) as partners for schools/teachers in education of students with different mother tongue in all three countries. Nevertheless, NPOs feel that cooperation with formal education institutions has its weak points (e.g. different funding approaches and strategies, exchange of opinions and good practices, wider mutual communication, etc.) and should pursued in greater depth at various levels (e.g. school, state, teachers, NPOs). Thus, they identify strategies which might empower this partnership. The fact that the situation is not ideal is also supported by data obtained through interviews with teachers during which teachers confessed to have almost none experience with non-profit sector. However, they expressed their openness to such collaboration.

Keywords: inclusion, intercultural education, non-profit sector, teacher training, students with different mother tongue, networks, partnership

La presente tesi di dottorato di ricerca internazionale si propone, attraverso un lavoro di ricerca svolto in tre differenti paesi europei, di descrivere la situazione, relativa alla capacità delle organizzazioni no-profit di cooperare con gli insegnanti nella formazione di studenti di diversa madrelingua. In questo periodo di rapidi e drammatici cambiamenti derivanti da trasformazioni geopolitiche in tutto il mondo il settore non profit, con la sua politica flessibile e indipendente, può contribuire alla stabilizzazione di una situazione che richiede grande attenzione educativa.

Per la ricerca è stato applicato un metodo misto di ricerca, in particolare il modello QUAN - QUAL→ Risultati → Interpretazione. I partecipanti alla ricerca sono stati: organizzazioni no-profit (NPO) che operano nell'area di studenti di diversa madrelingua in tre aree geografiche (la Repubblica Ceca, la Sicilia in Italia, la Comunità Autonoma di Castilla-León in Spagna); insegnanti con esperienza di scuole materne, primarie e secondarie delle stesse aree geografiche.

I nostri risultati rivelano che le NPO sono pronte a svolgere diverse funzioni (formazione degli insegnanti, mediazione tra scuola/insegnante e famiglia/studente, consulenza, fonte di ispirazione per gli insegnanti, ecc..), come partner per le scuole e gli insegnanti nell'istruzione di studenti di diversa madrelingua in tutti e tre i paesi. Tuttavia, le NPO ritengono che la cooperazione con gli istituti di istruzione formale abbia alcuni punti deboli (ad esempio: diversi approcci e strategie di finanziamento, scambio di opinioni e buone pratiche, una più ampia comunicazione reciproca, ecc..) e dovrebbe essere perseguita in modo più approfondito a vari livelli (ad esempio: scuola, Stato, insegnanti, NPO). Di conseguenza essi identificano le strategie che potrebbero rafforzare questo partenariato. Il fatto che la situazione non è ideale è supportato anche da dati ottenuti attraverso interviste con gli insegnanti durante le quali gli insegnanti stessi hanno confessato di non avere quasi nessuna esperienza con il settore non-profit. Tuttavia, hanno espresso la loro disponibilità a tale collaborazione.

Parole chiave: inclusione, educazione interculturale, settore no-profit, formazione degli insegnanti, studenti di diversa madrelingua, reti, partnership

Esta tesis doctoral internacional tiene por objeto describir el potencial de las organizaciones sin fines de lucro para cooperar con los profesores en la formación de estudiantes de diferentes lenguas maternas. El trabajo se ha realizado en tres países europeos en un período de cambios rápidos y dramáticos resultantes de las transformaciones geopolíticas en todo el mundo, a los que es necesario reaccionar con prontitud. El sector sin ánimo de lucro, con su política flexible e independiente, puede contribuir a la mejora de situaciones que demandan urgente atención educativa.

Para la propia investigación se ha aplicado un método mixto de investigación, en particular el modelo CUAN – CUAL → Resultados → Interpretación. Los participantes en la investigación fueron: organizaciones sin ánimo de lucro (NPO) que trabajan con estudiantes de diferentes lenguas maternas en tres zonas geográficas (República Checa; Sicilia, en Italia; y la Comunidad Autónoma de Castilla-León, en España); y profesores con experiencia en educación infantil, escuelas primarias y secundarias de las mismas zonas geográficas.

Nuestros resultados revelan que las organizaciones sin fines de lucro están dispuestas a desempeñar diferentes funciones (formación de docentes, mediador entre escuela-maestro y familia- estudiante, consultor, fuente de inspiración para los docentes, etc.) como colaboradores de las escuelas y los docentes en la educación de estudiantes de diferentes lenguas maternas en los tres países. Sin embargo, las organizaciones sin ánimo de lucro consideran que la cooperación con las instituciones de educación formal tiene sus puntos débiles (por ejemplo, los diferentes enfoques y estrategias de financiación, el intercambio de puntos de vista y buenas prácticas, una comunicación mutua más amplia, etc.) y que debería proseguirse en mayor profundidad en diversos niveles (por ejemplo, en la escuela, el Estado, los docentes y las organizaciones sin ánimo de lucro). Por lo tanto, identifican estrategias que podrían fortalecer esta asociación. El hecho de que la situación no sea la ideal también se ve respaldado por los datos obtenidos a través de entrevistas con los profesores, durante las cuales éstos confesaron que casi no tienen experiencia con el sector de asociaciones sin ánimo de lucro. Sin embargo, expresaron su voluntad de hacerlo.

Palabras clave: inclusión, educación intercultural, sector no lucrativo, formación de profesores, estudiantes de diferentes lenguas maternas, redes, asociaciones.

Disertační práce se snaží zmapovat situaci ve třech evropských zemích ve vztahu k potenciálu neziskových organizací spolupracovat s učiteli ve vzdělávání studentů s odlišným mateřským jazykem, a to v období rychlých a dramatických změn vyplývajících z geopolitických transformací po celém světě, na které je nutné okamžitě reagovat. Neziskový sektor díky své flexibilní a nezávislé politice může přispět ke stabilizaci situace.

Pro samotný výzkum byl použit návrh smíšené výzkumné metody, specificky se jedná o model KVAN - KVAL → Výsledky → Interpretace. Účastníky výzkumu byly: neziskové organizace (NPO), které pracují v oblasti studentů s odlišným mateřským jazykem ve třech zeměpisných oblastech (Česká republika, Sicílie v Itálii, autonomní společenství Castilla-León ve Španělsku); a učitelé se zkušenostmi z mateřských, základních a středních škol ze stejných geografických oblastí.

Naše zjištění ukazují, že NPO jsou připraveny zastupovat několik rolí (instituce pro přípravu učitelů, prostředník mezi školou/učitelem a rodinou/studentem, poradenské centrum, zdroj inspirace pro učitele atd.) ve funkci partnerů pro školy/učitele při vzdělávání studentů s odlišným mateřským jazykem ve všech třech zemích. NPO však mají pocit, že spolupráce se školami má své slabé stránky (např. různé přístupy a strategie financování, výměna názorů a osvědčených postupů, širší vzájemná komunikace atd.) a měla by se učinit opatření na různých úrovních (např. škol, státu, učitelů, neziskových organizací) vedoucí ke zlepšení situace. NPO identifikují strategie, které by mohly posílit takováto partnerství. Skutečnost, že situace není ideální, dokazují také výsledky získané z rozhovorů s učiteli, během nichž se učitelé přiznali, že nemají téměř žádné zkušenosti s neziskovým sektorem. Vyjádřili však svou otevřenost k takového spolupráci.

Klíčová slova: inkluze, interkulturní vzdělávání, neziskový sektor, školení učitelů, studenti s odlišným mateřským jazykem, síťování, partnerství

INTRODUCTION

"Education is the most powerful weapon which you can use to change the world."
Nelson Mandela

At the European Union level, the Europe 2020 strategy has been developed to overcome economic crisis and create the conditions for more competitive economy. This economic strategy has five main transversal objectives reflecting economic, social and environmental contexts of development of European societies, which undeniably effect on education. Economic, social and environmental aspects together form the basis for inclusive, competence-based, innovative, resource-efficient and sustainable environment within social cohesion, in which education represents fundamental building block (European Commission, 2010a). In accordance, Global Agenda from September 2015 under United Nations (UN) auspices supports economic factors of social and environmental development in the world and emphasizes the need to provide quality life to growing number of people in the long run. Important role in reaching this objective plays the quality of education for all (EFA) that shapes current and future economic growth (World Economic Forum, 2015). A key issue in many economic and social sectors is to identify future changes and transform them into educational reality in which future generations will be prepared to successfully deal with challenges. (European Commission, 2010a; Ministerstvo školství, mládeže a tělovýchovy [MŠMT], 2015b). In the Rome Declaration (Council of Europe, 2017) which has been signed by leaders of 27 member states and of the European Council, the European Parliament and the European Commission, countries pledged to work towards "a stronger Europe: a Union in which young people receive the best education and training and can study and find jobs across the continent; a Union which preserves our cultural heritage and promotes cultural diversity" (European Commission, 2018a, p.1).

Sustainable future in education guarantees everyone to acquire the knowledge, skills, attitudes and values needed during the whole life. The recent Council Conclusions on the Social Dimension of Education and Training stated that education and training systems across Europe need to recognise key competences for all as a fundamental principle not just for economic growth but also for social inclusion (Council of Europe, 2010a). In response to current competence gaps in a society, the Pillar of Social Rights underlines as its first principle that "everyone has the right to quality and inclusive education, training and life-long learning in

order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market" (European Commission, 2017c, p.5).

The success of a society relies, to a large extent, on a quality of an education system. This quality depends on a status of its teachers, which arises from their proper choice and subsequently from their education/training during all stages of their professional career. As teaching is a very demanding and challenging profession, it requires support in order to succeed in a constantly changing society (European Commission, 2017b).

Even though national politics towards teacher training of European countries differ, Incheon Declaration for the implementation of Agenda for Sustainable Development Goal no. 4 on Education urges to Member States to "… *ensure that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems*" (UNESCO, 2016, p.8). This call expects Member States to continuously review, analyse and improve the quality of teacher training (pre-service and in-service) in all currently relevant areas to proceed towards common goal which leads to inclusive education, i.e. education for all where every learner matters and matters equally (UNESCO, 2017a).

Inclusive education celebrates differences and views these varieties between students as resources to enrich learning rather than problems which have to be overcome (UNESCO, 1994). Moreover, inclusive approaches to teaching and learning process respect and build on differences bearing in mind that diversity is connected to each, individual child in a classroom not just those with impairments (Ainscow, Booth & Dyson, 2006; Booth & Ainscow, 2016).

The term *diversity* can be generally defined as *the state of being diverse*. For this reason, it is not a surprise, that diversity relates to countless spheres of our lives and its particular definition depends on its particular sphere and context. In the light of education, diversity shines as a term that is widely spoken in the sense of inclusive education and also there, within this concrete area, it has many positions. OECD (2010a) define diversity as: "characteristics that can affect the specific ways in which developmental potential and learning are realised, including cultural, linguistic, ethnic, religious and socio-economic differences" (p. 21).

This dissertation thesis focuses on a diversity in terms of having different mother tongue from language of schooling (also referred to as second-language students [L2 students]). It includes students of first and subsequent generations of EU and third country migrants, asylum seekers and refugees, national and regional linguistic minorities, as well as other students for whom a language of schooling is the second language.

Initiatives and opportunities to build and share knowledge and experiences on principles of inclusion should be a part of teacher training programs throughout the whole teacher's career (Casado-Muñoz & Lezcano-Barbero, 2012). Teachers need constant support to update their knowledge and competences to handle new situations in their classrooms. Relating to L2 students, teacher do not feel prepared for diverse schooling environments and tend to keep negative attitudes towards students with a diverse linguistic, cultural and/or religious background (Public Policy and Management Institute [PPMI], 2017a); nevertheless, they seek to obtain information to handle and overcome difficulties they meet (UNESCO, 2016).. The recent arrival of migrants in Europe made this even more pressing issue. To avoid tensions in society, education systems and hence teachers have to be ready to accept diversity as an essential part, a substance, which, if treated separately, can deepen intolerance and exclusion (Van Driel, Darmody & Kerzil, 2016). In the agenda called *A Clear Agenda for Migrant Education in Europe* and in its additional recommendations, the SIRIUS Network (2014) recommended, to Educational Authorities in Member States, to train teachers in the topics of migration, acculturation, social psychology phenomena, language (including second language learning, formative assessment, language diagnostics and intercultural education), diversity and ethnic identity issues relating to the diverse and challenging environments in which teachers have to perform. According to this report, any pre-service or in-service training programs for school leaders and teachers should include intercultural skills, expertise in the second language learning, as well as knowledge about project implementation and evaluation (SIRIUS Network, 2014).

Even though the task to educate teachers should belong to the main objectives and responsibilities of governments, it might not be in their capacities to cover the whole spectrum of teacher training activities and follow new demands that shape or constrain teachers' pedagogical choices (Gardinier, 2012). Moreover, the state sector may not be sufficiently flexible in responses to changes. Non-profit organizations with their participatory and experiential approaches have made significant contribution to education for sustainable development as they perform various functions in democratic society. In regard to governmental institutions, they can contribute (as service providers) to compensate limited finances and capacity of governmental institutions (Kieu & Singer, 2017), they also play their role in innovation, advocacy, expressive function, capacity and community building (Kendall, 2003; Salamon, Anheier, List, Toepler & Sokolowski, 1999). "NGO action is often described as small scale, flexible, dynamic, adaptive, local, efficient and innovative" (Ulleberg, 2009, p. 12). To identify changes which will appear in the future is not an easy task. Adaptation to these

changes takes time and require systematic management of activities such as planning, regulating, commanding, coordinating, controlling and evaluating. The importance of NPOs as collaborator with governments, partner, and a contributer in the world of education is becoming more recognized among international researchers (Rollan & Somerton, 2019). To create networks of partnerships can be a way how to effectively achieve the objectives pursued. There have been already done some studies which support such collaboration and reveal its benefits (Nelson & Gazley, 2014; Tabira, Otieno & Goto, 2016).

The dissertation thesis responds to the current tense situation in our society caused by gradually increasing migration and highlights the need to form sustainable partnerships which help, through a joint effort, to form well-informed and educated society that knows how to live in a multicultural environment without prejudice and stereotypes. The dissertation thesis contains 6 chapters and is divided into theoretical and empirical part.

The theoretical part includes 3 chapters in which summarizes theoretical knowledge relevant to the topic while examining work published in foreign and domestic (Czech, Italian and Spanish) publications, scientific articles and significantly important European or worldwide reports. Before individual chapters, the meaning of main terminology used in the thesis is explained. Chapter 1 deals with non-profit organizations in lifelong inclusive education and clarifies the importance of lifelong learning and inclusive education in the 21$_{st}$ century. It also brings view on non-profit sector in examined countries, in particular in relation to inclusive policy. The name of Chapter 3 *NPOs and students with different mother tongue* suggests closer look in the topic of students with different mother tongue (also abbreviated as L2 students). This chapter offers an insight into the topic of students with special educational needs (SEN), examines why L2 students belong to group of students with SEN and gives the overall picture on situation in the Czech Republic, Italy and Spain. Moreover, it points out how NPOs can contribute to education of L2 students. In the last chapter, the attention is paid to teacher training for linguistically diverse environment. It shows what demands are put on today's teachers in form of their education and competences they have to acquire and how they are prepared for linguistically diverse classrooms during their whole carrier.

The theoretical basis served for the following empirical research which is described within chapters 4-6 that justify chosen topic, methodology, determines target groups and used instruments and tools for analysis. Further it deals with interpretation of findings, discussion, recommendations for practice, limits of the thesis that present a summary of conducted research. For the research itself, a mixed method research design was applied, particularly Convergent Parallel Design QUAN – QUAL → Findings → Interpretation model (Creswell,

2014, 2015). The main aim of the research was to map a situation in three European countries relating to potential of non-profit organizations to cooperate with schools/teachers in education of students with a different mother tongue in a period of rapid and dramatic changes resulting from geo-political transformations around the world, to which it is necessary to react promptly and non-profit sector with its flexible and independent policy may contribute to stabilization of a situation.

The results of the dissertation thesis may serve as a source of information for non-profit organizations from all three countries to compare data and learn something about approaches of colleagues from abroad working in the same area. Findings also represent a summary of topics, activities and services performed by NPOs which might be interesting for schools and teachers since they are intended and designed for them. Finally, this research might be interesting for professionals in this field and for the general public involved in the issue.

PART I: KEY TERMS

Explanation of key terms and abbreviations used in this thesis

This dissertation theses includes various key terms that have to be clarified for the further understanding and avoiding misunderstandings of or within the text. In addition, there is a list of abbreviations and acronyms used in this dissertation thesis.

Teacher: There are several views and thus several definitions and typologies of the teacher. In the pedagogical dictionary, a teacher is defined as a professionally qualified pedagogical staff, co-responsible for preparation, management, organization and results of the educational context (Průcha, Walterová, Mareš, 2009). Jůva (2001) sees a teacher as an initiator and manager of educational process, who at the same time evaluates children's school results and designs content of lessons, decides about used methods, forms and instruments of schooling and modifies them in accordance with the age and individuality of a child. Helus (2009) says that a teacher is a professionally equipped and proficient, competent leader of school education of the child. Pedagogy distinguishes teachers according to different aspects, e.g. by relation to pupils, concept of education, style of teaching, attitudes (including innovations), preferences. The purpose of these typologies is to describe, map, clarify the complex reality of the ways in which a teacher's role is exercised. The typology does not mean that each teacher can be classified and put into one of the categories; he/she will usually be "somewhere between", closer to or further from one category or another. To make an example, the typology according to Caselmann (Göncz, 2017) and his categorization is based on the emphasis the teacher puts on the two basic elements of teaching: pupil, teacher or curriculum. Or another more popular typology promoted by Lewin in which teaching styles accord to the style of teaching and thus labels teachers as autocratic, democratic, or liberal (Dytrychová & Krhutová, 2009). Due to changes not only in the roles of the teacher but also throughout the schooling, the above-mentioned typologies are often considered to have been overcome and teachers today are often called "chameleons" for various tasks and approaches they have to choose. ***For simplicity and clarity of the text, "teacher" works in this dissertation thesis as an umbrella term in which pedagogical staff, teacher educators and also future teachers are included.***

Teaching as a profession: Sociologists have been interested in the study of professions for a long time and settled various determinants that characterize "profession". As teaching does not fulfil, according to majority of them, all the criteria, for which it cannot be called profession but semi-profession (Howsam, 1985; Ingersoll & Merrill, 2011). According to

Howsam (1985) teaching is a semi-profession because it lacks a common body of knowledge, practices and skills that constitute the basis for professional expertise and decision-making. On the other hand, semi-profession does not have to meet all criteria. As Etzioni (1969) states, semi-professions are occupations for which training is shorter, status tends to be less legitimated, there is less specialized body of knowledge and less autonomy. In some cases, semi-professions can be reached through a process known as "professionalization" that leads to achieving the status of a profession (Evetts, 2012). According to Freidson (2007) "professionalism" exists "when the organized occupation gains the power to determine who is qualified to perform a defined set of tasks, to prevent all others from performing that work, and to control the criteria by which to evaluate performance" (Friedson, 2001, p. 12). When we consider these indicators, there are several obstacles which prevents teaching to become fully recognized profession. Even the perfect work of a perfectly prepared teacher cannot guarantee success. The outcome is dependent on pupils and a number of unpredictable and unrepeatable effects. The situations in which the teacher finds himself cannot, for this unpredictability and unrepeatability, be prepared during the course of study. A number of skills such as to cope with unexpected situations are taught by a teacher himself/herself, and even the rich practice is not a guarantee that he or she does not meet a completely new situation requiring a skill that he/she has not been mastered yet. Bearing that it in mind, ***when using the term "teachers' profession" in this dissertation thesis, I refer to the occupation.***

Intercultural and/or Multicultural Education: In the scientific literature it is possible to meet the concepts of intercultural ("inter" – between/among) and multicultural ("multi" – many), but at the same time there appear synonyms such as polycultural – ("poly" from Greek many), pluricultural ("pluri" from Latin - several), transcultural, cross-cultural or multi-ethnic. In this dissertation thesis, I mainly use terms intercultural or multicultural, so that it seems important to explain their meaning, also because understanding the meaning of the terms slightly differs across countries also due to linguistic and interpretative barriers. Rey-Von Allmen (2011) understands the term intercultural as interdependence, interaction, influence. According to this interpretation, the term intercultural symbolizes the values of society, mutual relationships, symbols and their understanding in the world. This view is justified by the fact that people's lives and their relationships are part of a dynamic process and subject to the constant change. According to Buryának (2002), multiculturalism means only the existence of several cultures side by side, but does not imply the mutual interactions, cultural exchanges, cooperation and dialogue. Multicultural can be any society in which at least two socio-cultural

groups coexist but may also experience segregation or discrimination. In contrast, the term intercultural includes reciprocity, exchange, dialogue of different socio-cultural groups. In intercultural society there is intercultural dialogue, cooperation, mutual enrichment with one another. Holcová and Synková (2008) deal with terminology using the terms multicultural education and culturally standard education as synonyms, and at the same time briefly formulate multicultural education as education leading to the discovery of different groups. Intercultural education, on the other hand, is interpreted as education that deals with how different groups can live together, and transcultural education represents upbringing to increase the ability of an individual to live together with other people. Faltýn (2005) perceives the difference between multicultural education and intercultural education in the following way. Multicultural education as a whole is based on multiculturalism - a static social order. Multicultural education translates knowledge of the realities of the situation of minorities and the realities of the multicultural constellation of society. There is no emphasis on the education of different people, the educator and the learner do not necessarily have to come from different cultures in multicultural education. Intercultural education is based on interculturality - the process of cultural change, intercultural dynamics. Multicultural education enables pupils to get to know the diversity of cultures, their traditions and values. Students can better understand their own cultural identity, traditions and values. The gradual development of knowledge and society, however, also changes the approach to this discipline. The current concept emphasizes the individuality and the original life experience of the educated. This concept corresponds to the term intercultural education (intercultural learning) (Národní institut dětí a mládeže [NIDM], 2007). Although the concept of intercultural education is much better described by new trends and requirements of modern times, in the official curricular documents of many countries, the term multicultural education remains in the same sense that "intercultural education" represents. For this reason, *multicultural education holds the same value as intercultural education in this dissertation thesis, if not, it is specifically mentioned*.

Students with a different mother tongue: In practice, we encounter inconsistent labelling of students with a different mother tongue and in many cases, those terms include, in essence, only children of citizens of other states. In terms of access to education for children with insufficient or totally lacking knowledge of the language of a host country, coming from a different cultural and linguistic environment, we talk about a wider group of students. It includes first and subsequent generations of EU and third country migrants, asylum seekers and refugees, as well as national and regional ethno-cultural and linguistic minorities. *For this*

reason, the author prefers to use the term children/students with different mother tongue or L2 students, which seems to be the most appropriate. In academic literature we can also find terms such as: English language learners, English as a second language learners, English as second language pupils/students etc. – of course only if English is a language of schooling. Students with a different mother tongue belong to the group of students with special educational needs in all three examined countries.

Non-profit organizations (NPOs): Variously referred to as the "non-profit," "civil society," "voluntary," "third," "social economy," "charitable," or " non-profit non-governmental (NGO)" sector, this diverse set of organizations shares a set of common traits the world over. Organized privately for a public purpose, self-governing, voluntary, and non-profit distributing, the non-profit sector is a critical part of social, economic, and environmental problem-solving everywhere (UNESCO, 2017b). When discussing the education component of the non-profit sector, efforts have been made to use the term "civil society organizations" in reference to non-school organizations specifically (United Nations [UN], 2003). *This thesis refers to "non-profit", "civil society", "third sector" and "NGO sector" interchangeably*.

Abbreviations and acronyms

In the following chart (see Figure 1) you can find abbreviations and acronyms used in this dissertation thesis. The whole names can be also found within chapters; however, they usually appear when an item is mentioned for the first time.

Figure 1 *Abbreviations and acronyms*

ADHD	Attention Deficit Hyperactivity Disorder
ANVUR	Agenzia Nazionale di Valutazione de Sistema Universitario e della Ricerca
BES	Bisogni Educativi Speciali
BOCYL	Boletín Oficial de Castilla y León
CFIE	Centros de Formación del Profesorado e Innovación Educativa
CPD	Continuing Professional Development
CRPD	United Nations Convention on the Rights of Persons with Disabilities
DESI	Digital Economy and Society Index
EACEA	Education, Audiovisual and Culture Executive Agency

EADSNE	European Agency for Development in Special Needs Education
EASNIE	European Agency for Special Needs and Inclusive Education
ECTS	European Credit Transfer System
ET 2020	Education and Training 2020 Framework
ETUCE	European Trades Union Committee for Education
EU	European Union
Eurostat	Statistical Office of the European Communities
GLH	Gruppi di Lavoro per L'integrazione scholastica (Working Group on Social Integration)
GLHI	Gruppi di Lavoro e di studio d'Instituto (Working Group and Study Institutional Group)
GLI	Gruppi di Lavoro per l'Inclusione o per l'Inclusività (Working group for and on Inclusion)
GLIR	Gruppi di Lavoro Interistituzionali Regionali (Regional Working groups)
HEI	Higher Education Institutions
ISCED	International Standard Classification of Education Initial
ICT	Information and Communication Technologies
ITE	Initial Teacher Education
LLL	Lifelong Learning
MECD	Ministerio de Educación, Cultura y Deporte (Spanish Ministry of Education)
MIPEX	Migrant Integration Policy Index
MIUR	Ministero dell'Istruzione, dell'Università e della Ricerca (Italian Ministry of Education)
MOOC	Massive Open Online Courses
MŠMT	Ministerstvo Školství, Mládeže a Tělovýchovy (Czech Ministry of Education)
NEAE	Necesidades Específicas de Apoyo Educativo
NGO	Non-Governmental Organization
NIDM	Národní Institute Dětí a Mládeže
NPO	Non-Profit Organization
NÚV	Národní Ústav pro Vzdělávání
OECD	Organisation for Economic Co-operation and Development

ONCE	Organización Nacional de Ciegos de España
PISA	Programme for International Student Assessment
PIRLS/IGLU	Progress in the International Reading Literacy Study
PPMI	Public Policy and Management Institute
SEN	Special Educational Needs
SPES	Centro di Servizio per el Volontariato del Lazio
TALIS	Teaching and Learning International Survey Trends
TIMS	Trends in International Mathematics and Science Study
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNESCO-IBE	UNESCO-International Bureau of Education
UNFPA	United Nations Population Fund
UNHCR	United Nations Development Programme
UNICEF	United Nations Children's Fund
WHO	World Health Organization

Note. Source: Made by author.

PART II: THEORETICAL BACKGROUND

1. NON-PROFITS AS PARTNERS IN LIFELONG LEARNING, INCLUSIVE EDUCATION

If we all act together - business, governments, NPOs and citizens and, especially, the young -
just imagine the good we could create.
Paul Polman

It is no longer sufficient to equip young people with a set of skills or knowledge. They must acquire broad set of competences and the ability to adapt to change. More than ever, there is a clear need and value for a lifelong learning perspective where people gain new and more relevant competences throughout their lives within formal, non-formal and informal education (Council of Europe, 2017; Evropská komise, 2017). The fact that education cannot be just reduced to formal learning, as it cannot survive in a social and economic vacuum, is highly recognized. Formal education has relationship with other institutions that are concerned with education and offer "compensatory" non-formal education. All educational institutions generate the "configuration" of education (Dandara, 2014).

The organisation of a school and school approach as a whole, plays a crucial role in ensuring that all students reach their full potential with respect to family-related factors, socio-economic status, immigration background and life experience. Nevertheless, schools are not the only actors in the education of students and thus it "requires a cross-sectoral approach and close cooperation with a wide range of external stakeholders and the community at large to deal with issues schools do not (and cannot) have the relevant expertise for" (European Commission, 2017a, p. 18). Examples of such stakeholders include social services, youth services, outreach care workers, psychologists, nurses, speech and language therapists, guidance specialists, local authorities, non-profit organizations (NPOs), business, unions, volunteers.

If students can benefit from non-formal education why teachers, as life-long learners, can't? According to the Conclusions of the Council (European Union, 2009a), teachers should collaborate with other colleagues, parents etc. (point 1 titled Promote professional values and attitudes) and improve supply or variety in formal, informal, non-formal education (point 7 titled Improve quality and quantity of Continuing Professional Development). This approach is also supported by Proposal for a Council Recommendation on Key Competences for LifeLong Learning (European Commission, 2018c) which emphasis moving to a competence-oriented approach in education, interactive learning and teaching styles, combining formal with non-formal and informal learning, more collaboration with non-education stakeholders and local

community. This Recommendation also addresses institutions and organisations, including social partners and civil society organisations, guiding and supporting people in improving their competences from early age on.

The need and necessity of adapting education to the current world conditions is natural and its fulfilment should be a basic prerequisite for a healthy functioning of society. Thus, to the concept of education for life in the globalized world of the 21st century is being given an increasing attention.

The borders between the state, the economy and civil society are wiping. Multilateral bodies, NPOs, and business interests and influences can jointly or separately form a powerful policy as an alternative to (but not only) where state administration fails. In the course of the last decade, non-profit sector has generally shown an increase in its economic importance as a provider of health, social and educational services of all kinds (Anheier & Salamon, 1998; Salamon et al., 1999). "The non-profit sector is far more significant economic force around the world than is commonly thought. Nearly 39.5 million people in FTE (full time employment) jobs are employed in the non-profit sector (excluding traditional co-operatives) in the 35 countries studied by the Johns Hopkins Comparative Non-profit Sector Project. (OECD, 2003, p. 11)".

This chapter offers view on civil society organizations, particularly non-profit non-governmental organizations/associations as partners in lifelong, inclusive education. As Schnuttgen and Khan (2004) stated in their report:

What we see at international, regional and national level is historically new in the field of education: different civil society groups, ranging from non-governmental organizations (NPOs) to teachers' unions, women's associations, faith-based organizations, teacher-parent associations and others, have formed coalitions to advocate jointly for the right to education for all. They debate education and development policies, monitor their implementation, "watch" their governments to see how they meet their commitments, formulate collective statements, mobilize the larger public around education, upgrade competencies in the areas of policy advocacy and approach decision-makers pro-actively on the issues that they have identified as priority concerns (p. 2).

To understand it, it is crucial to point out what stands behind the idea of lifelong learning approach and in which educational settings we find ourselves in 21st century. Before moving any further, it is crucial to mention that the term NPO is defined here as non-commercial

organization and non-public sector body. It can be either large one such as Oxfam, Save the Children, UNICEF, or one-person NPO where an individual is working at the grassroots level operating at any level (local, regional, national, international etc.) (Unerman & O'Dwyer, 2006). NPOs are seen here as non-profit, private sector actors located between the state and market institutions involved in the provision of educational services, no matter their size, location and primary sponsorship.

1.1 Why lifelong education

The future perspective of learning is based on utilizing the qualities of global citizenship and lifelong learning so that learners will be able to keep up with changes in the world (Zukas, 2006). At the 1970 UNESCO conference, the concept of lifelong learning was used in a long-term project entitled "Introduction to Lifelong Learning" (Elfert, 2015), which through followingly published reports by Faure et al. (1972) and Delors et al. (1996) placed learning throughout the whole life on the position that represents education for democratic society where all citizens have equal learning opportunities. The Organization for Economic Cooperation and Development (OECD) introduced the term of lifelong learning into the language of political documents and science and together with World Bank and European Union began to extend this notion through programmatic policy documents (Roche, 2017).

Today's concept of lifelong learning that replaced the notion of lifelong education (Kristensson Uggla, 2008) combines formal, non-formal and informal learning in all stages of human life (initial, follow-up education and all the activities of an individual connected with education and learning), among which a person is continuously changing according to the actual needs of his/her life. Those needs are based on multiple possibilities and different opportunities that a person – learner – meets and for which he/she has to seek for additional education (European Commission, 2001, 2018a). Thus, lifelong learning involves not just learning but also enhancing active participation in society, providing solutions to community issues, improving necessary skills, and being open to new learning opportunities (Knapper & Cropley, 2000). Lifelong learner has to implement different learning strategies in different cases of life (e.g., in educational field the profile of lifelong learners reflects their positive sense of self, critical thinking, curiosity, self-motivation, inquisitive learning, information literacy, advanced organizational skills, multiple sources for learning skills and styles, and aerial outlook [e.g., broad vision, different perspectives]; Acar & Yildiz, 2016). The requirement for continuous upgrading does not only apply to individual professions, but it permeates across professions and occupations and can be filled through diverse forms of education.

Modern society requires lifelong learning to be a purposeful and institutionalized activity, which must reflect on changes and be actively promoted into the structure of the education system in which all educational actors play their role and collaborate (Laal, 2012). In the field of education, lifelong learning is usually connected with economy, especially with "labour market" and represents the useful tool that has all attributes to help accelerating the economic growth and reacts on rapidly changing technological, economic and political developments (Roche, 2017). The current labour market is very variable and very dynamic in its nature. It requires updating of individuals' training in individual fields, changing the structure of requirements and changing the graduates' competences and skills (European Commission, 2018c). According to Dandara (2014) the labour offers individuals to have a sense in everyday life and feel the meaning for society. It helps to shape self-image and build personal identity. Nevertheless, to be successful on the labour market, we need to learn the roots of our profession. Moreover, we must learn how to adapt to the labour market requirements, in another words, to be aware of the urge for lifelong learning. Even though, great emphasis is placed on continuous learning, so that the individual is prepared for changing conditions of society and the labour market, the work already starts during the initial education either within formal or non-formal learning (European Commission, 2018c).

The education in the context of lifelong learning can be realized in various forms, as already mentioned above. The first form, so-called *formal education*, is mostly institutionalized and typically involves school education. This form of education allows obtaining a specific and precisely defined qualification, usually endorsed with a diploma or other legally valid certificate (Tissot, 2004). Outside-school education is most often carried out through so-called *non-formal education*. Veteška and Tureckiová (2008) believe that this form of education can be covered by a wide range of different organizations such as schools, non-profit organizations, private education companies, and through education that is carried out at the workplaces of employers. These authors add that non-formal education generally does not target to a comprehensive level of education, but knowledge, skills, competencies acquired during the course of education can also contribute to a better work and social application of the individual. The last form of further education that complements these previous two is *education informal*. Characteristically, this education is uncoordinated, unplanned, institutionally unencumbered, can be conscious or/and unconscious; and sometimes characterized as a learning process. Informal education involves the process of acquiring knowledge, acquiring skills and attitudes in the context of various activities carried out during lifetime in a family, at work, during leisure time, during interactions with others, etc. (Laal, Laal, & Aliramaei, 2014).

Another perspective offers Novotný (2009), who says that it is possible to distinguish between three levels where each level represents a different view of the process of learning and education in accordance with interests and needs of: (1) the individual (individual view), (2) the group (organization view) or (3) other larger entity (public view). An individual view is in the interest of the individual to maintain or possibly improve working conditions for a given job position, which will improve his/her job security. As Veteška and Tureckiová (2008) points out, the activity of learners is an essential element when it comes to the personal development because it is necessary to take on the individual's responsibility. Moreover, it contributes to the fulfilment of a social role. The need and the desire for constant self-improvement has to become an inalienable part of individual's personal development (Veteška & Tureckiová, 2008). Lifelong learning is based on self-motivation towards learning in order to develop professional and personal skills and implement them in everyday life of our globalized world (Friessen & Anderson, 2004). The view at the level of an institution or enterprise is based on the needs of an organization's growth that helps to fulfil the development of human capital through education and learning. From the point of view of the public, learning is intended to contribute to social and economic development and helps to solve the problems that may arise (Novotný, 2009).

As being already said, lifelong learning is meant for everybody and for every profession. Therefore, preparing teachers for the 21st century as lifelong learners in a global context has increased in value (Guo, 2014). A teacher, as the main ingrediency of any educational activity, stands on both sides – as the educator of lifelong learners and the lifelong learner himself. Teachers must constantly include the latest knowledge of contemporary science, research, and technology in their teaching activities. They have to keep up with new requirements of a society and the labour market, new approaches within education (such as inclusive approach of 21$_{st}$ century) in order to prepare younger generation for their future professional and personal life, which is hardly to be predicted. Therefore, it is imperative that they constantly renew and innovate their knowledge within the framework of their own development (European Commission, 2017a).

New trends in education, require new activating methods and new thinking on learning and teaching as a whole (EADSNE, 2011). One of which is the competence-oriented approach, which basically focuses on competences that one should acquire to fulfil required educational outcomes. Teachers should be adopting and developing competences during their whole professional life (from pre-service to in-service period). Furthermore, they should print the basic set of competences also on their students. It is important to bear in mind that competence needs are not static. They change throughout life, therefore, it is essential to understand and

follow the lifelong learning concept to make sure that every person will actively search for opportunities to update, upgrade, enrich and broaden the set of competences already acquired either during initial education or continuous development, across all forms of formal, non-formal and informal learning (European Commission, 2017a).

Numerous studies have also shown that teachers' qualities, their prestige and position in a society determine and form their influence on students and their academic success (Goe & Stickler; Harris & Sass, 2011; Wiswall, 2013). How teachers see themselves as personalities and professionals, what motivates them to start the profession of teaching and what motivates to stay at this profession, are also crucial elements that influence teachers' performance and also the desire to educate themselves further.

1.2 Education for all

Collaboration of various stakeholders allows generating and sharing of experiences and knowledge; moreover, stimulates other ways of thinking about inclusion in education (Miles and Ainscow, 2011) and supports equity in education (Ainscow, 2016a). To understand better new challenges and the shift from homogeneity through heterogeneity to diversity that teachers are facing in their classrooms everyday, it is crucial to know what the inclusive education represents. Although the answer might seem simple, the reality and practice show that the conception of inclusion has gained on various shapes. This chapter and its sub-chapters outline the evolution and the main characteristics of inclusive education, touching the role of non-profits.

A brief look back into the past

The history of inclusive education itself is not long and its worldwide origins can be dated to the 1990s. To understand why we discuss this topic today, we need to know what preceded it.

The main reason for inclusion today is inadequacy of approaches we took in the past. To give some examples, Buchem (2013) distinguishes four stages in which we treated children in terms of education: a) *exclusion*: individuals with particular types of handicap (today's used term *special needs*) were excluded from all social settings (family, school, community) b) *segregation*: individuals with special needs were recognized as an object of education, however, their education was carried out separately from the rest of society, thus apart from intact students; c) *integration*: individuals with special needs were placed to schools (regular classrooms, special education classrooms, pull out services); however, they were supposed to

adapt to school environment d) *inclusion*: social structures (classrooms, schools, communities) and socio-educational actions are designed from the outset considering the students with special needs.

As Winzer (1993) points out, every society in each particular time recognizes certain "extreme forms" of human differences that are judged according to the norms of a given society. Simply put, general attitudes and maturity of a society determines the quality of everyday life for everyone and naturally it embraces all areas of life including the area of education; especially care for individuals with disabilities. She also adds that it is not easy to understand the approach of a society in which another society does not live. However, from the perspective of our current experience, it is not so difficult to imagine that conditions such as economic, political, social and even religious could have played crucial roles in everyday life also in the past (Winzer, 1993). Lechta (2016) highlights socioeconomic and cultural-ethical factors as fundamental factors that determine society's treatment and approach to those who are weaker and dependent on help. He argues that socioeconomic factor plays its role in the security of care for people with disabilities and depends on the sufficiency of financial resources in a particular society. Collaterally, the cultural-ethic factor determines the form and level of care that reflects the overall attitude of a society (Lechta, 2016). For this reason, in our history, we can find different approaches to disadvantaged groups from discussing about their rights to live, or slavering them as prostitutes or objects of entertainment, ignoring them or putting them outside of our sight and from our comfort zone. It was not until the 18th century that institutions for the care of individuals with disabilities started to be established in Europe, and this kind of care began to be organized more systematically and to develop specific educational procedures according to the type of disability (Winzer, 1993). However, this institutionalization has led to segregated education. At the turn of the century and in the first third of the 19th and 20th centuries, the revival was brought about by the onset of reform pedagogy and, in particular, thanks to alternative currents such as M. Montessori's pedagogy or the Waldorf School of R. Steiner, who perceived a disabled child as a compulsory member of a regular school community (Klein, 2015). The second half of the 20th century brought many changes in the area of education for children with special education needs (generally used abbreviation: SEN). The contradiction between theory and practice has resulted in the search for new educational approaches (Winzer, 2009). With the boom of computerization and the trend of normalization in the 1980s, there has been a shift in education towards the concept of integration of SEN children (Farrell & Ainscow, 2002). This period of postmodernism had a great impact on the educational approach to people with disabilities, as it opened up new dimensions for people's

relationships by respecting and developing the "other", including the search for correct access to disabled people (Kudláčová, 2010). Discourse on inclusive pedagogy emerged at the end of the 20th century and culminates in the beginning of the 21st century. From pedagogical point of view, there is no consistent view of whether inclusive education stands alone or is an adopted child of special pedagogy (Winzer & Mazurek, 2000). The concept of special pedagogy puts in the foreground a homogeneous educational environment that facilitates the application of didactic procedures and deals with pupils who are classified as disabled pupils. On the other hand, inclusive education involves meeting and educating individuals with physical or mental disabilities, extremely talented individuals, individuals from a socially disadvantaged environment, individuals of different nationalities, ethnic groups, individuals without disabilities, people with dysfunction, and many others, become the subject of an individualized approach, and there is no division into disabled and non-disabled (so called "intact") pupils (Lechta, 2016). Some experts therefore consider that inclusive education goes beyond the boundaries of special pedagogy and becomes an independent inclusive pedagogy (Hájková & Strnadová, 2010), which is becoming more and more of the forefront of general pedagogy. Bintinger and Wilhelm (2001) claim that inclusive pedagogy is actually a combination of special pedagogy and general pedagogy that brings an entirely new education and educational quality and other authors add that only in this embodiment can be successful (Stainback & Stainback, 1996). Lechta (2016) summarizes this issue and argues that if inclusive education is to be truly education for all, it is not possible to separate special educational approaches and general educational approaches. "There will be a holistic approach to education processes with a comprehensive view of the education of all pupils: pupils with PNO[1] as intact pupils [author's translation]." (Lechta, 2016, p. 36).

Age of inclusive education

Inclusive education or simply inclusion has been a widely discussed topic among the professional and lay public that has been addressing not only Europe but also the whole world for more than decades. The reason for this popularity is a naturally growing call for equity and equality in education (Winzer & Mazurek, 2000). The idea of inclusive education is based on belief that education is intended for all and should be provided equally regardless of personal and social circumstances such as gender, ethnic origin or family background to achieve the maximum of educational potential (MŠMT, 2015b). As mentioned in various worldwide

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[1] Lechta et al. uses the term PNO to refer to pupils with diverse learning needs

reports, every person is different, and level of diversity should not determine the level of access to education. Diversity in inclusive education is not perceived as a problem that needs to be labelled, addressed and remedied, but as something that can enrich people and societies. Considering that no society is homogenous, there is no reason why classrooms should be. However, it does not mean that we should treat diverse situations and needs as if they were equal because it would only accentuate inequalities among students. In contrary, it means that we should consider the different individual identities, needs and choices (UNICEF & UNESCO, 2007). As Barton (1997) points out "Inclusive education is about responding to diversity; it is about listening to unfamiliar voices, being open, empowering all members and about celebrating "difference" in dignified ways" (p. 234). During the 48th session of the International Conference on Education, it was recommended that policy makers should acknowledge that "… inclusive education is an on-going process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination" (UNESCO-IBE 2008, p. 3). It seeks to set up a system of education that allows all children to have equal access to education without discrimination since every child matter and matter equally (UNESCO, 2017a). At European level, inclusive education is also seen as the way to combat racism and discrimination and cultivate mutual respect to base active citizenship and social cohesion (European Agency for Special Needs and Inclusive Education [EASNIE], 2015a). Arnesen, Allan and Simonsen (2010) also argue that in education, inclusion policies have been associated with the following broader values and principles: (1) access and quality; (2) equity and social justice; (3) democratic values and participation; and (4) balance between community and diversity.

The path to the goal is multifaceted. The method of its implementation is influenced, to a large extent, by culture, history, political orientation and ethical values of the country. It can therefore be concluded that the concept of inclusion in individual countries varies (Lechta, 2010). To date, inclusion in practice is manifested and hence interpreted differently. Ainscow and Miles (2009) acknowledged those differences and determined four ways of thinking about inclusion:

- inclusion is a process,
- inclusion is concerned with the identification and removal of barriers,
- inclusion is about the presence, participation and achievement of all students,
- inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalisation, exclusion or underachievement.

According to the report titled Profile of Inclusive teachers (EADSNE, 2012), many European countries are moving towards the notion of a "school for all", however there are still those that primarily focus on students with disabilities and special educational needs and those whose behaviour may cause disruption in the classroom. It further states that the use of the term "integration" resits in a number of countries, with its connection to discussions primarily about the placement of students in mainstream or special schools.

1.2.1 Strategical documents and implementation of inclusive policy

The emphasis on equal opportunities in education over the past thirty years can be found in many international human rights documents, international conventions and agreements. Casado-Muñoz (2012) argues that even if some voices might devaluate the importance of such documents because of countries' reluctance to turn written words into deeds, they still represent important lead which can be followed and cannot be forgotten. Starting with international human rights documents, Universal Declaration of Human Rights (1948) and the Convention on the Rights of the Child (1989) can be ranked as historically oldest. The World Program of Action, initiated by the United Nations (UN) in 1982, focused on education and promoted the equalization of opportunities for people with disabilities and their full participation in society (UN, n.d.). The World Declaration on Education for All (UNESCO, 1990) that was created as a result of World Conference on Education for All in Thailand, analysed the state of elementary education across the world and revealed disturbing facts about access to basic education and its quality. An essential influence on the dissemination of inclusive ideas in education has the intergovernmental organization UNESCO (United Nations Educational, Scientific and Cultural Organization), of which one of the long-term development goals is the development of quality education (Ainscow, 2016b). UNESCO also organized a global conference on the education of people with special educational needs in 1994, which gave rise to The Salamanca Statement. Its publication was a major turning point towards an inclusive trend and was fundamental in advancing the concept of inclusive learning environments for individuals with disabilities (Priestley, 2005).

"… schools should accommodate all children regardless of their psychical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups." The Salamanca Framework for Action, Article 3, 1994

The statement was signed by representatives of 92 countries, including countries on which this work is focused - the Czech Republic, Spain and Italy. The World Education Forum adopted the Dakar Framework for Action (UNESCO, 2000) reaffirming the commitment to achieving Education for All by the year 2015 and entitled UNESCO as the responsible organ for co-ordinating this activity worldwide. Another UNESCO document that focuses on the need for inclusive education is the Convention on the Rights of Persons with Disabilities, which, like its predecessor Convention on the Rights of the Child requires all countries to recognize the right of people with disabilities to education. It states that people with disabilities should have access to inclusive, quality and free of charge primary and secondary education at the place where they live and should be provided with adequate adjustment to individual needs. Moreover, it emphasises the need to train all teachers to teach in inclusive classrooms (UN, 2006). The 2030 Agenda for Sustainable Development, approved by the United Nations in September 2015 includes the Sustainable Development Goals and includes global commitments for the coming years to promote human rights, fight against poverty and facilitate the development of all peoples. The fulfilment of these objectives requires, among other things, guaranteeing an inclusive, equitable and quality education and promoting lifelong learning opportunities for all (UN, 2015). UNESCO together with UNICEF, the World Bank, UNFPA, UNDP, UN Women and UNHCR organized the World Education Forum 2015 in Incheon, Republic of Korea and adopted the Incheon Declaration for Education 2030, which sets out a new vision for education for the next fifteen years, and the Education 2030 Framework for Action, which provides guidance for implementing Education 2030. All these documents have had a significant impact on the promotion of inclusion of people with disabilities within the mainstream society (Shah & Priestley, 2010). The European Union (EU) has also been proactive in recent decades in developing strategies to address the inequality experienced by people with disabilities, such as The European Disability Strategy (1996), the European Disability Action Plan (2006) and the European Disability Strategy (2010-2020). The ET 2020 Strategic Framework – Education & Training sets out four strategic objectives for education and training in the coming decade. Strategic objective 3 focuses upon: Promoting equity, social cohesion and active citizenship – within this objective, the importance of values is highlighted: "Education should promote intercultural competences, democratic values and respect for fundamental rights and the environment, as well as combat all forms of discrimination, equipping all young people to interact positively with their peers from diverse backgrounds." (European Commission, 2015a, p. 4). The European Agency for Special Needs and Inclusive

Education (EASNIE) (earlier: The European Agency for Development in Special Needs Education) has been in the forefront of initiating discussions among Member States about how to develop inclusive learning environments. Within the EU context, each state is responsible for the design and delivery of educational provision and it is clear that the standards outlined in the international initiatives have not been incorporated into the legal systems of many EU countries (EASNIE, 2018d, Shoonheim & Ruebain, 2005).

Given that the inclusive education is an on-going process that has to build on current situation in particular country, its education system and attitudes towards inclusive education from expert to non-expert public, it is not surprising that the implementation of inclusive education varies throughout the European countries. What concerns the countries of interest of this dissertation thesis, Spain and Italy have started to implement integrated/inclusive education in their policies very soon, in line with global developments, whereas the Czech Republic addressed the issue of inclusion at the policy and in-field level more recently.

1.2.2 Attention to diversity in SPANISH education system

Education system in Spain is decentralised (established by 1978 Spanish Constitution) and educational powers are shared between State General Authority (Ministry of Education, Culture and Sport) and the 17 Autonomous Communities (Regional Ministries or Departments of Education) (Luengo, Sevilla, & Torres, 2005). The Ministry of Education, Culture and Sport (MECD) organises Spanish education system in general; regulates the conditions for the obtaining, issuing and recognition of academic and vocational qualifications, and of the basic rules for the development of the rights to education; establishes the general plan for education; evaluates and innovates different types of provision of the Spanish education system; designs, plans and manages the system of grants and financial support; promotes equality, non-discrimination and universal accessibility policies within the scope of its powers; manages the teaching staff policy and development of the foundations for the legal regime governing public teaching service; and exercises the functions of National Authority for the Erasmus+ Programme of the European Commission. Sectoral Committee for Education is the body for cooperation in education policy between the MECD and the Educational Authorities of the Autonomous Communities, with the purpose of achieving the maximum coherence and inclusion of the education system. Regional Ministries or Departments of Education of the Autonomous Communities assume the regulations developed by the State rules and for the non-basic elements or aspects of the education system; assume the executive and administrative competences for managing the education system in its own territory; promote and strengthen

school autonomy; and evaluate school results and implement action plans (Cordeiro Guerra & Lastra-Anadón, 2019; Eurydice, 2019a; OECD, 2014a). Every Autonomous Community has its own model of Education Authority, sometimes as a Regional Ministry, and sometimes as a Department of Education, with the purpose of performing the duties and services established in their respective statutes.

Castilla y León region, which is one of the 17 Autonomous Communities in Spain and on which this dissertation thesis focuses in the framework of Spain, has the Education Department (Consejería de Educación) in the main organizational structure set by the Decree 2/2015 (Junta de Castilla y León [JCyL], 2015a).

The national education system in Spain has a form demonstrated in Figure 2. The ten-year compulsory education is free of charge and is offered to everyone without exceptions. Nevertheless, not all children are in mainstream schools (EASNIE, 2018d; Mónico et al., 2018). The education system concerning students with special educational needs can be called *multi-track.* Students can be enrolled in (1) mainstream schools, or in (2) specific classrooms for students in need of educational support in some periods of their timetable within mainstream schools or (3) special schools – special needs education centres for students whose educational needs cannot be met within the framework of the measures of attention to diversity in mainstream schools. In the special schools for Special Education two education levels are developed: Compulsory Basic Education (from 6 to 16 years old) and the Transition into Adulthood Programmes (from 16 to 19 years old, where students can attend school until 21 years old as a maximum) (Ministerio de Educación, Cultura y Deporte (MECD), 2013).

Figure 2 *The Structure of Spanish Education System*

Spain

Age of students

Programme duration (years)

Educación Infantil — Educación Primaria — Educación Secundaria Obligatoria — Bachillerato
Formación Profesional Básica
Ciclos Formativos de Grado Medio
Enseñanzas Elementales de Música y Danza — Enseñanzas Profesionales de Música y Danza
Grado Medio de Artes Plásticas y Diseño
Grado Medio de Enseñanzas Deportivas

Grados Universitarios
Máster Universitario
Ciclos Formativos de Grado Superior
Enseñanzas Artísticas Superiores
Grado Superior de Artes Plásticas y Diseño
Grado Superior de Enseñanzas Deportivas

Note. Source: Eurydice (2017b).

Spain began to develop the policy in the field of the integration of people with disabilities into the mainstream education system in the late 1970s and 1980s. Alcantud (2004) attributes this change view to socio-political mood created by the Constitution (1978) which also significantly influenced educational thinking. Article 49 of the Spanish Constitution (Constitución Española 1978) states the intention to "*carry out a policy of prevention, treatment, rehabilitation and integration of the physically, sensory and mentally handicapped, providing the specialized attention that they may require*". As Alcantud (2004) points out, these four principles were consolidated in Law 13 from 1982 for the Social Integration of the Disabled (LISMI), of which articles 23 through 31 of this law describe the educational approach to persons with disabilities, stating that students will be integrated into the ordinary, general education system where they receive the necessary support for their integration.

Legislative support for inclusive education provision in Spain was a feature of the 1990s and the early years of the new century. Constitutional Law 1 from 1990 for the General Planning of the Educational System (LOGSE) provided, whenever possible, for the general schooling of students with special educational needs, the evaluation by "orientation units". The Organic Law on Education (LOE) from 2006 promoted the autonomy of schools to adapt regulations to the characteristics of the social environment and the population. LOE incorporates special education into the general regulation of the education system and has contributed to the dissemination of inclusive education (Casanova 2011; EASNIE, 2018b). LOE sets the following principles (article 1): the quality of education for all students regardless of their

conditions and circumstances; equity as a guarantee of equal opportunities, non-discrimination and inclusive education; flexibility to adapt education to the diversity of skills, interests, expectations and needs of students (MECD, 2006). The Act on the Improvement of the Quality of Education (Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa [LOMCE]) from 2013 did not make any changes to the measures for treating diversity, except, adding students with Attention Deficit Hyperactivity Disorder (ADHD) to the group of children with specific needs for educational support (Eurydice, 2019a).

One of the main principles of the Spanish Education System, regulated by the Act on Education (LOE), is *attention to diversity*. This principle is set up as essential element and it must rule the whole education with the aim of providing all students with an education adapted to their characteristics and needs. On this manner, the focus is not only on students with different needs, but on all students. The concept of "students with special education needs" is replaced with a broader term "*students with specific need for educational support*". According to the regulation, the target groups of the measures for attention to diversity are, as demonstrated in Figure 3: (1) Students of the education system as a whole; (2) Students with specific need for educational support; (3) Socially disadvantaged students (Chiner & Cardona, 2013).

Figure 3 *Target groups of the measures in Spain*

TARGET GROUPS OF THE MEASURES FOR ATTENTION TO DIVERSITY	MEASURES
STUDENTS OF THE EDUCATION SYSTEM AS A WHOLE	Ordinary measures
STUDENTS WITH SPECIFIC NEED FOR EDUCATIONAL SUPPORT • Special education needs: o *Physical, mental or sensory disability* o *Serious conduct disorder* • Specific learning difficulties • Attention Deficit Hyperactivity Disorder (ADHD) • Highly gifted students • Students entering late into the Spanish Education System: o *Students coming from other countries* o *Other reasons*	Ordinary and extraordinary measures

SOCIALLY DISADVANTAGED STUDENTS • Disabled people, groups, geographical areas. • Students from rural areas	Ordinary and extraordinary measures

Note. Source: Eurydice (2019b).

In line with the guidelines established by the Ministry of Education, Culture and Sport, the Autonomous Education Authorities prepare *Plans on Attention to Diversity (Plan de Atención a la Diversidad, further referred as "Plan")*. Their purpose is to implement education measures and actions allowing the maximum adaptation of the teaching-learning processes to the whole students' characteristics. These plans include both ordinary and extraordinary measures (MECD, 2006). The II Plan on Attention to Diversity (II Plan de Atención a la Diversidad en la Educación de Castilla y León) in the Castilla y León Region from June 2017 is set for the following 5 years. Its implementation and evaluation during the school year 2018/2019 will support other two innovative actions: (1) the decree, which will improve the situation of students requiring health care and (2) the order, which will help improve the situation for schools with high concentrations of ethnic and cultural minorities, or highly vulnerable groups (Gobierno de Castilla y León, 2017). The strategical goals of the II Plan are: (1) support for inclusive cultures in schools, (2) improving the processes of prevention, detection and timely intervention in students' educational needs, (3) improving international indicators, (4) promotion of processes of participation of the family and society in educational centres, (5) strengthening and supporting lines of research, innovation and pedagogical evaluation as a strategy that stimulates the development of effective and inclusive practices and promotes the improvement of professional teaching competencies as part of a quality education system, (6) promoting equality, the culture of nonviolence and respect for all people. Each strategical goal has specific sub-goals, their description and indicators in certain required outcomes. Depending on their autonomy for establishing their organisation and running, schools adapt these guidelines to students' needs and to the characteristics of their schools' environment, preparing their own Plans on Attention to Diversity (JCyL, 2017).

Autonomous Community is responsible for setting about half of the curriculum content. Schools in Spain, within their pedagogical autonomy and bearing in mind the characteristics of the social, cultural, historical, educational settings and their students' needs, can adapt their school curriculum. Schools in general have to prepare policies that address students with special educational needs and students and their families with a non-EU immigrant background. The

policy measures have also been particularly sensitive to the educational needs of talented pupils/students as well as to those in socially disadvantaged backgrounds, especially to the Roma people, the largest ethnic minority in the country. Teachers develop the Curricular Projects and Teaching/didactic programme with the respect to individual students that they have in their classroom. This supports the spirit of inclusive education (Echeita & Pérez Esteve, 2010; Gargallo, 2013).

The 1978 Spanish Constitution recognises the right to Education as one of the essential rights. This right includes both Spanish citizens and foreign citizens living in Spain regardless of their legal status. In its elementary level, education is compulsory and cost-free (Sotés-Elizalde, 2010).

1.2.3 ITALY has the longest inclusive history

The Italian Constitution from 1948 establishes that education is accessible to everyone and compulsory education is free (Constitution of the Italian Republic, 1947). At present, compulsory education lasts 10 years (from 6 to 16 years of age). Pupils and students with disabilities attend mainstream education, from pre-primary to upper secondary education (see Figure 4). Official data in Italy show that 99,6 percent of pupils with special educational needs are included in mainstream classrooms, however how much time these students spent in "inclusive classrooms" is unknown as they follow specialized services (formal or informal) outside mainstream classrooms (Anastasiou, Kauffman, & Di Nuovo, 2015; Giangreco, Doyle & Suter, 2012). Nevertheless, the official statistics is the largest percentage in the world, and it is the result of political efforts that have characterized this country for as long as forty years, as the inclusion of students with disabilities began with the Law 118/1971 (EASNIE, 2016). A number of studies show that a majority of groups of parents, educators and classmates are inclined to inclusive education (Balboni & Pedrabissi, 2000; Vianello, 2015). Alongside mainstream education, there are still a few special institutes for the blind and deaf, which existed prior regulations on pupil's integration were issued, as well as schools with specific tasks in the field of teaching and education for minors with handicaps or minors with serious difficulties. However, there are no special schools or classes within mainstream schools that would be set by the law. (EASNIE, 2018a) In fact, special schools were abolished in 1977 by the Law 517/1977.

Figure 4 *The Structure of Italian Education System*
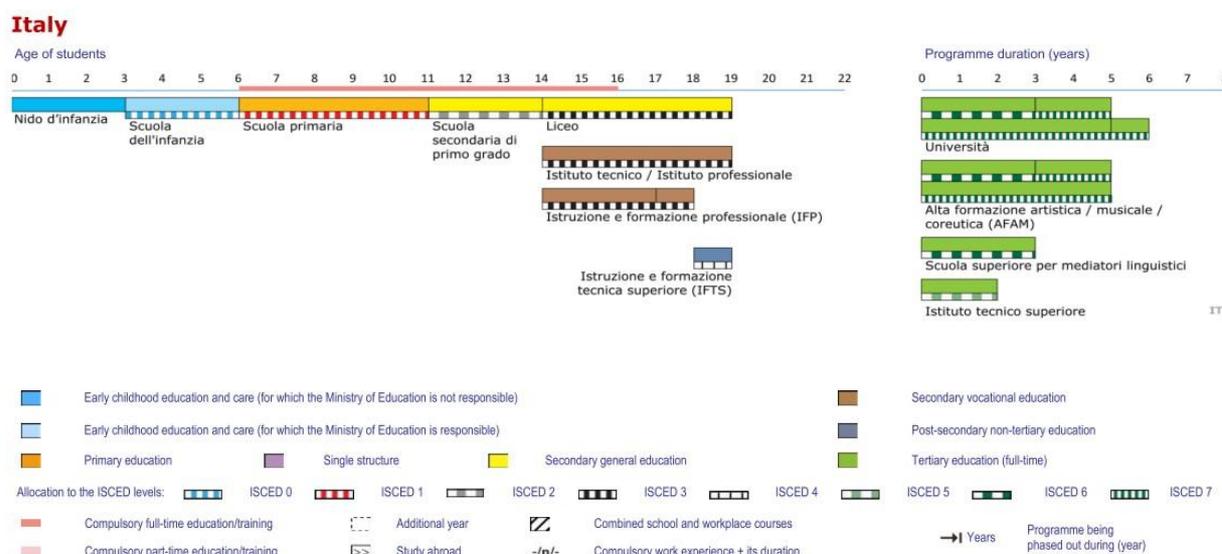
According to the Constitution, the Italian Republic is made up by the State, the Regions, the Provinces, the metropolitan Areas and the Municipalities. These are all autonomous authorities with powers and functions limited by the Constitution. The Ministry of Education, University and Research (Ministero dell'istruzione, dell'università e della ricerca, MIUR) is responsible for all levels of education, from pre-primary to higher education, except for the three-year vocational training system which falls under the full competence of the Regions (Bruno, Esposito, Genovese & Piccolo, 2016). The State has exclusive legislative power over a specific series of subjects, including the definition of the general rules on education and of the basic provisions concerning civil and social rights to be guaranteed all over the national territory (MIUR, n.d.a). As stated in the OECD report (2017), the Regions have exclusive legislative power on all subjects not expressly reserved to the State legislation by the Constitution, among which vocational education and training is. As for certain subjects, which are expressly listed, the Regions have concurrent legislative power; it means that they have law making power except for establishing fundamental principles reserved to the State legislation; education falls within the concurrent legislation, except for vocational education and training which falls exclusively under the Regions' responsibility and except for school autonomy. The Regions, through their education offices, define the school network within their own territories, fix of the school calendar and contribute to non-state schools (OECD, 2017). At local level, Provinces and Municipalities are responsible for the upper secondary level and the lower levels

of school education, respectively. Within the relevant sectors of competence, they are responsible for the establishment, aggregation, merging and the closing down of schools, the interruption of teaching for serious and urgent reasons, the setting up, control and vigilance, as well as the dissolution of school collegiate bodies. Schools have important administrative and managing functions, as well as high responsibility tasks such as the definition of curricula, the widening of the educational offer, the organisation of teaching (school time and groups of pupils, etc.), within the general frame defined at national level (Damiani, 2016; Paletta & Bezzina, 2016).

First inclusive attempts in Italy started in 1970s starting with Law 118/1971 and subsequently extended by Law 517/1977 to all kinds of disability. Since then it has been systematically implemented, evaluated and improved. Law 104/1992 provided detailed description of integration of disabled people and the role of support teachers (Devecchi, Dettori, Doveston, Sedgwick & Jament, 2012). Law 328/2000 defines the 'integrated system of interventions and social services, while Law 53/2003 defines the essential levels of provision in education and training (EASNIE, 2018a; Zanobini, Viterbori, Garello & Camba, 2018)."La Buona Scuola" reform adopted in July 2015 as law 107/2015 gave more power to schools, introduced a teacher evaluation system and compulsory school-work alternation. This Law is designed to support and improve inclusive conditions in education while improving the status of supporting teachers and developing their competences within further education; specifying indicators of self-evaluation and evaluation of school inclusion and reviewing the assisting territorial groups in the field of inclusion. The whole educational staff is supposed to be involved in the process of education and training and school directors and teachers have the obligation to educate themselves further. The implementation of this law is pursued through several decrees focused on initial teacher education, early childhood education and care and inclusion of pupils with special educational needs. The area of special educational needs includes (1) Disabilities; (2) Specific developmental disorders and/or specific learning disorders; (3) Disadvantage from socio-economic, linguistic and cultural factors (EASNIE, 2016; Legge 13 luglio, 2015).

The updated Law 107/2015 focuses, more than ever, on inter-ministerial cooperation in the field of inclusive education. The central regulations foresee that schools, local and local health authorities stipulate agreements to establish collaboration methods for co-ordinating their activities (Legge 13 luglio, 2015). The achievement of school inclusion falls under the responsibility of various bodies. Therefore, other advisory organs are also included in the counseling system, working indirectly for schools and school facilities. This includes the

Gruppi di Lavoro per l'integrazione scolastica - GLH (Working Group on Social Integration) and the Gruppi di lavoro e di studio d'Istituto - GLHI (Working Group and Study Institutional Group) which are newly supplemented by the Gruppi di lavoro per l'inclusione o per l'inclusività – GLI (Working Group for and on Inclusion). As described by various authors (Ianes & Cramerotti, 2013; Pitino, 2015), the GLHI and GLI deal with the intervention tools for pupils with special educational needs at the school level. GLHs are present in each school authority of the region and their task is to conduct consultations with schools, work with local organizations, set up and update educational plans or any other activities related to school inclusion. In every school, there is a working group for inclusion (GLI), made up of teachers, support teachers, administrative staff, specialists of the local health authority, which have the task of cooperating on the educational and integration activities indicated in the curricula. GLH are therefore institutional groups of a region, while GHLIs are territorial units helping to implement school inclusion. The last existing group is the Gruppi di Lavoro Interistituzionali Regionali - GLIR (Regional Working Groups), which puts in motion planning strategies with regard to the development of inclusive education. GLH and GLIR are bound to work together (Ianes & Cramerotti, 2013; Pitino, 2015). What concerns schools themselves, each school, as part of the definition of the three-year educational plan, draws up the Inclusion plan establishing the use of resources, including overcoming architectural barriers and identifying facilitators (MIUR, 2015). Finally, from an organisational point of view, Territorial Support Centres (Centri territoriali di supporto - CTS) work at local level for fostering school inclusion. Centres, at least for provincial area, refer to one school and are set up by the Regional school offices (Uffici scolastici regionali – USR) in agreement with MIUR. Their task is the creation of school networks with local services in order to include fully pupils/students with special educational needs to schools with an efficient use of financial resources. CTS are also committed with the activation at local level of training initiatives on the correct use of technologies addressed to teachers and other school professionals, as well as to parents and pupils themselves (Milani, 2017; Munaro & Cervellin, 2016; Salvioni, Gandini, Franzoni & Gennari, 2012). Italy gradually replaces the current model based on the support by a support teacher on a model in which a student with special educational needs is supported by a wide range of actors, including class teacher, peers, educators, pedagogical assistants and other staff at school who collaborate among each other (Paletta & Bezzina, 2016).

Article 3 of the Constitution of the Italian Republic declares that "all citizens of the Italian Republic have the same rights regardless of gender, race, language, religion, political

opinion, personality and social conditions" (Constitution of the Italian Republic, 1947, p. 5). Moreover, referring to Article 34, it guarantees the right to education for all.

1.2.4 Inclusive education in THE CZECH REPUBLIC

The right of all children to be educated is enshrined in the Constitution of the Czech Republic (Ústava České republiky). All pupils of basic and upper secondary schools, children in preschool education and students of tertiary professional schools are entitled by a codified law, the Education Act, to get a form of education that respects their individual educational needs. The compulsory education takes ten years (from 5 to 15 years of age) as seen in Figure 5, and is provided, as well as other formal public education, free of charge. Similarily as in Spain, Czech education system has multi-track form and along with the mainstream schools it offers special classrooms within mainstream schools and special schools for students with special educational needs (OECD, 2013a).

Figure 5 *The Structure of Czech Education System*
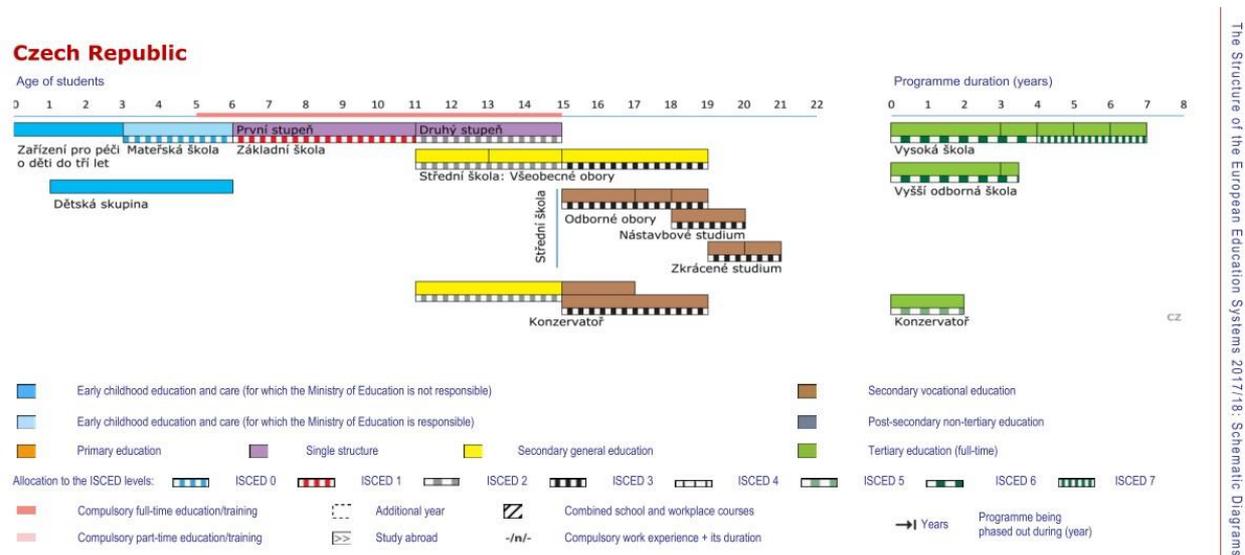
Note. Source: Eurydice (2017b).

The basic principles governing the provision of education are contained in the Charter of Fundamental Rights and Freedom which is a part of the Constitution and in which Article 33 states that everybody is entitled to education (Ústava České republiky, 1992). The Ministry of Education, Youth and Sports (MŠMT) is responsible for the availability, structure and conception of education at the national level; at the regional level this responsibility belongs to

a relevant regional authority. The regional authority works out the Long-term plan of education and development of the regional education system for a given period based on the Long-term education plan and development of the education system in the Czech Republic, which includes among other things main objectives and tasks for each area of education, including education of pupils with special educational needs (EASNIE, 2018c).

The Czech Republic has been addressing the issue of inclusion at the policy and practice level more recently in the last twenty years. In contrast, education policy towards children and young people with disabilities remained underdeveloped in the Czech Republic until the 1990s. In the 1970s and 1980s, children with disabilities were placed in special schools by default. The majority of children with intellectual disabilities or combined disabilities were considered "unfit for education" and did not receive any education. Parents of children with disabilities were strongly advised to place their children in large residential social care institutions. Only through a separate application process could parents (or guardians) apply for their child's integration into mainstream schools, but with the important provision that they secured the agreement of the school administration. Persons with disabilities were often officially deprived of compulsory schooling on the basis of psychological and medical diagnoses, a practice contrary to the already ratified Convention on the Rights of the Child (European Commission, n.d.; Gargiulo, Černá, & Hilton, 1997).

The two track system (special/mainstream) which characterized the education of pupils with disabilities within the Czech Republic where special education was particularly privileged began to evolve into a multi-track system in the early 1990's when the Edict on Primary Schools 1991 provided for the individual integration of children with visual disabilities, physical disabilities and speech impediments, but not for those with intellectual disabilities (OECD, 1997). In late 1990s the Government began work on a "White Book" as part of the overall strategy to advance social and economic development in the Czech Republic. Education and human resource development were top strategic priorities and the White Book asserted the Government's responsibility to guarantee parents the right to choose the appropriate education for their children. Until 2004, children with disabilities could only be group integrated; that is, in special classes in mainstream schools. The Edict on Primary Schools was finally amended in 2004, permitting the individual integration of students with intellectual disabilities in regular classes at mainstream schools. Gradually, the two-track system, where special education had a strong position, has evolved into a multi-track system EASNIE, 2018c.). In 2005, a new Education Act (No. 561/2004, Call) on Pre-school, Primary, Secondary, Vocational and other Education (further The Education Act) came into force. The Education Act explicitly sets out

the obligation to support the development of abilities of all pupils and students at schools (MŠMT, 2018). Therefore, it is only since 1 January 2005 that children with disabilities have, by law, been permitted to be mainstreamed through individual integration. However, the legislation did not explicitly mention the concept of "inclusive education", in contrast to the other countries under discussion; the law only recognized the right to equal access of all people to education and there is no definition of what constitutes reasonable accommodation (Šiška & Latimier, 2011). Since its approval in 2004, the Act has been amended many times and the most important changes dealing with approach to the education of pupils with special educational needs and follow-up decree enter in force in September 2016. In 2016, the Czech Republic implemented major amendments to the Education Act of 2015 (Act No. 82/2015 Coll.), which significantly modified the rules for education, especially regarding inclusion. These subsidiary regulations include the following: (1) Decree No. 27/2016 Coll., on the education of pupils with special educational needs (SEN) and talented pupils; (2) Decree No. 197/2016 Coll., which amends Decree No. 72/2005 Coll., on the provision of counselling services and facilities in schools, and certain other decrees (MŠMT, 2017). They removed the unreasonably strict definition of students with SEN and defined a student with special educational needs as a student who needs support measures to fulfil his/her educational possibilities and pursue his/her right to education on an equal basis with others. Support measures are selected to reflect the pupil's state of health, the cultural environment and/or different living conditions. Classification of support measures is thus at the forefront, with classification of SEN subsequently derived from it (EASNIE, 2018c; The League of Human Rights, 2018). Students with special educational needs are either educated with the help of support measures (based upon unified, nation-wide educational framework programmes designed for intact population); or those with serious mental disabilities are educated according to a modified educational programme (OECD, 2013a). Without predetermining the level of support, the law defines the types of support measures, so that the support can be determined throughout all levels with different degree. They allow the following: 1. The possibility to adjust the conditions, content, forms and methods of education 2. Prolonging the standard duration of education 3. Adjustments to the conditions governing admission into, and completion of, education 4. Support for deaf and blind people 5. The adjustment of learning outcomes 6. The use of individual education plans 7. The use of teaching assistants and/or the opportunity to use relevant school counselling facilities or staff who provide support to pupils with SEN during their time at school 8. The construction and alteration of school premises (EASNIE, 2017). On 9 July 2014, Government Resolution No. 538 approved the Strategy of the Czech Republic's

Education Policy until 2020, which became the cornerstone of Czech education policy, and together with the following documents develop inclusive approach to education at the national level, the documents are: National plan to support equal opportunities for disabled persons for 2015–2020, Action plan of inclusive education 2016–2018, and Strategy to fight social exclusion 2016–2020. These documents recognize that the reduction of inequalities in the education system cannot only represent interventions to support children, pupils and students with special educational needs or otherwise disadvantaged. Even though these measures are extremely important, they are not enough. The position of disadvantaged children, pupils and students in education can be improved only if the elements of inclusive education will be promoted and systematically strengthened (MŠMT, 2014). The last document approved in July 2015 is the National Action Plan of Inclusive Education 2016–2018 (so called Akční plan). The document strives to deal with the situation in the area of equal access to education of children, pupils and students, mainly those at risk of school failure. It works out the measures for supporting equal opportunities and fair access to quality education, including the measures in prevention, rectification and intervention in the area of early school leaving of vulnerable target groups (MŠMT, 2015a).

One of the three cross-cutting priorities of the Czech Republic's Education Policy Strategy until 2020 is to reduce inequalities in education. The strategy seeks to ensure that no social group is disadvantaged in access to school education and that educational opportunities and outcomes are least affected by factors such as gender, socio-economic status, region, nationality, origin in a culturally diverse environment (immigrants), which an individual cannot influence (MŠMT, 2014).

1.3 NPOs in the world of education

Civil society organizations (CSOs) are a product of community and as such play an imperative role in the creation of a culture of peace and prevention of conflicts (Azzopardi, 2011). Since 1980s, CSOs have gradually started to refer to the fact that they have what to say when it comes to education sphere, thus their word should be considered. This harmonized voice was followingly strengthened during several important events in education such as the Jomtien Conference in 1990, the World Education Forum in Dakar in 2000 and the World Education Forum in Incheon in 2015 (Kruse, 2003). During the latter, over 250 non-profit organizations (NPOs) fully participated, actively contributed and commented on the Draft Declaration and Framework for Action (FFA) (UNESCO, 2016). As a result, they issued a declaration in which they highlight inclusive, free quality public education and lifelong learning for all as a

fundamental prerequisite to reach United Nation's Sustainable Development goals "recognising the critical role of education for social, economic and environmental justice and the indivisibility of human rights" (UNESCO, 2015a, p. 2). Without doubt, the continuity and ongoing effort of non-profit organizations to be heard, engaged and involved at all stages of education policy development (from planning through monitoring to evaluation) has been finally recognized and guaranteed by various international, cross-border, and transnational authorities such as UNESCO, United Nations, European Community etc. who play a key role in the formation of educational strategy for current and future generations (United Nations [UN], 2011, 2017; UNESCO, 2005, 2016, 2018).

Partnerships with civil society organisations for service delivery can involve contractual or semi-contractual agreements; for example, partnerships between public authorities and local community associations for educational services or training (OECD, 2011). Benefits of inter-organizational cooperation (or also so-called: governance, networking etc.) in addressing public policy issues has become increasingly popular among policy-makers (McQuaid, 2010). It is a way in which organizations interact with their stakeholders (Salvioni, 2009). Academic literature provides a number of advantages which this cooperation brings. As one of the benefits of collaboration of organizations that e.g. Nelson and Zadek (2010) report is the development of human capital through the creation of new opportunities for training, motivation and volunteer programs. Establishing cooperation can also provide organizations with pros in the form of cost reductions, better availability of financial, technical resources and information, and thus increase the effectiveness of individual steps towards achieving the goal. As McQuaid (2010) points out, in case of non-profit organizations, cooperation with public sector bodies is beneficial for example, to new possibilities for practical impact on policy-making and thus advocating the interests of disadvantaged groups. The benefit of collaboration is also to enable a comprehensive solution to the problem and the creation of innovative practices through sharing of ideas, professional theoretical and practical knowledge. Nelson and Zadek (2010) believe that this fact contributes to the formation of a stable society, which is the main objective not only of the state administration bodies, but also of many non-profit organizations.

According to Hudson (1987), it is important to understand the external factors influencing the development of network links in a given context, in order to fully understand the development and nature of inter-organizational relationships. The author also adds that when developing cooperation and fulfilling conditions conducive to the development of cooperation, organizations may encounter certain obstacles and limits to achieving such development. Prior to commencement of cooperation, these obstacles need to be realized and

tried to be avoided. The formation of cooperation is a complicated process in which individual actors encounter a number of obstacles. Organizations face conflicts of interest that complicate negotiation of objectives, clear division of responsibilities and individual competencies, limit mutual trust and relative freedom of decision-making among partners (Winkler, 2005). Moreover, NPOs can erode the legitimacy and moral authority of the state or their own for example depending on donors who have their conditions before funding NPOs activities or when NPOs become too closely identified with the state (Ranucci & Lee, 2019).

As mentioned in the previous lines of this chapter, inclusive education is a prerequisite for the common education of all pupils/students regardless of their ethno-cultural identity, language, religion or handicap, i.e. any type of disadvantage. Promoting and supporting the development of this type of education in the individual Member States is one of the main objectives of the European Union's education policy and is essential for achieving high quality education for all pupils (UNESCO-IBE, 2008). To ensure inclusive education, inter alia, significant support networks of key actors participating in a given location to services in the education of children with special educational needs, including also children with language handicaps (with a different mother tongue), is required. According to Todd (2007), cooperation between schools, families and professionals is a key to the long-term government strategy to support child welfare, including deepening inclusive education. Hyánek, Hladká and Prouzová (2008) recognize that NPOs play the roles of a creator of social capital that links people to their communities and to others; an influencer of the political process; a creator of social changes; a fulfiller of participant's needs and interests; a provider of services; a creator of income, jobs and knowledge as well as economic development. As Mundy and Murphy (2001) describes, NPOs gained a new place as educational service providers at the beginning of 21_{st} century as there was a necessity to have more responsive organ which serves better to local needs and is more efficient in the delivery of basic social services than governmental organizations. They are independent actors, a voice for marginalized populations, who are in action when the state is unwilling to act; and who can relieve the burden on the state to provide education for all age groups. According to Paniagua and D'Angelo (2017) NPOs can operate also as a bridge between families and schools. This partnership may foster a long-term vision and provide more stability in the distribution of power between schools and families. Moreover, NPOs can become agents that improve the competences of parents and teachers to overcome institutional barriers; and help schools develop more welcoming climate within culturally different families. Some other authors add that this cooperation can improve relationships with ethnic minority families and foster greater inclusion (Lopez, Kreider, & Coffman, 2005).

To sum it up, NPOs may play an important role in education field as a part of bigger education community and act in the areas that are often neglected by the state and have depended upon the private sector and local actors for their existence. Nevertheless, it is important to mention, that not all NPOs are progressive entities pursuing a universalistic agenda, some can be extremely sectarian, if not reactionary, and also this fact should be taken into consideration while speaking about non-profit sector (Sutton & Arnove, 2004). Notwithstanding, NPOs appear to become one of the essential stakeholders in educational networks who together with other players help step out of traditional school boundaries and create new concept of educational community (Díaz-Gibson, Civís, & Guardia, 2014).

1.3.1 Czech non-profit sector

Since 1989 there has been a very rapid development of non-profit sector in the Czech Republic. Citizens were allowed to reunite themselves freely, promote their interests and respond to social issues of a different nature (Müller, 2002). A large number of non-profit organizations begun their activities, which had a very strong influence on society, many of which are holding their strong position till today. Some are more or less the inertia of their influence; others were able to adapt to new conditions and to modernize their services and management processes. However, over the past 30 years, there have been significant changes in management, technology, communications and other business segments. Just as competitiveness was growing in the commercial sector, non-profit organizations also had to learn to reach out to the public, gain and keep their donors. This is related to the pressure on the professionalisation of non-profit organizations. NPOs have become an important part of the national economy, since they deal with issues that the state itself cannot solve due to some obstacles such as limited financial means, flexibility, velocity etc. Due to the growing importance of globalization, the development of cooperation between Czech non-governmental non-profit organizations has moved beyond its borders (Pospíšil, et al.). To date, there are five forms of not-for-profit organizations, namely: Associations (spolek), Foundations (nadace), Funds (nadační fond), Registered institutes (ústav), and Social co-operatives (sociální družstvo); nevertheless, the principal legal forms of not-for-profit organizations (NPOs) in the Czech Republic are associations and foundations (International Center for Not-for-Profit Law [ICNL], 2018). The Czech state supports NPOs through financial transfers such as subsidies and grants, or indirectly, through tax deduction or tax exemption, or other regulation (Hyánek et al., 2008).

In the Czech Republic, there is currently no strategy or concept that would involve networking actors in inclusive education. The only more detailed document created within the public administration is the document called Development of cooperation with other actors in the local education network, which was created by the Centre for the Support of Inclusive Education. In this document, it is emphasized that inter-organizational cooperation, in other words sharing good practice and exchanging experience through interdisciplinary consultations, appears to be an essential tool for successful start-up and the introduction of inclusive education. The centre of the network identifies schools, and other actors acted as providers of support services. It is based on the assumption that needs of children with the needs for supportive measures can be met by schools, governmental organizations and other service providers (Centrum podpory inkluzivního vzdělávání [CPIV], 2012).

Nevertheless, there are several NPOs working in education sphere which support and practise the inclusive education policy within their lifelong learning education mission. Those activities are described further.

1.3.2 Italian not-for-profit approach

Italy belonged to countries with the smallest non-profit sector among western countries until the period of 2001 and 2011 when the number of non-profit organizations increased more than 28% according to the Italian statistical office (Anheier & Salamon, 2006). As the main reason for this growth can be attributed to a relevant change in the attitude of the public authorities (Barbetta, Canino, Cima & Verrecchia, 2018). In 1990s, the system of social welfare was reformed and social services were transferred under the responsibility of regional and local administrations, in which state takes care of the most disadvantaged and non-profit sector provides support to others in need, however in which also non-profits face tough competition of commercial companies as service providers (European Center for Not-for-Profit Law, 2012). Nowadays, non-profit sector is composed of non-profit-making associations (Organizzazione Non Lucrativa di Utilita' Sociale), non-governmental associations (Organizzazione Non Governativa [ONG]), voluntary associations, cultural associations (inspired by religious principles), environmental protection associations, consumer associations, and specific disease treatment associations; moreover, local grass-roots organizations (Pro Locos) and blood donor associations have been added to these (Associazione Volontari Italiani del Sangue [AVIS]) (Rossi, 2011). Some of these organizations replace public administrations, the others are unified, without the public administration supplying services. Such non-profit organizations are supported by laws, funds etc., however, according to Rossi (2011) this privilege also brings the

dark side of the high risk of corruption potential due to strong relationship to politics. In 2016, not-for-profit sector underwent a major reform in order to combat corruption. NPOs are eligible to gain public funds and tax advantages if they show the direct impact of their activities. Along with these benefits, high social responsibility comes, and NPOs are obliged to mandatory reporting requirements (Nardo & Siboni, 2018).

More recently, law no. 92/2012, which reformed the labour market, has provided a formal definition of lifelong learning: lifelong learning encompasses learning activity, whether formal, non-formal or informal, undertaken throughout life with the aim of improving knowledge, skills and competence within a personal, civic, social and/or employment related perspective. Relationship with local health organizations, local authorities, formal and informal educational bodies, families, and counselling services should be promoted (Pinelli, Pace, Cassio & Arpaia 2017). In the same line, in one of the latest publications "Voci della scuola" by Cerini and Spinosi (2015), tries to capture quality indicators in the inclusive education process which are seen in the development of competencies of pedagogical staff and the need for cooperation and collegiality between school staff and other institutions. The ability to "nurture" the system, to cooperate, to form together, etc. is a basic dimension determining the quality of school integration. Cooperation does not only involve schools themselves, but also families, collaborating territorial groups, health workers, non-profit organizations and other services (Cerini & Spinosi, 2015). According to D'Alonzo (2012), the presence of the diversity of pupils present in the class has brought interesting results. Apart from the fact that students learned how to adopt diversity, work with it and understand its value, the school had to open up to external stimuli, work with external organizations and experts and synchronously solve problematic scenarios. School staff have to learn how to work in a team. The usefulness of such cooperation leads to efficiency in the field of education (D'Alonzo, 2012). The regulation on school autonomy (DPR 275/99) sees the school as a fundamental element within a network of stable relationships among external actors (ministries, local authorities, associations, enterprises, and other educational organizations which are on the territory) and internal ones (families, teachers, principals, students, etc.) (Salvioni et al., 2012).

1.3.3 Spanish non-profits

Under General Franco's dictatorship (1939-1975), five the most influential and the biggest non-profit organizations were established. Three of them, namely Cruz Roja Española (the Spanish Red Cross), Organización Nacional de Ciegos de España (ONCE; the National Organisation for the Blind), and Cáritas Española (the confederation Catholic Church charities,

for social assistance) created a special relationship with the government and have played leading roles in the process of institutionalisation of the third sector (Rey-García & Álvarez-González, 2015). As stated in GHK report (2010), the restoration of the democracy in the middle of the 1970s brought an increase in the number of new organisations. Between 1995 – 2002 there was also significant increase of NPOs in Spain. Whereas in 1995 there were 253507 not-for-profit organisations, in 2002 the number arose to 362654; of which 35006 in 1995 and 43875 in 2002 belonged to the education sector (GHK, 2010). According to the report on Volunteering Across Europe, 31.8% of the non-profit organisations in Spain carried out their activities in the social service, followed by education with 25.1% and health 12.20% (SPES, 2008). The Spanish non-profit sector is essentially based on volunteering, moreover, some of the organizations would not even exist if there were not volunteers (GHK, 2010). Since 1990s the role of civil society has been expressly recognized by public institutions, and with Law on Social Economy from 2011 the openness towards cooperation with various social entrepreneurs and ensuring the necessary support for their activities (European Center for Not-for-Profit Law, 2012).

Lifelong learning education feeds on the initiatives carried out by central and regional education authorities, education offices or municipal education institutes within municipal councils, employment authorities and non-profit-making entities of the civil society also in Spain. The Spanish Constitution and the Act Regulating the Right to Education, in force since 1985, the Education Act and the Act on the Improvement of the Quality of Education guarantee, promote and arbitrate the participation of all the sectors of the education community in the organisation, management, running and evaluation of the schools, as well as in the general plan for education. There is a common state education framework in Spain, which states that more inclusive and participatory society requires alternative ways of organisation and management through collaboration and teamwork, but there is no explicit obligation to create networks (Azorín & Muijs, 2017). Spain, as a country of 17 Local Educational Authorities deals with different educational approaches, however, there is an evidence that the collaboration between various stakeholders works. Catalonia region can serve as an example where the cooperation contributes to increase social and educational inclusion (Civís & Longás, 2015) or the study by Díaz-Gibson, Zaragoza, Daly and Mayayo (2017) which emerge at the local level in Barcelona. Fernández-Enguita (2007) defines five types of networks for educational innovation in Spain: institutional, professional, community and training. According to this distribution, NPOs belong to the community networks sharing the common goals related to education.

Besides general law mentioned above, every Local Educational Authority establishes legislation introducing small innovations. For example, in the II Plan de Atención a la Diversidad of Castilla y León region, we can find ten principles which contribute to the inclusive education. Within the sixth principle which is titled "Participation" the emphasis is put on the cooperation of pedagogical staff, family, associations and various governmental/state organs while preparing strategical policy for students with SEN. In the framework of SWOT analysis, we see the recommendation for current status of education policy to improve cooperation with NPOs and other organizations that serve people with physical disabilities and to those in vulnerable situations (JCyL, 2017).

1.4 Activities provided by NPOs for inclusive, lifelong education

Johns Hopkins Center for Civil Society for over than two decades has been carried out the largest empirical studies of the non-profit sector (UNESCO, 2017b) and developed a common definition and research framework for analysing the scope, structure, financing, and role of the private non-profit sector of more than 45 countries around the world (Salamon et al., 2004). Non-profit non-school organizations that provide support to education institutions, which are often referred to as "education civil society organizations", can be found in Group 2 Education and Research of the International Classification of Non-profit Organizations (ICNPO) which was built on the basis of ISIC (The International Standard Industrial Classification of All Economic Activities). Here are the examples of Group 2: study and research centers, tutoring/test preparation organizations, religious seminars, professional societies, preschools/kindergartens, senior and adult education organizations, language training organizations, research observatories, conferences and seminars organizing committees, art/dance musical conservatories and training programs, school associations, alumni groups, non-school organizations that provide education such as tutoring services and clubs associated with schools (UN, 2003). However, there are also other NPOs that provide support to schools, such as teacher unions, education foundations, parent-teacher associations etc. which are classified elsewhere according to the ICNPO (UNESCO, 2017b).

The Global Partnership for Education sees essential to include NPOs (in their terminology: civil society organizations) into the education and considers them as partners who help shape education policies and monitor programs; and hold governments accountable for their duty to fulfill the right to education (Baker & Krupar, 2018). The cooperation of Global Partnership for Education and NPOs help develop, implement and monitor education strategies, make meaningful contributions to policy discussions, advocate for adequate support of

resources needed to provide quality education for all children. There are also several global educational documents which were created by or with contributions of NPOs. One of which we can name Incheon Declaration which was adopted on 21 May 2015 at the World Education Forum (WEF 2015) held in Incheon, Republic of Korea and to which NPOs contributed through several consultations (UNESCO, 2016). UNESCO (2015b) believes that public and private sectors have a stake in the building of inclusive knowledge societies which can have an impact on curricula frameworks, textbooks and policies concerning affirmative action. The precise activities of individual NPOs in education depend on their area of expertise. However, among the most common activities we can mention: consultations for schools or their staff (pedagogical and administrative); training activities for pedagogical and administrative staff; publishing books, posters, guides, recommendations, manuals, dictionaries; cooperating with experts from various disciplines and connecting them with schools; supply schools with other important resources such as: tools for support measures, ICT equipment and many more; organizing sessions/events/conferences; playing the role of mediator for example in connecting parents with teachers and many more (Bingham, 2015).

Last but not least, it is necessary to consider to whom are or should be non-profits accountable for activities they create. Considered the public purpose of NPOs, they have to be responsible to multiple actors. They are accountable to funder(s) (upwards) and to clients (downwards), moreover also to those who are impacted by NPOs activities such as the public at large and to themselves in fulfilling their stated goals (Ebrahim, 2010).

1.5 Conclusion

In local-level planning and management, formulating goals and strategies at national and local levels, and monitoring and reviewing progress, genuine partnerships have to be built for the government authorities and the non-governmental bodies to work together. Initiatives are needed on both sides to change mind-set, perceptions and attitudes in order to foster the spirit of genuine partnership for working towards the common goals in education (UNESCO, 2008a, p. 4).

The need for effective and efficient learning calls for more complex actions which also include a more mature governance approach, which emphasizes the role of network relations with stakeholders such as parents, students, principal, teachers, public administration, enterprises, non-profit organizations (Salvioni et al., 2012). According to Pedone (2015), to

ensure inclusive education it is necessary to undertake a lot of changes in our educational systems and society as whole. It would be naive to pretend that NPOs can cure exclusion phenomena. They are just a part in a broader strategy to combat exclusion. Nevertheless, they may have positive effects on inclusion not just in education but social inclusion in general (Badelt, 1999) and contribute to the evolution of cultural development, responsible citizenship, and social and economic welfare.

2. NPOs & STUDENTS WITH DIFFERENT MOTHER TONGUE

When planning for a year, plant corn. When planning for a decade, plant trees. When planning for life, train and educate people."
Chinese proverb: Guanzi (c. 645BC)

As mentioned in Chapter 1, inclusive education is a prerequisite for the common education of all pupils/students regardless of their ethno-cultural identity, language, religion or handicap (Ainscow et al., 2006). Inclusion in education means that we do not divide students into intact students and those with disabilities. The inclusive teacher has to choose such learning practices that will enable all pupils to participate fully during lessons, and to their full potential (Pedone, 2015). Nevertheless, it is necessary to realize that there are students in classrooms who have special educational needs. The group of these students is named differently in different countries. In this thesis, we describe terminology used in individual countries of our interest further, however in general we decided to use commonly used term students with "special educational needs" (SEN). There is neither space nor the purpose of this dissertation to cover all types of students with special educational needs. Therefore, students with SEN are only outlined here, and the emphasis is placed on students with a different mother tongue and the cooperation of formal and non-formal education to overcome barriers which they face.

2.1 Students with SEN in the Czech Republic, Italy and Spain

The situation *in the Czech Republic* is described in the Act No. 561/2004 Coll. about pre-school, primary, secondary, higher vocational and other education legislatively defines education in the Czech Republic (further referred as "Education Act"). The amendment to this Education Act, Act No. 82/2015 Coll., sets a change for the education of **children, pupils and students with special educational needs** and specifies a new view of a learner with special educational needs. A child, pupil and student with special educational needs is a person who, in order to fulfil his / her educational opportunities or to exercise or use his / her rights on an equal basis with others, needs educational support in terms of support measures. Support measures represent the necessary adjustments in education and school services appropriate to the state of health, the cultural environment or other living conditions of the child, pupil or student. Children, pupils and students with special educational needs are entitled to free provision of support measures by the school and school facilities (Zákon č. 82/2015 Sb., 2017).

Decree No. 27/2016 Coll., Amended by Decree 270/2017 Coll., on the education of pupils with special educational needs and gifted pupils, sets out rules for the use of support measures by the school and school facilities. Paragraphs 16 and 17 of the Education Act regulate the education of pupils with special educational needs and gifted pupils. The amendment brings a new perspective on the common learning of all pupils, specifying support measures that are eligible free of charge. First-level support measures offer minimal adaptation of methods, organization and evaluation of education and are provided to a pupil who requires the need to adapt to education or school services and to engage in a team. Second-to-fifth degree support measures are provided on the recommendation of a school counselling facility and with the informed consent of an adult student or legal guardian of the student (Mrázková & Zapletalová, 2014; MŠMT, 2016a). Thus, who are those children specifically? In the Czech legislation we cannot find any categorization. The law establishes, as mentioned above, that students with special education needs are those of special educational support in terms of support measures which are defined in a scale from one to five. Students with a different mother tongue in most cases belong to the second level of support measures' needs.

Similar approach can be also found *in Italy*. The term **bisogni educativi speciali (BES)** indicates students from all categories of students with special educational needs, i.e. not only students with disabilities covered by Act 104/1992. This intention signals the fact that inclusion does not only mean the inclusion of children with disabilities and disadvantages in mainstream schools, but it affects all students and, therefore, the entire society. According to the new Ministerial Decree of 27 December 2012, some rules on support measures for BES students are amended. The regulation states that every student may have a special pedagogical need for physical, biological, physiological, psychological, social needs for some time or a long time in his/her life, and so it is necessary for the school to be ready and able to respond adequately. The ministerial regulation defines three areas of change in support. It is (1) an increase in positive awareness of inclusion (it is literally about inclusion culture). Furthermore, (2) it is necessary to increase the competencies of ordinary teachers and (3) to create a new model of organization within the school (MIUR, 2012). The new support system imposes on the directors to create the working group for inclusion, so-called "Gruppo di lavoro per l'inclusione", which is the team of: the director, teachers, autonomists and communication assistants, coordinators, special/supportive educators , parents, representatives of UMEE - Unità Multidisciplinare per l'Età Evolutiva (organizations dealing with prevention, rehabilitation, therapy, diagnosis of disabled students attending compulsory education), representatives of AEC - Assistente educativo culturale (personal assistance/ service/support of the integration of the student),

employees of the so-called ATA (administrative, technical, auxiliary staff) (Coordinamento Italiano insegnanti di sostegno, 2017). Support is therefore largely focused on teamwork, including the early detection of BES students at school, the collection and documentation of all pedagogical and educational practices in order to create a functional organizational system (Sandri, 2014). The importance also has the preparation of an annual inclusion plan, the so-called Piano Annuale per Inclusione for all BES students, which must be written by the end of June at the latest. The plan is to link and evaluate the human resources, organization and tools that are available in the school, and reviewing "special" support for learning (Dainese & Friso, 2016). Law no. 104 of 1992 is the reference legislation for the integration at school and in the society of disabled people. It establishes that the aim of the integration at school is the development of the potentials of the person with disabilities in learning, communication, relationships and socialisation. It also defines 'disability' as any progressive or stable physical, mental and sensory disability that causes difficulties in learning, relationships and in the working life (Legge 5 febbraio 1992). Law no. 170/2010 has recognised dyslexia, dysgraphia, dysorthography and dyscalculia as Specific Learning Disabilities (Disturbi specifici dell'apprendimento, DSA). Pupils suffering of these disabilities receive special organisational and didactic support measures through personalised plans (Legge 8 ottobre 2010). In 2013 the Ministry of education has published a directive on measures for pupils with special educational needs. Besides confirming the existing strategy of inclusion, the directive has also extended the field of application of all provisions on school integration of pupils with disabilities. Finally, the reform Law 107/2015 has delegated the Government to legislate on the promotion of school inclusion of disabled pupils through decree no. 66/2017 which came into force on 31 May 2017, even though the main changes foreseen are introduced from 1 January 2019. The decree focuses on the assignment procedures for the support resources for teaching and school staff training and teaching continuity in order to help disabled pupils to create their own life project with the involvement of different subjects of society (EASNIE, 2016).

Students *in Spain* have, as their basic right to receive the necessary assistance and support to compensate for personal, family, financial, social and cultural disadvantage, particularly in the case of pupils with special educational needs (Organic Law 8/1985). At the national level, as being already described in the subchapter 1.2.2, the Law LOE sets up as the essential principle the attention to diversity with the aim to provide all students with education adapted to their characteristics and needs. On this manner, the focus is not only on students with different needs, but on all students. The concept of "students with special education needs" is replaced with a broader term "students with specific needs for educational support"; in

original language "**estudiantes con necesidades específicas de apoyo educativo** (NEAE)".
According to the regulation, the target groups of the measures (ordinary and/or extraordinary)
for attention to diversity are: (1) Students of the education system as a whole; (2) Students with
specific need for educational support; (3) Socially disadvantaged students (Ley Orgánica
2/2006). The current Law in force "LOMCE" states that a more open, inclusive and
participatory society requires alternative ways of organisation and management through
collaboration and teamwork (Azorín & Muijs, 2017).

Each Autonomous Community in Spain has its own model of Education Authority,
sometimes as a Regional Ministry, and sometimes as a Department of Education. Such
Education Authority prepares Plans on Attention to Diversity (Plan de Atención a la Diversidad,
further referred as "Plan") in accordance with the national policy. Castilla y León region, which
is the one of these Autonomous Communities on which this thesis focuses, has currently in
force "The II Plan on Attention to Diversity (II Plan de Atención a la Diversidad en la
Educación de Castilla y León)" from 2017, whose purpose is to implement education measures
and actions allowing the maximum adaptation of the teaching-learning processes to the whole
students' characteristics. In the Annex I of the Instruction from 9 July 2015 issued by the
Department of Innovation in Education and Teacher Training of Castilla y León region, we can
find detailed description of students with SEN and their typologies and categorization. There
are 4 basic groups of students which specific needs for educational support: 1. Students with
Special Educational Needs 2. Students with Educational Compensation Needs 3. High
intellectual capacities 4. Learning difficulties and/or low academic performance (JCyL, 2015b).
Students with a different mother tongue can be found in the second group of Students with
Educational Compensation Needs within categories Late incorporation and Special social,
geographical and cultural conditions, as demonstrated in Figure 6:

Figure 6 *Categories of students with a different mother tongue in Castilla y León*

Typology	Category
Late incorporation	Immigrants without sufficient knowledge of a language
	Immigrants with curricular lag
	The Spanish without sufficient knowledge of a language
	The Spanish with curricular lag
	Minorities
	Disadvantaged environment

Special social, geographical and cultural conditions	Social exclusion
	Temporary inhabitants
	Geographical isolation

To sum up given information from all three countries, despite the different terminology and procedures of identification and reassignment of barriers students with SEN can face while performing in schools, all countries have the common aim – to challenge those obstacles with necessary instruments such as individual plans or support measures are. The shared goal in these legislative cornerstones is to allow all students to advance and experience their own successes with the same chances. This is the legal base.

2.2 Students of second language in our classrooms

There are several reasons why students with a different mother tongue are included in the group of students with SEN. They are disadvantaged in terms of enrolment in type of school, duration of attending school, indicators of achievement, drop-out rates and types of school diploma reached (Migrant Integration Policy Index [MIPEX], 2015a). Indeed, the language barrier is not the only element which plays its role in academic failure of these students. Different cultural backgrounds, social status of parents, different physical appearance, different communication habits, religious differences, among many others, have their indisputable impact; thus, apart from schools fails, students can also face xenophobia, racism and/or cultural misunderstandings (Graham, Minhas & Paxton, 2016).

Language barrier has been identified as a classical obstacle in education which gets on its severity with the higher age of a student in the time of his/her arrival (Network of Experts in Social Sciences of Education and Training [NESSE], 2008). According to Cummins (1984, 2000), the language, respectively its acquisition is divided into two phases, the acquisition of communication skills and consequently cognitive academic skills. We learn how to communicate in everyday situations, and it takes from six months to two years to master this skill. Considering communication in academic environment, it may take up to seven years to develop language skills (that is, use professional expressions, work critically with text, express in context, etc.). The importance of this topic is also supported by the European Council which sees two key measures to support students with different mother tongue: (1) teaching and

learning of the official language of schooling; and (2) support teaching and learning of mother tongue (Council of Europe, 2007).

This subchapter aims to describe who these students are and what can serve as prevention and intervention to reduce or eliminate the risks of failure. Even though the emphasis is put on the language barrier, the author realizes that the issue is much broader and thus, has to be always considered in connection with other aspects such as socio-economic inclusiveness within schools (European Commission, 2017a), linguistic, cultural, religious and educational backgrounds of students.

In practice, we encounter inconsistent labelling of students with a different mother tongue and in many cases, those terms include, in essence, only children of citizens of other states. In terms of access to education for children with insufficient or totally lacking knowledge of the language of the country, coming from a different cultural and linguistic environment, we talk about a wider group of students. For this reason, the term *children/students with different mother tongue or in short L2 students* is used here since it seems to the author to be the most appropriate. In academic literature we can also find terms such as: English language learners, English as a second language learners, English as second/additional language pupils/student etc. – in case English is a language of schooling.

According to Education and Training Monitor from 2017, the number of students in Europe whose mother tongue is different than the language of instruction is growing. These students do not represent a homogeneous group as the level of knowledge of the language varies individually, as well as the level of students' education (European Commission, 2017b). This should be always taken into the consideration while designing the appropriate support measures, such as those set by European Commission:

- supplementary education in and outside school, including help with homework, language learning and mentoring during activities;
- immersion in mainstream classrooms with support from specialists and teachers who have the competences and experience to tailor teaching to children in the classroom who do not have the same level of competency in the language of instruction;
- developing their mother tongue competences (European Commission, 2015b, p. 10).

The disadvantage of language is a serious issue which, if not treated properly, can lead to extirpation of a child. It is associated, among other things, with cultural shock, loss of motivation to learn, frustration, feelings of alienation and deep loneliness (Igoa, 2009). High-quality and well-organised language support and school guidance services can be an effective way how to prevent and reduce these consequences. The closer look into these forms of support

will be introduced in the following chapters, however generally, we can say that the language support for students with different mother tongue is widespread. It comes in several forms, usually as a provision of extra lessons of language or assistance in the student's mother tongue (European Commission, 2017a). It is important to note down that language of schooling is a second language for student with a different mother tongue and in this manner, with appropriate methodologies, has to be approached and taught. Another aspect of either success or failure is teachers' preparedness reached within formal or non-formal education and teachers' possession of intercultural competences. Also, this topic will be discussed further. And finally, already mentioned presence of mother tongue in the education process, which is a welcomed element that gives students a strong early start in education (UNESCO, 2008b) has to be recognized. Unfortunately, there is an evidence which shows that many educational systems around the world insist on exclusive use of one or sometimes several privileged languages and exclude others, including children who speak them (Arnold, Bartlett, Gowani, & Merali, 2007). According to Cummins (1981, 2001), the proficiency developed in one language is transferable to another if there is sufficient exposure to both languages and sufficient motivation to learn. He believes that the non-dominant languages form a resource, and not a threat to the learning of the school language.

The following subchapters describes the educational environment for students with a different mother tongue in countries of the author's interest – Czech Republic, Italy and Spain.

2.2.1 Czech Republic has still a long way to go

Although Czech education system is multi-tracked, L2 students are not automatically assigned to special schools as it is a practice with different groups of SEN students; on the other hand, they do not have the option of attending language training courses before coming to mainstream schools as it is a common practise in some European countries (Radostný et al., 2011). As being said, students with a different mother tongue belong to the group of students with SEN and they should receive the form of help in accordance with the second level of support measures in the Czech Republic. As defined by Národní ústav pro vzdělávání (NÚV), the second level of support measures requires the report from Pedagogical Consultancy Institution according to which schools apply the recommended support measures. The whole procedure has to be consulted and agreed with a student and/or student's legal representative (Mrázková & Zapletalová, 2014). The support measures may consists of: (a) counselling assistance from the school and school counselling facility; (b) adjusting the organization, content, evaluation, forms and methods of education and school services, including the

provision of teaching of subjects of special pedagogical care and extending the duration of secondary or higher vocational education (up to two years); (c) adapting the conditions of admission to education and leaving school; (d) the use of compensatory aids, special textbooks and special teaching aids, etc.; (e) adjusting expected learning outcomes within the limits set by the Framework Education Programs and accredited training programs; f) education according to the individual educational plan; g) use of teacher assistant; h) use of another pedagogical worker etc.; (i) the provision of education or educational services on premises which are technically or technically modified (Národní ústav pro vzdělávání [NÚV], n.d.).

The Czech Republic signed the Convention on the Rights of the Child, hence, is obliged to respect and safeguard children rights without any discrimination. Moreover, the national legislation, in the Education Act, states that the equal access to education without any discrimination has to be guaranteed, both to citizens of the Czech Republic and citizens of other EU Member States. Unfortunately, children from third-country nationals are excluded from this claim for unknown reasons (MŠMT, 2016b). Nevertheless, children-citizens and children-foreigners (no matter the country they come from) are obliged to compulsory schooling, even though these children-foreigners are in the country illegally. According to official statistics, there were around 38 000 of students (approx. 2% of all students) with a different mother tongue in kindergartens, primary and secondary schools during 2016/2017 academic year and around 43 000 at higher education institutions, however it is estimated that the number is bigger as relevant detailed statistic does not exist (see Český statistický úřad, Education of foreigners).

In the Czech legislation, children with different mother tongue are defined as children-foreigners which, as being said before, does not correspond to the actual group of children with a language barrier. However, this fact is widely recognized; moreover, local NPOs, especially META o.p.s. tries to change this approach with their professional inputs to various legislative decisions and opens this topic within public and political dialogs. Several investigations of this non-profit revealed that the methodology of learning to language of schooling as a second language is, sadly, unsystematised, happens randomly and without professional methodological preparedness of teachers who should provide it to students. Schools that educate students with different mother tongue lack the systematic support and the situations resulting from the arrival of children from different cultural and linguistic environment solve ad hoc. Schools that have no experience with foreigners often do not know where to look for support (META, 2014). Moreover, according to last investigations, some schools and pedagogical counselling institutions still try to avoid provide adequate support measures to L2 students (META, 2018).

2.2.2 Complex framework in Italy

In Italy, students with a different mother tongue, does not matter if immigrant ones or from other language minorities, have the right to education and must attend compulsory education and undergo the same assessments as Italians. In the "Guidelines for the reception and inclusion of foreign students" MIUR provided, beside the legislative frame, some suggestions for organisation and teaching, to favour both entrance of foreign pupils at school and their success in their studies. The document includes a series of good practices that, from an administrative, organizational and didactic point of view, should be adopted to promote the integration of non-Italian pupils into the school (MIUR, 2014). In its essence, the Italian inclusive approach does not support the idea of separate/different ways in education for foreign students (e.g. to learn the language first). All students, no matter what barrier they can face, are included in regular schools. However, Italian legislation recognizes the need of extra linguistic support in 10 hours weekly of Italian as a second language over three to four months and establishing individualised educational plans and objectives (Piani Didattici Personalizzati) (Santagati & Ongini, 2016). The process of inclusion for foreign students consists of two aspects: "integration/inclusion" and "inter-culture" which is a model based on intercultural education (Sani, 2011). Specific guidelines concerning the inclusion of migrant pupils (MIUR, 2014) provide a regulatory framework, as well as suggestions concerning school organisation and teaching in order to increase the quality of education, nevertheless Italian schools still need an accurate planning of educational and didactic strategies (Sani, 2012).

Therefore, the principle of inclusion also applies to pupils from disadvantaged backgrounds for social and economic reasons and to immigrant pupils. In such circumstances, support measures focus on didactic flexibility and, in the case of immigrants with low levels of Italian, linguistic support, personalised teaching (through a personalised teaching plan); and can adopt compensative tools as well as be exempted from some activities (Santagati & Ongini, 2016). For example, immigrant pupils can be exempted from reading aloud, or from dictation. In such cases, the efficacy of intervention is monitored in order to apply support measures only for the time necessary. In fact, in contrary to certified disabilities, support measures in these cases of disadvantage are temporary and the classes with these students do not have support teachers (unless pupils have a certified disability) (Coccia, 2016). The Ministerial Directive of 27 December 2012, on "Measures for pupils with special needs and local organisations for school inclusion", cites all the initiatives taken for different types of pupils with special needs: pupils with assessed disabilities, with specific developmental disorders or with socio-economic, linguistic and cultural disadvantages (MIUR, 2012).

The presence of a linguistic and cultural mediator is essential in the initial stage of student' entrance to school to support communication among teachers, students and their families. In Italian education structure, the person of language or cultural mediators is recognized. According to Favaro, mediators should have four functions: to promote social inclusion; to facilitate communication between school and family; to support enrolment in school; and enact initiatives that promote languages and cultures of origins (Favaro, 2001). Nevertheless, some researches still reveal the absence of specialised professional figures within schools, particularly around linguistic and cultural mediation (see e.g. Chiodo, 2018). Low participation or total absence of mediators in schools is disappointing, on the other hand, they are not those who should welcome, communicate and support L2 students on behalf or instead of a regular teacher (Kowalczyk, 2016). It is still a responsibility of a teacher.

In the academic year 2016/2017, there was about 826 thousand students with different than Italian origin (MIUR, 2018). Central aspect of the process of school inclusion of pupils with citizenship non-Italian is their distribution among schools and, within schools and classes. In order to avoid the concentration of pupils with non-Italian citizenship in certain schools and preferably having their distribution balanced, the MIUR has set some organizational criteria about their own distribution between schools and in individual classes. Based on C.M. 2/20104 the number of students with non-Italian citizenship with reduced knowledge of the Italian language should not normally exceed 30% of the enrolled in each class and in each school. The regional school offices are required to facilitate a balanced distribution of pupils with non-citizenship Italian among schools through the promotion of agreements at local level and agreements between school and local authorities (MIUR, 2018). MIUR has been critizised for being too artificial when it comes to the actions and systematical solutions. On one hand MIUR considers the politics of intercultural approach at schools to be complex, such as creating guidelines, recommendations how to overcome traditional teaching models and techniques (a limit of 30% of foreign students per class; students' improvement of Italian knowledge; and students' involment in school life, with the help of the recently introduced subject "Citizenship and the Constitution") (Bussotti, 2017), and releasing calls for school projects in order to fund relating activities (e.g. teaching Italian as a second language with special attention to newly arrived students; fostering integration of and/or providing linguistic/psychological support to unaccompanied minors; training for teachers and administrative staff; awareness-raising activities around migration and human rights; linguistic-cultural mediation (Grigt, 2017).

2.2.3 Culturally diverse Spain

Spain is a multicultural and multilingual country with diverse local cultures with their own distinct languages, all living together in one country. New newcomers have even broadened already rich cultural and linguistic diversity and made the country realized that it is not completely prepared (Sales & García, 1999). It has brought the reflection on education and subsequently various changes in legislation. Nowadays legislation states that the education authorities have to support the entry of students that come from other countries or, for any other reason, are incorporated late in the Spanish education system (Ayuntamiento de Badajoz, 2011). López Cuesta summarized this educational support into "organisational and curricular actions to take account of diversity, curricular adaptations, splitting groups, integrating materials, flexible groupings, support in ordinary groups and offer of specific materials, programmes to improve learning and performance and programmes for the specialised treatment of pupils with specific educational support needs" (López Cuesta, 2017, p. 11). Educational plans and programmes including the particular measures are designed in accordance with students' knowledge, age and prior educational background to ensure they are able to enter the most appropriate course (MECD, 2011).

In particular, these programmes and plans include:

- Hosting programmes and plans. Aimed both at students of foreign origin and all late students joining the education system. These include measures to prepare the school for the arrival of new students, such as the inclusion of the values of intercultural education in the school development plan, teacher training, adjusting center resources or preparation of information documents in multiple languages. They address, therefore, linguistic, curricular, attitudinal and school context aspects.

- Programmes and plans for teaching the language of the host society. It includes measures of two types: On one hand, language classrooms, which aim to provide students with the necessary linguistic competence to enter the mainstream classroom. Their stay is flexible, meeting their needs, so the student does not attend there the whole day. On the other, linguistic and curricular reinforcement actions, which facilitate the study in all areas or subjects of the course with fewer difficulties.

- Programmes for teaching the language and culture of the country of origin. These programmes are targeted to students from other countries to continue studying their native language, while studying the host language. It is sometimes done in collaboration with the country of origin and with public non-profit organizations. Usually the courses

are developed outside school hours, although in some Autonomous Communities initiatives are being considered for including these contents in the curriculum. In addition, some communities encourage all students, not just the immigrant, to attend them.

As for the measures, the main ones are:

- Information for immigrant families on the Spanish Education System in several languages, aimed at both students and families. In this way, they are also informed about their rights, duties and opportunities, not only relating to education but also to other environmental resources that could be of use.

- Support services for intercultural mediation and translating and interpreting services. These are often external services. Their working and approach depend on regional and local resources, and on the needs of schools.

- Measures supporting the teaching function, through the inclusion of other professional profiles as a support inside and/or outside the classroom, specific training and resources related to interculturality and work with foreign students.

- Making stay at the educational level more flexible. Students who incorporate late to the Education System and present a gap of more than 2 courses in their level of curricular competence may be enrolled in a course prior to the one which would correspond to them by age.

- Reduction of groups' size in the classroom. (Eurydice, 2019c, p. n.d.)

In the same manner, as in Italy, there has been a significant increase of students within schools, however cultural differences have always existed among the students' population in Spain (Aguado & Malik, 2001). In the academic year 2016/2017, there was around 721 thousand of students with different origin than Spanish (MECD, 2017). There has been a consistent policy for the last decade welcoming newly arrived pupils (Programas de Acompañamiento Escolar), receptions programmes to help overcome language barriers (Programas de Acogida al Sistema Educativo) and school support and counselling programmes that are offered to culturally diverse students (Programas de Refuerzo, Orientación y Apoyo) (Hernández-Bravo, Cardona-Moltó & Hernández-Bravo, 2017). Several studies in Spain revealed low participation of immigrant families in schools (Garreta, 2008), discriminatory practices (Carrasco, Pàmies, & Narciso, 2012), segregation between and within schools (Carrasco, Pàmies, Ponferrada, Ballestín & Bertan, 2011). Intercultural education is not stated

in the official curriculum and depends on teachers' will to teach this competence as a part of school's Attention to Diversity Plan (Aguaded-Ramírez, Vilas-Boas, Ponce-Gonzáles, & Rodríguez Cárdenas, 2010).

In the Region of Castilla y León, for students who have educational needs derived from their special social, economic, cultural, geographical, ethnic or other conditions and that has a significant curricular lack of two or more courses in the areas or basic instrumental subjects, these are suggested objectives of care:

- establish compensatory measures,
- promote intercultural education of the school population,
- guarantee continuity in the educational process of the students,
- optimize the educational response to these students based on the physical and demographic characteristics of Castilla y León Community,
- encourage the collaboration and involvement of students families or legal guardians and public administrations. (JCyL, n.d.a, p. n.d.)

Moreover, Orders EDU/1045/2007 and EDU/1046/2007, which regulate the implementation and development of primary education and compulsory secondary education, respectively, in the Community of Castilla y León, establish in their Article 13.5 that the schooling of students who are lately incorporated into the educational system will be carried out according to their circumstances, knowledge, age and academic history; orders also determine the form of schooling when the aforementioned students do not know the Spanish language or present a lag in their level of curricular competence, and indicate that their different attention measures will be in accordance with the Plan for Attention to Foreign Students and Minorities of the Ministry of Education (Comunidad de Castilla y León, 2010). Order EDU/1046/2007 also provides that students who, due to their personal, school or other handicap circumstances, present a significant lag will be subject to support measures that facilitate the compensation of their specific educational needs.

To sum up information from all three countries, students with a different mother tongue are in all three countries considered as students with SEN and there are several forms of support measures which are provided to them. Their right to get appropriate education is embodied in several laws, orders or/and provisions. Acquiring new language of schooling is recognized as a significant but contemporary barrier which students need to overcome with the help of school.

All three countries officially offer possibility to learn language of schooling as a second langage. In general, the measures offered by the education system for these students are integrated into specific programmes aimed at meeting the linguistic deficiencies, key competences or knowledge, and should be simultaneous to the education of students in mainstream schools. In addition, the education system takes the necessary steps, so parents or guardians of these students receive the necessary advice and students achieve full acceptance in the school.

From above mentioned, it is obvious that in order to make inclusion of L2 students in schools efficient, schools and its staff have to acquire certain set of competences to succeed. Nevertheless, their support is to be paid, as according to the statement from Communication of European Commission which points out values of having students with a different mother tongue in classrooms, is said that "Schools in which children are more rapidly immersed in mainstream classrooms will provide greater opportunities for cultural awareness and valuing diversity through teaching and learning. In addition, multilingual approaches in classrooms from an early age can benefit all children's ability to learn, regardless of their background. (European Commission, 2017a, p. 16)".

2.3 Efficient inclusive practices

In order to achieve inclusion in schools, teacher training needs to be fostered with appropriate inclusive methodologies that help students with a different mother tongue to be included in school environment. The chapter three describes teacher training in detail, however, this chapter is focused on practises which contribute to promote inclusive education for students with a different mother tongue, also with the help of NPOs. From what has been said about NPOs, their areas of expertise, their scope and size, it is obvious that not all NPOs offer the same kind of support. Whereas some NPOs can cover wide range of activities, the others can concentrate only locally on one type of support. In the following subchapters, I will examine these activities in general. These pieces of information were gained through research on websites of NPOs that focus on education of students with different mother tongue in all three countries – Czech Republic, Italy and Spain. For sure, the list of activities is not complete since it would require long-term separate research concentrating just on this issue, however it provides enough information to gain general idea.

2.3.1 Support for schools

The presence of L2 students brings a lot of questions for schools. How is it with receiving foreigners? To what class they should be included in? How to plan teaching? Who could support students and teachers during the education process? How to teach language of schooling as a second language and who will pay for it? How and for what to evaluate students? How to communicate with children and parents if they do not understand?

To have a strategy or some conception how to work with foreigners or /and students with a different mother tongue should be a responsibility of every school, however schools are not alone in this task and among other stakeholders, non-profit organizations are ready to help. To arise awareness, educate or attract their potential clients, non-profits use several ways of communication (Weideman, 2012). Here we name few based on our observations. NPOs recognize that inclusion is a long-lasting process, two-way effort to include the student not only into the educational process, but primarily into the classroom; thus, they provide some tips for support tools and measures in the form of leaflets/manuals/guidelines for management of school, teachers and students which are usually free of charge (with exception of books which are mostly for buying) with the possibility to download these materials directly from their websites (e.g. found on websites of Amnesty International, OXFAM International, ACCEM (Asociación Comisión Católica Española de Migración), Poradna pro integraci, etc.). In a closer look into these manuals, we may find information such as non-profits' recommendations to initiate a meeting of the teaching staff with parents to clarify questions which are important (such as: rules of a school, possibilities to attend courses of language of schooling, school organization issues, the beginning and the end of the lessons, the timetable, information about holidays, possibilities of canteen, plans of excursions, trips etc.). According to their recommendations, such meetings should be organized before students start studying and should be done in the presence of an interpreter. All information or the summary of information which are always said aloud should be transcribed and sent to parents in a written form (META, 2013). Apart from these manuals, NPOs also prepare information about educational system of a given country in several language mutations which can also ease the job for schools. Some NPOs collaborate with interpreters (language brokers) who are focused not only on language but also cultural aspects and NPOs offer this service to schools (usually free of charge) (Tse, 1996). This service might help to, after the entrance interview with a student and his/her parents, detect and evaluate competences, previous knowledge (including level of language of schooling), based on which a school determines the class and year to which student is enrolled, while considering a child's age (META, 2014). NPOs also offer the possibility of face-to-face

consultations, seminars, workshops etc. for pedagogical staff and didactics of language of schooling as a second language for students, parents and also pedagogical staff.

The inclusion of students with a different mother tongue is not possible without the systematic support of schooling language adoption. As mentioned above, to acquire a second language at the academic level (which is a prerequisite for school success) lasts app. five to seven years (Cummins, 1984, 2000). Therefore, long-term language support through course or tutoring is extremely important. NPOs may help to organize or organize several courses of a language of schooling as a second language for schools. Schools can also use the prepared methodologies how to teach the language of schooling including several worksheets, coursebooks which NPOs prepare and publish in cooperation with professionals from the particular area of expertise. Other example of NPOs and school collaboration can be exchanging of experiences gained through work with target groups, professionals, public or private sector institutions, government etc. (in field, consultations, workshops, conferences etc.). As NPOs directly work with several players, they gather good practices in one place. Thus, they may offer schools professional help from external or internal experts such as: psychologists, academics, translators, interpreters, volunteers from different cultural and linguistical backgrounds, pedagogical assistances and many more; they can offer qualified help. The last but not least frequent type of cooperation we observed while examining official websites of NPOs was collaboration on projects which were funded by NPOs and which were frequently offered to schools for free (especially within big non-profit organizations such as OXFAM, Charitas, ACCEM, META etc.).

All above mentioned can be and, in majority cases of NPOs we explored, is spread via powerful tool which today's non-profits have in use – the Internet; an important tool for educating, exchanging ideas, raising awareness, promoting various causes (activism) and delivering services (Pinho & Macedo, 2006). Moreover, through social media (such as blogs; micro blogs; Facebook; Twitter; YouTube the communication became two-ways communication, i.e. interacting online (Hussain, Rawjee & Penceliah, 2014).

As stated above, the final responsibility to prepare welcoming school environment to L2 students is up to school. Each school should either instantly or retrospectively ask a set of questions to find out if they are doing well in terms of being an intercultural institution. Karwacka-Vögele (2012) suggests indicators of success in intercultural education in form of asking the following questions: Are we involved in hosting foreign pupils as part of intercultural exchanges? Do we respect the cultural identity of our learners? Do we provide learners with the cultural knowledge, attitudes and skills in order to: a) prepare them for active and full

participation in society; b) enable them to contribute to respect, understanding and solidarity among individuals, ethnic, social, cultural and religious groups and nations? Do we encourage the empowerment, the commitment and the contribution of all pupils, parents and staff to improving the school environment? Do we promote the commitment of teachers, school management and students in intercultural experiences (inside and outside of the school)? Do we promote culturally responsive governance and management? Do we develop responsible and inclusive decision making? Do we promote an atmosphere of trust, ownership and common responsibility between all stakeholders? Do we involve ethnic minority parents in school activities and collective decision making? Do we provide cooperative learning opportunities, open group discussions and experimental activities that encourage interdependence rather than competition and hierarchy? Do we foster diversity and interculturality in institutional development? Do we provide site-based management in order to develop local problem solving, culturally responsive decision making and diversity- friendly measures? Does our school foster values clarification, team building, dialogue and mutual understanding? Do we provide an intercultural, mixed and integrated school environment in order to reduce the social distance between learners from different ethnic and cultural backgrounds? Do we form varied teams, including learner, staff and parent representatives, to deal with issues of governance and management? Do we encourage students to participate in representative councils, governing bodies and mediation teams in order to address conflicts? Do we promote students' involvement in democratic and responsible decision making? Do we enable stakeholders to identify and eliminate any institutional discrimination as well as hidden forms of prejudice and marginalisation? Do we provide counselling, pastoral care and student development services to help address issues of conflict, discrimination, peer pressure, frustration and so on? Do we prevent segregation (hidden or indirect) through enrolling ethnic minority students in special classes? Do we include the hidden curriculum, the school's ethos, its organisational culture and school life as indicators of quality? Do we use self-analytical and reflective methods for institutional improvement? Do we organise internal decision making by relying on different sources? Do we promote global access to institutional life on the basis of democracy and human rights? Do we encourage learners to look at diverse issues such as attitudes to fellow students, the atmosphere in the school or the more informal aspects of the curriculum? Do we give learners an opportunity to develop their plurilingual competence? (Karwacka-Vögele, 2012, pp 56-57). Answering to these questions can help each school to find its streghts and weaknesses and look for the support of particular stakeholders, among others, also of NPOs.

2.3.2 The change of thinking in teaching

The support of pedagogical staff who have a direct impact on students is essential and this fact is well recognized also by NPOs. Support is mainly provided through training activities, counselling and methodological support, school assistance and the development of educational materials. Including L2 students in classroom requires the same techniques and methodologies which are used generally for student-centred learning, inclusive education of 21st century. Traditional ways of teaching are substituted by progressive views, teachers are expected to collaborate with several internal or external stakeholders and develop/update their competences in various areas through their whole career. Above that, relating to L2 students, teachers should also think differently about the language of schooling as it becomes a foreign language for some of their students. In essence, teachers are expected to critically observe and evaluate teaching and learning processes and change/modify them in time.

Many non-profits offer guidance and methodological support to teachers in addressing situations related to the education of students with a different mother tongue. These consultations can be done in field (observations in the classroom) with follow-up analysis and recommendations or via email, telephone, websites which serve as a e-learning portal with chat possibilities, downloads of worksheets, handouts or dictionaries etc. There are several methodologies that are emphasized in terms of inclusion and as authentic learning for the 21st century (Lombardi, 2007) and they are, hence, valid for inclusion of L2 students, such as: cooperative learning, interactive groups, problem-based learning projects, mind maps, visible thinking routine, thinking skills: analytical, critical and creative thinking; and methodologies that favour commitment.

Cooperative learning is defined as a learning situation in which the objectives of the participants are closely linked, so that each of them can only achieve their objectives if, and only if, others achieve theirs (Johnson, Johnson & Holubec, 1994). Authors argue that it allows distributing opportunities, helping to simultaneously build equality and respect for diversity. Moreover, there is also space to conduct a dialogue among students which can contribute to mutual understanding and respect of opinions of others (La Marca, 2015). Relating to structure, cooperative learning is a set of procedures or teaching techniques within the classroom, which starts from the organization of the class into small heterogeneous groups, where students work together in a coordinated manner to solve academic tasks and deepen their own learning (Varas & Zariquiey, 2011). The principles of learning that guide the implementation of cooperative learning are: Sociocultural Theory of Vygotsky, Piaget's genetic theory, Johnson and Johnson

Positive Interdependence theory, Significant learning of Ausubel, Rogers Humanist Psychology and Theory of Multiple Intelligences of Gardner.

Interactive groups are defined as a form of classroom organization that provides better results in terms of improving learning and coexistence (García & Molina, 2013). Through these groups, characterized by an inclusive organization of students and participation of other adults apart from a teacher responsible for a classroom, it is possible to diversify and significantly increase the interactions, as well as, the effective work time (Flecha & Soler, 2013). With the interactive groups it is possible, in the same work dynamic, to develop and improve student learning, both in the area of knowledge and emotions (Valero, Redondo-Sama. & Elboj, 2018).

According to Parra, Castro and Amariles (2014), problem-based learning is a teaching-learning strategy in which the acquisition of knowledge and the development of appropriate skills and attitudes are the core. It is a pedagogical strategy in which students are presented with a real-life problem, initiating a research process that will lead them to look for possible solutions to the posed situation (Parra, Castro & Amariles, 2014). While including intercultural topics, students put themselves into others' shoes and through real experience become more empathetic (Choi & Yang, 2011).

Mind maps represent a graphic representation of knowledge that allows ideas to be organized visually, favouring the ordering and structure of thoughts through hierarchy and categorization (Mento, Martinelli & Jones, 1999). According to Evrekli, Balim and İnel (2009), "mind mapping could provide teacher with a feedback about students' mental structure and development of their mental structure, could facilitate students' recalling the knowledge by the assistance of using visual elements and could be used as an activity that makes the students participate the lesson (p. 2274)". Similarly, the methodology of visible thinking routine stands for the elementary pattern of thoughts that can be used and easily integrated into the learning process. For example, Perkins finds one routine particularly applicable in many settings and it includes two questions "What's going on here?" and "What do you see that makes you say so?" (Perkins, 2003). Analytical, critical and creative thinking methods organize deep and careful thinking in curricular situations and in daily life, and they can be incorporated into the students' way of thinking. These skills include skills which generate ideas, clarify ideas and evaluate whether such ideas are reasonable. Within the methodologies that favour commitment are those that facilitate the development of social skills and emotional development and prepare students to be the protagonists of the world in which they live (Palomares Ruiz, 2017).

Other forms include seminars, workshop, on-line courses where teachers are informed about new methodologies and approaches in teaching with emphasis on inclusive and

intercultural education (see for example program Aulas Refugio from Accem Spanish non-profit, on-line project Oddiseu by Oxfam Italia, or course Foreigners in the Czech Republic by MOST PRO non-profit. Some of these seminars are even accredited by appropriate authority thus teachers may, apart from the knowledge, also obtain credits if required by some legislative orders.

The last note to be done relates to the importance of language of schooling as a second language. Teaching Czech, Italian or Spanish as a foreign language is totally different from teaching Czech, Italian or Spanish as the mother tongue. We cannot assume that a student with different mother tongue will be able to understand everything from the beginning; therefore, the teaching requires another angel of view (Bainski, Kaseric, Michel, McPake & Thompson, 2010; Council of Europe, 2010b). NPOs offer methodical courses for teachers during which teachers learn how to work with the language of schooling if it is a second language for their students. Moreover, several NPOs also offer cultural or linguistic mediator who is presented in a school during first school weeks and who helps both students and teachers.

2.3.3 Services in education for foreigners

As being many times mentioned, one of the biggest advantages of NPOs is the close and intense collaboration with their target group – in this case with students of different mother tongue. Hence, NPOs offer innumerable services which I divided into five layers: (1) activities which directly corelates to school and school performance; (2) courses of a language of a country (for students of any age or/and parents) (3) community interpretations; (4) free time activities; (5) usage of NPOs sources (library, internet, e-learning environments etc.). The first layer includes activities such as: assistance in enrolment to school; mediating communication between the two parties (e.g. school vs student); accompanying social workers (or volunteers) to schools or offices; assistance in the process of authorisation of previous education; provision of interpreting for consultation at school; mediation of contacts with judicial interpreters; counselling in selecting higher-secondary schools, universities etc.; mediation of tutoring to those who have language barrier (tutoring in various subjects, assistance with preparation for examinations); mediation of contact with related services (e.g. pedagogical-psychological counselling, legal counselling etc.) (META, 2013, 2014). Community interpretations is a form of interpretation in which an important role plays mediating culture that leads to an easier breakdown of the communication barrier, not only in linguistic constraints but also in cultural differences. Community interpreters are able to translate not only the words but also the reality of the host society in analogy with reality of the country of origin (Holkupová, 2014).

NPOs are often visible for the public when they organize some intercultural events or conferences during which the general public may raise its awareness. Apart from these recognized events, NPOs prepare plenty of free time activities for foreigners or minor cultural-linguistic groups to promote culture, traditions and environment of a country they live in. Last but not least, NPOs offer variety of devices, equipment or premises that they possess and can be used by the target group. It can be the place – club, library where students/parents can meet and study or it can be a virtual place such as e-learning portal and many others. To mention few examples, the network of organizations including the Red Cross, Caritas and other non-profits in Belgium set up centres to support refugee and asylum seekers families with services for children support children in their early years establishing firm grounds for their future school readiness and success (Park, Katsiaficas & McHugh, 2018). Due to shortages of places and resources in public schools in Turkey, non-profit organizations together with international agencies provided services for Syrian children such as learning and recreational activities, psychosocial and mental health support, education materials and associated teacher training (UNESCO, 2018).

2.4 Conclusion

To master the language to be able to perform academically is a challenge for all students whatever their linguistic background is. However, learners from different cultural and linguistic backgrounds tend to find this challenge particularly difficult to overcome. They need special support in the dominant language as a second language, also because of large-scale assessment studies such as TIMSS, PISA, DESI, PIRLS/IGLU which have proven beyond doubt that students from marginalised and thus vulnerable groups perform at a significantly lower level than students from the autochthonous majority (Thürmann, Vollmer & Pieper, 2010). NPOs can bring some kind of relief to this issue as they are professionally ready and equipped to help schools, teachers, students or parents to overcome particular obstacles. In this chapter, I also pointed out several activities that where collected from websites of NPOs with focus on a topic of students with a different mother tongue. I categorised those which serve for foreigners into five layers that, of course, overlap. One can assume that the offer of activities is quite rich and can be beneficial for its target group. Our research will clarify the correctness of this hypothesis later on in the empirical part of this thesis. Nevertheless, it is already clear that by involving NPOs organizations in language education, it might be possible to address several concerns and opportunities for development within and outside a classroom (Bainski et al., 2010).

3. TEACHER TRAINING FOR LINGUISTIC DIVERSITY & NPOs

"No education system can be better than its teachers. Recruiting the brightest and best into teaching is a critical imperative in all nations, whatever their wealth or poverty its value in society." VARKEY GEMS FOUNDATION, 2013, p. 9

Whilst European classrooms are becoming more diverse, teachers remain predominantly homogenous, they lack experience in diverse schooling environments and tend to keep negative attitudes towards students with a diverse linguistic, cultural and/or religious background (UNESCO, 2016). Although these statistics do not sound positively, it is important to know where European teachers find themselves and to what extent they feel prepared. The awareness of starting point is important as inclusion does not and cannot happen overnight. According to Incheon declaration, "… there is strong evidence that teachers are open to change, and keen to learn and develop throughout their careers. At the same time, they need the time and space to take more initiative to work with colleagues and school leaders and to take advantage of opportunities for professional development… " (UNESCO, 2016, p. 54).

The issue of educating children with a different mother tongue is becoming increasingly urgent with the deepening of the immigration trend across Europe. The current situation regarding the rising influx of refugees also requires national responses and preparedness to teach students who have grown in a different language environment. L2 students may be disadvantaged in terms of enrolment in type of school, duration of attending school, indicators of achievement, drop-out rates and types of school diploma reached (MIPEX, 2015a).

To transmit values and attitudes of tolerance and openness towards diversity, to provide support to newly arrived pupils, to address the specific needs of all learners, to promote respect for diversity and civic responsibility, these all should be tasks of a teacher in a classroom.

To handle it, teachers need to be prepared for the multi-dimensional diversity during their whole career (European Commission/EACEA/Eurydice, 2015), starting with initial teaching education (ITE), and continuing with their continuous professional development (CPD) at school. In an agenda called A Clear Agenda for Migrant Education in Europe and in its additional recommendations, the SIRIUS Network (2014) recommended to Educational Authorities in Member States to train teachers in the topics of *migration, acculturation, social psychology phenomena, language* (including second language learning, formative assessment, language diagnostics and intercultural education), *diversity and ethnic identity issues* relating to the diverse and challenging environments in which teachers teach. According to this report,

any pre-service or in-service training programs for school leaders and teachers should include *intercultural skills, expertise in the second language learning*, as well as *knowledge about specific needs of migrant learners*. This should motivate teachers to value heterogeneity in a classroom and encourage other learners to do the same. Another important factor is to support and develop the communication with learners' families and recognize the value of learners' diverse cultural backgrounds. All of these can contribute to better assimilation with the language of instruction and its mastering (SIRIUS Network, 2014).

The number of students in Europe whose mother tongue is different from the language of instruction, is growing; and they do not form a homogeneous group because the level of knowledge of the language varies individually, as well as the level of their previous obtained education (European Commission, 2016, 2017b). In terms of access to education, this fact should not be neglected and the support for their education should be considered individually. In general, studies show that countries with a higher immigration experience and more children with a different mother tongue have a well-developed education system. The MIPEX assessment (2015a) shows that EU countries have the most sophisticated educational system in relation to the education of children coming from a different cultural and linguistic environment of the Scandinavian country and the countries of Western Europe. Sweden is by far the most accessible education system, characterized by an individual approach to the specific needs of children. High scores are gained especially in the area of the ability to quickly teach the language of instruction (MIPEX, 2015a). On the other hand, there are countries such as the Czech Republic which is the second worst-rated category in the area of integration of highly under-the-average assessment, which means that schools, in the time of a survey, did not have sufficient conditions for the education of these children (MIPEX, 2015b). In many cases, good practices of model countries such as Sweden, Finland are transferable and can serve as the base for further adaptations to other countries.

This chapter focuses exclusively on the training of teachers during their whole career in three examined countries – the Czech Republic, Italy and Spain with an emphasis on the education of students with a different mother tongue and the current role of NPOs in this process.

3.1 The element of an inclusive teacher: yesterday, today and tomorrow

Who is a teacher? What does it mean to be a teacher and what does it involve? … A dictionary says that the origin of the word 'teach' lies in the Old English *tæcan* meaning "show, present, point out", which is of Germanic origin and relates to *token*, from an Indo-European

root shared by Greek *deiknunai* "show" (Oxford Learner's Dictionaries, n.d).. If the definition of a teacher had related to any person who performs the activity of teaching, we could have generalized that we all are teachers while playing several social roles within family, friendship, job etc. In this sense, it is, of course, true – we all are teachers and learners at some point. Nevertheless, in terms of a teacher as a profession, the description should be more precise. Even our past distinguished between two types of teachers - "pedagogue" (paidagögus) and "subject teachers" (didáskalos or diadacts) operating simultaneously or separately depending on the century, family, society, culture etc. into which a child was born. The task of "subject teachers" was to teach the content and transmit the knowledge however there was no closer relationship with students (Castle, 1961), whereas "pedagogues" were supposed to educate. The first pedagogues are considered to be slaves of rich households and the 'spoils of war' who usually came from different countries. They played a major part in children lives (from the age of seven till adolescence) helping them to recognize the good and the bad and learn how to behave in different situations (Smith, 2018). Immanuel Kant, in his book *On Pedagogy* (Über Pädagogik), argues that while the first group (of teachers) educated for a school only, the other one (of pedagogues) for life (Kant, 1900). Our history reveals that the education for children was not always a reality and if practiced at all, it has not been always in hands of institutions and formal teachers. Moreover, children were more considered as adults and lived lives of adult people with all the duties and cruelty and injustice that the times brought not just for them but also for adults (Winzer, 1993). Therefore, it is not a surprise that if children received any form of education, it was provided by unprofessional staff such as the elderly, priests, monks, philosophers, older students, retired soldiers and others; as a part-time, not very seriously perceived job (Grecmanová, Holoušová & Urbanovská, 1999). As early as in the 17th century, Jan Amos Komenský (1948) highlighted the importance of teachers in education. He claimed that children follow the example of their models. Teachers should represent such models. He also claimed that it is fundamental to educate everyone, and this is possible only in universal schools, through books and under the guidance of well-educated teachers and throughout the whole life. This view, however, came to its reality in the 19th century when other acclaimed personalities from groups of philosophers, politicians and educators began to promote the relevance of teacher's role. To give some example, an educator, Adolf Diesterweg claimed that teachers should educate not only students but also themselves and prepare students for real life with awakening their desire to know and recognize the truth. It was in this period, when teaching was actually recognized as a demanding profession and therefore it was not allowed to have any other job aside (Grecmanová et al., 1999).

Who is the teacher of today? Does our society recognize a key role he/she plays? Are they rather "teachers" or "pedagogues"? There is no uniform definition that would state who the today' teacher is and perhaps, it is impossible to define it due to ongoing changes in our society. However, there has been much said about how qualified teachers should be in terms of their knowledge and competences to fulfil the expectations of the society; and how they should perform in order to help to develop key competences of those who they educate. This competence-oriented education often requires "… cross-curricular approaches, a greater emphasis on interactive learning and teaching styles, combining formal with non-formal and informal learning, more collaboration with non-education stakeholders and local community, a new role of the teacher, trainer and educator in guiding learning processes as well as new approaches to assessment (European Council, 2018c, p.5)." Increasingly complex demands, such as a more diversified student population (e.g. students with special needs, immigrant students); external demands from employers, parents, media, various stakeholders; previously mentioned cross-curricular education and constantly improving technology, makes teacher profession more and more demanding (OECD, 2005, 2010a). In the book *Educational Research and Innovation Pedagogical Knowledge and the Changing Nature of the Teaching profession*, Guerriero and Révai name new requirements and challenges put on today's teacher:

- meeting the individual needs of increasingly heterogeneous groups of students;
- stimulating and managing student learning processes;
- promoting human rights and civic education;
- developing transversal competencies, or 21st century skills;
- helping students to become lifelong learners;
- collaborating with colleagues and other professionals;
- being involved in administrative and school management tasks;
- developing and maintaining an approach towards education based on reflection, inquiry etc. (Guerriero & Révai, 2017, p. 253).

Čáp and Mareš (2001) distinguish two basic activities of a teacher. The first task is to educate themselves through the transfer of knowledge, skills and practices of thinking and secondly to educate others to develop the pupil's interests, abilities and character. This division results in a number of requirements for professional and psychological teachers such as the acquisition of professional, pedagogical and psychological knowledge. Moreover, it requires the adaptation to changes that accompanies teaching profession along the whole way. Clarke

and Hollingsworth (2002) identified six perspectives on changes which teachers are constantly exposed to:

- *change as training* - change is something that is done to teachers; that is, teachers are ''changed'',
- *change as adaptation* - teachers ''change'' in response to something; they adapt their practices to changed conditions,
- *change as personal development* - teachers ''seek to change'' in an attempt to improve their performance or develop additional skills or strategies,
- *change as local reform* - teachers ''change something'' for reasons of personal growth,
- *change as systemic restructurin*g - teachers enact the ''change policies'' of the system,
- *change as growth or learning* - teachers ''change inevitably through professional activity''; teachers are themselves learners who work in a learning community (Clarke & Hollingsworth, 2002, p. 948).

To sum it up, if the teacher of 21st century is supposed to succeed as an educator of today's and future generations, he/she needs to get an adequate support in a wide range of formal and non-formal education within a lifelong learning perspective that could seek to understand necessary competences, set out good practices and address his/her needs.

Cor Meijer, the director of European Agency for Special Needs and Inclusive Education, said during his contribution for the World Report on Disability, published in 2011 by the World Health Organisation (WHO) and the World Bank the following:

We can discuss inclusion on many levels: conceptual level, policy level, normative or research level, but in the end it is the teacher who has to cope with a variety of students in the classroom! It is the teacher who implements the principles of inclusive education. If the teacher is not able to educate a variety of students in the mainstream classroom, all the good intentions for inclusive education are worthless. So the challenge for the future is to develop curricula and educate teachers in how to cope with diversity (EADSNE, 2011, p. 5).

It follows that a teacher is an element who can actually promote inclusive values in classrooms, for that reason it is essential to pay attention to them in terms of support and education.

The concept of an inclusive teacher arises from the definition of inclusive education, which is closely described within previous chapters. An inclusive teacher performs in inclusive

classroom which is diverse in its composition and in which each individual requires individual approaches while working as a team. To put it simply, everyone is included in the classroom and everyone matters equally. Today's requirement for a role of a teacher is rather to be a manager and a facilitator in a classroom than the one who has the dominant position; he/she should be the professional who monitors and identifies the individual characteristics of his/her students (Červenka, 2016). Such a teacher is a guide not only through learning but also to life.

This "new" approach also enriches teachers themselves. They have to think about pedagogical practices, develop their personalities and social aspect which naturally leads to their lifelong learning path (Havel, 2014). Above that, Forlin (2010) adds that the inclusive education relies on teachers' belief systems and their inner settings about what is right and just. Thus, teachers need to reflect on their own values, translating them in their performance and pedagogy in a classroom (Slee, 2011).

In the book *Profile of Inclusive Teachers* (EADSNE, 2012) four core values for teachers relating to teaching and learning processes in inclusive settlement are highlighted:

- valuing learner diversity – learner difference is considered as a resource and an asset to education;
- supporting all learners – teachers have high expectations for all learners' achievements;
- working with others – collaboration and teamwork are essential approaches for all teachers;
- continuing personal professional development – teaching is a learning activity and teachers take responsibility for their own lifelong learning (EADSNE, 2012, p.11).

Ainscow and Miles (2009) claim that it is necessary to support teachers in their commitment towards inclusive education, however it is also essential to question teachers as to their responsibility to examine the most effective ways to facilitate the learning of all students. Teachers need more than subject knowledge, they need to know how students are learning, how to understand individual differences and how to adapt their learning to these differences; they need to learn how to reject exclusion processes to reach the full inclusion of all students (Ainscow & Miles, 2009).

Within the three year project *The Teacher Education for Inclusion* that was carried out by European Agency for Development in Special Needs Education (today's European Agency for Special Needs and Inclusive Education), *the Profile of Inclusive Teachers* has been developed as one of the main outputs to set out the essential skills, knowledge and understanding, attitudes and values, needed by everyone who wishes to enter career of the

teacher, regardless of the subject, specialism or age range they will teach or the type of school they will work in (Bačáková & Closs, 2013; Väyrynen & Paksuniemi, 2018). Primarily, the Profile of Inclusive Teachers has been developed as a guide for the design and implementation of ITE programmes for all teachers. The design of this framework builds on four core values for teachers in the 21st century: (1) Valuing learner diversity; (2) Supporting all learners; (3) working with others; (4) Continuing personal professional development. Each of this value is presented along with the associated areas of teacher competence (EADSNE, 2012). The areas of competence are made up of three elements: attitudes, knowledge and skills. Here is a basic table (see Figure 7) that outlines the framework; however, it is not exhaustive. It should be seen as the foundation for specialist professional development routes and the starting point for discussions at different levels on the context specific areas of competence needed by all teachers working in different country situations.

Figure 7 *Profile of inclusive teachers for teacher training*

VALUES	COMPETENCES	ATTITUDES & BELIEFS	KNOWLEDGE & UNDERSTANDING	SKILLS & ABILITIES
Valuing Learner Diversity	Conceptions of inclusive education	Education is based upon a belief in equality, human rights and democracy for all learners; inclusive education is about societal reform and is non-negotiable; access to mainstream education alone is not enough; participation means that all learners are engaged in learning activities that are meaningful for them.	The theoretical and practical concepts and principles underpinning inclusive education with global and local contexts; the wider system of cultures and policies of educational institutions; the possible strengths and weaknesses have to be acknowledged and understood by teachers; the language of inclusion and diversity and the implications of using different terminology to describe, label and categories learners; etc.	Critically examining one's own beliefs and attitudes and the impact these have on actions; engaging in ethical practice at all times and respecting confidentiality; the ability to deconstruct educational history to understand current situations and context; coping strategies that prepare teachers to challenge non-inclusive attitudes and to work in segregated situations; being empathetic to the diverse needs of learners; etc.
	The teacher's view of learner difference	It is "normal to be different"; learner diversity is to be respected, valued and understood ...; all learner's voices should be heard and valued; the	Essential information about learner diversity (support needs, culture, language, socio-economic	Learning ho to learn from differences; identifying the most appropriate ways of responding to diversity in all situations; addressing diversity in curriculum

		teacher is a key influence on a learners' self-esteem and their learning potential; categorization and labelling of learners can have a negative impact upon learning opportunities; etc.	background etc.); learners can be used as a resource to facilitate learning about diversity for themselves and their peers; learners learn in different ways and these can be used to support their own learning and that of their peers; the school and classroom population is changing; diversity cannot be seen as a static concept; etc.	implementation; using diversity in learning approaches and styles as a resource for teaching; contributing to building schools as learning communities that respect, encourage and celebrate all learners' achievements; etc.
Supporting All Learners	Promoting the academic, practical, social and emotional learning of all learners	Learning is primarily a social activity; academic, practical, social and emotional learning are equally important for all learners; teachers' expectations are a key determinant of learner success and therefore high expectations for all learners are critical; all learners should be active decision-makers in their learning and any assessment processes they are involved in; parents and families are an essential resource; etc.	Understanding the value of collaborative working with parents and families; typical and atypical child development patterns and pathways, particularly in relation to social and communication skill development; different models of learning and approaches to learning learners may take; etc.	Being an effective verbal and non-verbal communicator who can respond to the varied communication needs; supporting the development of learners' communication skills and possibilities; developing independent and autonomous learners; facilitating co-operative learning approaches; implementing positive behaviour management approaches that support learner's social development and interactions; etc.
	Effective teaching approaches in heterogeneous classes	Effective teachers are teacher of all learners; teachers take responsibility for facilitating the learning of all learners in a class; learner's abilities are not fixed; all learners have the capacity to learn and develop; learning is a process and the goal for all learners is the development of "learning to learn" skills, not just content/subject knowledge; etc.	Theoretical knowledge on the waly learners learn and models of theach that support the learning process; positive behaviour and classroom management approaches; managing the physical and social environment of the classroom to support learning; ways of identifying and then addressing different barriers to learning and the implications of these for teaching approaches; etc.	Employing classroom leadreship skills that involve systematic approaches to positive classroom management; working with individaul learners as well as heterogenous groups; using the curriculum as a tool for inclusion that supports access to learning; addressing diversity issues in curriculum development processes; differentiating methods, content and outcomes for learning; etc.
Working with Others	Working with parents and families	Awareness of the added value of working collaboratively with parents	Inclusive teaching as based on collaborative working	Effectively engaging parents and families in supporting their child's

		and families; respect for the cultural and social backgrounds and perspectives of parents and families; viewing effective communication and collaboration with parents and families as a teacher's responsibility; etc.	approach; the importance of positive inter-personal skills; the impact of inter-personal relationships on the achievement of learning goals; etc.	learning; communicating effectively with parents and family members of different cultural, ethnic, linguistic and social backgrounds.
	Working with a range of other educational professionals	Inclusive education requires all teachers to work in teams; collaboration, partnerships and teamwork are essential approaches for all teachers and should be welcomed; collaborative teamwork supports professional learning with and from other professionals; etc.	The value and benefits of collaborative work with other teachers and educational professionals; support systems and structures available for further help, input and advice; multi-agency working models where teachers in inclusive classrooms co-operate with other experts and staff from a range of different disciplines; etc.	Implementing classroom leadership and management skills that facilitate effective multi-agency working; co-teaching and working in flexible teaching teams; working as part of a school community and drawing on the support of school internal and external resources; building a class community that is part of a wider school community; collaboratively problem solving with other professionals; etc.
Personal Professional Development	Teachers are reflective practitioners	Teaching is a problem solving activity that requires on-going and systematic planning, evaluation, reflection and then modified action; reflective practice facilitates teachers to work effectively with parents as well as in teams with other teachers and professionals working within and outside of the school; the importance of evidence-based practice to guide a teacher's work; etc.	Personal meta-cognitive, learning to learn skills; what makes a reflective practitioner and how personal reflection on and in action can be developed; methods and strategies for evaluating one's own work and performance; action research methods and the relevance for teachers' work; the development of personal strategies for problem solving; etc.	Systematically evaluating one's own performance; effectively involving others in reflecting upon teaching and learning; contributing to the development of the school as a learning community; etc.
	ITE as a foundation for ongoing professional learning and development	Teachers have a responsibility for their own continuous professional development; ITE is the first step in teacher's professional lifelong learning; teaching is a learning activity; being open to learning new skills and actively asking for	The educational law and the legal context they work within and their responsibilities and duties towards learners, their families, colleagues and the teaching profession within that legal context;	Flexibility in teaching strategies that promote innovation and personal learning; employing time management strategies that will accommodate possibilities for pursuing in-service development opportunities; being open to and proactive in using

		information and advice is a good thing, not a weakness; a teacher cannot be an expert in all questions related to inclusive education; continuous learning is essential; etc.	possibilities, opportunities and routes for further, in-service teacher education, in order to develop knowledge and skill to enhance their inclusive practice; etc.	colleagues and other professionals as sources of learning and inspiration; contributing to the whole school community learning and development processes; etc.

Note. Source: EADSNE (2012, pp 11-18).

3.2 Qualifications Frameworks and Competence Framework

3.2.1 Competence Framework

The Profile of Inclusive Teacher (EADSNE, 2012) links directly to three areas of European level policy initiatives: firstly, *key competences for lifelong learning*; secondly, *competency approaches* within higher education; finally *improving teacher education policy*. This chapter tackles the first two mentioned initiatives.

While talking about competences, it is crucial to have a look at key competences that all citizens should adapt/possess within a context of lifelong learning. Teachers should develop these competences as any other citizens and represent an example for those who they educate. These competences were firstly defined in the Recommendation of the European Parliament and of the Council of 18th December 2006 as follows: 1. Communication in the mother tongue; 2. Communication in foreign languages; 3. Mathematical competence and basic competences in science and technology; 4. Digital competence; 5. Learning to learn; 6. Social and civic competences; 7. Sense of initiative and entrepreneurship; and 8. Cultural awareness and expression (European Commission, 2006). After eleven years of their existence in a rapidly changing world, they deserved review and possible modifications in an updated document the Proposal for Council recommendation on Key Competences: 1. Literacy competence 2. Languages competence 3. Mathematical competence and competence in science, technology and engineering 4. Digital competence 5. Personal, social and learning competence 6. Civic competence 7. Entrepreneurship competence 8. Cultural awareness and expression competence (European Commission, 2018c). The importance of eight key competences for all learners is also highlighted within Strategic objective 3 of the ET 2020 Strategic Framework (European Commission, 2009b, 2015a).

Apart from these, let's say general competences for everyone, teachers are required to obtain particular education and in accordance with lifelong learning philosophy educate themselves during their whole professional career. To answer a question of what kind of

education is necessary to achieve to become a teacher is ambiguous. It differs from country to country and also varies within types of teachers (e.g. primary teacher vs secondary teacher). In the following paragraph, there is a brief insight to what kind of education is needed to become a teacher in the Czech Republic, Italy and Spain.

To explore how teachers' professionalism is manifested, key documents, namely, qualifications frameworks and competence framework (also called as professional standards) can serve this purpose. Teachers' qualifications frameworks and competence framework provide information about what knowledge teachers should acquire and they define and shape teachers' professional competences. Despite existing international coordination efforts, such as the European Qualifications Framework, the common European Principles for Teachers Competences and Qualification, the European Higher Education Area, the terminology of key concepts differs throughout the world (Guerriero & Révai, 2017). Qualifications frameworks can help clarify the specific formal qualifications (qualification is defined by the OECD [2010b] as the formal outcome that certifies the acquired knowledge, skill, and/or wider competences according to specific standards) that a teacher can receive within a specific education system and usually has a form of document in which teacher's professionalism is manifested (Guerriero, 2017). According to Coles and Werquin (2009), qualifications frameworks have four basic or generic aims: (1) establishing national standards of knowledge, skills, and wider competences; (2) promoting quality of education and training provision through regulation; (3) coordinating and comparing qualifications by relating them to each other; (4) promoting access to learning, transfer of learning and progression in learning. As surveys of OECD shows countries do not necessarily define qualifications for teachers at the national level (OECD, 2014b). For adequate function of qualifications frameworks, occupational standards are a must. The definition of standards is based on Ingvarson's (2002) conception that see standards as what teachers should know and be able to do, including the description of a desirable level of performance.

Competence frameworks and qualifications frameworks closely interact and complement each other. Qualifications frameworks clarify what degree of knowledge should be acquired during the formal educational programs such as for example bachelors,' masters', or doctoral degree, whereas competence frameworks specify on-going improvement of competencies (knowledge, skills and attitudes) that may allow further shaping of teachers' knowledge at different stages of their careers.

3.2.2 Qualifications frameworks

Qualifications frameworks are typically found at the national, regional, and international level. Countries participating in the Bologna Process are committed to produce a national qualifications framework (Bologna Declaration, 1999). As the Czech Republic, Italy and Spain are members of European Higher Education Area and all of them signed Bologna Accord in 1999, they are obliged with this pledge. In accordance with The Council Recommendation of 22 May 2017 on the *European Qualifications Framework for lifelong learning* repealing the Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning provides a common reference framework to help individuals and organisations compare different qualification systems and the levels of qualifications from these systems in order to improve transparency, the possibility of comparison and the transferability of the qualifications of citizens.. It covers general and adult education, vocational education and training and higher education, therefore, the entire range of qualifications, from those obtained at the end of compulsory education to those resulting from the highest academic and professional levels or from professional training (European Union, 2008b, 2017).

The Spanish Qualifications Framework (El Marco Español de Cualificaciones – MECU) is an instrument to promote and improve everyone's access to lifelong learning and participation in it, as well as the recognition and use of qualifications at national and European level. It includes both qualifications obtained in the educational system and also outside the educational system (through on-the-job training, work activity, cooperation with NGOs, etc.) (MECD, n.d.). In Italy, with the decree MLPS-MIUR 8 January 2018, published in the Official Gazette n. 20 of 25 January 2018, the National Qualifications Framework (Quadro nazionale delle qualificazioni - QNG) is established as a tool for describing and classifying the qualifications issued within the national competence certification system. In addition, Italian National Qualifications Framework recognizes skills acquired in formal, non-formal and informal education, including those gained in work-based learning contexts. (Ministro del lavoro e delle politiche sociali, 2018) And finally, in the Czech Republic, National Qualifications Framwork (Národní soustava kvalifikací – NSK) is established in accordance with Act No. 179/2006 Coll., On verification and recognition of the results of further education. It defines the professional qualifications requirements of the individual qualifications, regardless of how they are acquired. It describes what is needed to be able to practice the profession or part of it. (MŠMT, n.d.b).

However, if we want to find qualifications relating to the teacher's profession, we will have to search in different waters, with the exception of the Czech Republic for pre-primary

teachers, teacher's profession is a matter of tertiary education (European Commission/EACEA/Eurydice, 2013). The National Qualification Framework for Tertiary Education in the Czech Republic (Q-RAM) is a comprehensive description of the knowledge, skills and general competencies that a student of a Czech high or higher vocational school must prove to be awarded the appropriate diploma in the field of study (MŠMT, n.d.c). In case of Spain, there is so-called el Marco Español de Cualificaciones para la Educación Superior (MECES), which is the sectorial qualifications framework for tertiary education established under the Royal Decree 1027/2011, of July 15 (Real Decreto 1027/2011, 2011). In Italy, starting from 2005, the Italian Ministry (MIUR) has started the process of realization of the Italian Framework For Degrees (Quadro dei titoli italiani – QTI), that is divided into the three main cycles of higher education as defined by the Bologna Process, and presents all the titles issued for each cycle, with reference to the number of ECTS credits and learning outcomes (Dublin Descriptors) (MIUR, n.d.b).

Consequently, the question is put forward what qualifications are necessary to fulfil to become a qualified teacher. The answer differs throughout the world also in this case The Act on Educational Staff and on the Amendments of several Acts No. 563/2004 of the Czech Republic defines a teacher as a pedagogical employee who performs teaching, educational and special educational activity or pedagogical-psychological activity through direct action on an educated person. For concrete levels of education, specific qualification requirements follow. As being mentioned, upper secondary or non-tertiary post-secondary level (ISCED 3 and 4) is sufficient for pre-primary teachers when talking about minimal requirements. On the contrary, primary and lower and upper secondary teachers have to graduate from five-year master study programmes, otherwise they are not considered qualified teachers (MŠMT, 2016b). In Italy, pre-primary and primary teachers are required to obtain master's degree which takes five years to start their career, whereas for lower and upper secondary teachers it is six years of master studies (European Commission/EACEA/Eurydice, 2013). In Spanish legislation, the Organic Law of Education (LOE) from 2006 describes roles of a teacher and sets qualification requirements to enter this occupation. Both pre-primary and primary teachers have to spend four years at bachelor level and must complete a large part of their studies within professional training in field. This proportion of professional training rapidly decreases with education for lower and upper secondary teachers, for which five-year master study programmes are "a must" (Ley Orgánica 2/2006, 2006). None of the three mentioned countries allows alternative pathways to gain qualification for teacher's profession.

To sum it up, teachers of today can be also defined according to the level of education they have to achieve and competences they have to acquire. Even though some general rules, at least at the European level, have been set, each country has its own setting in form of qualifications and competence frameworks. The competence frameworks should contain description of skills and comptences that express what teachers should know and be able to. The form, value and recognition of frameworks differ widely, from being very broad but consisting of fairly general statements (the case of Italy), or more detailed (the case of Spain). In some countries, however, there is no existence of such frameworks (the case of the Czech Republic). These competence frameworks usually include areas such as subject and pedagogical knowledge, assessment skills, teamwork abilities, the social and interpersonal skills necessary for teaching, awareness of diversity issues, research skills as well as organisational and leadership skills (European Commission/EACEA/Eurydice, 2013). As competence needs are not static (they change throughout life and across generations), it is important to make sure that teachers have the opportunity to acquire the required competences in initial education (ITE) and training, higher education, continuous professional training (CPD), adult education or different forms of non-formal and informal learning. Countries should consider the competences needed at all stages of teacher education to ensure consistency in ITE and CPD at national level – and in particular to ensure that diversity is at the core of every programme.

3.3 Intercultural competences and knowledge of second language acquisition

This subchapter makes a stop at the most important competences when it comes to students with a different mother tongue – intercultural competences. Due to the heterogeneous composition of contemporary society, intercultural competencies can be considered as one of the necessary components of the professional competences of not only teachers. Even in everyday's life, it is necessary, in contact with members of other cultures, to perceive the specific traits of another culture and to be able to adequately respond them.

Hereabove, we mentioned that there is a set of competences that every citizen should possess, and European Commission put them into eight categories. The competence number 8 "Cultural awareness and expression competence" is described as a competence in cultural awareness and expression that involves understanding and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms (European Commission, 2018c). To be more concrete, it involves being engaged in understanding, developing and expressing one's own ideas and sense of place or

role in society in a variety of ways and contexts.; it requires knowledge of local, national, European and global cultures and expressions, including their languages, heritage and traditions, and cultural products, and an understanding of how these expressions can influence each other as well as the ideas of the individual; which at the same time calls for an understanding of one's own developing identity within a world of cultural diversity and how arts and other cultural forms can be a way to both view and shape the world (European Council, 2018b).

When we focus on intercultural comptences themselves, the European conception of intercultural competences (Huber, 2012) sets them apart in five interdependent dimensions. The first factor characterizing attitude or approach to intercultural education relates to the ability *to relativize one's own values and values of others*. To name few features within this ability: curiosity, openness, willingness to reflect on distrust of other cultures, etc. The second knowledge dimension is *the awareness of one's own feelings and behavior in social situations*, with simultaneous knowledge of the basic rules of interpersonal interaction. In particular, we speak about the knowledge of social groups, customs and social rules not only of their own culture, but also of the different ones. The third experience of intercultural competences is *the ability of an individual to interpret facts and events relating to different cultures and to place them in a global context* (skills of interpreting and related). Another dimension based on an individual's experience is *the ability of discovery and interaction*. This allows individuals to acquire new knowledge of culture and cultural habits, utilizing the knowledge, attitudes and skills of multicultural interaction. The last dimension concluding a complex of intercultural competences is *critical cultural awareness*, which affects the possibilities of using perspectives, practices and products of other cultures in their own culture (Huber, 2012; Risager, 2007).

The Council of Europe has defined a set of competences that ITE graduates should acquire to effectively engage with diversity in classrooms (see Figure 8). They emphasize learning outcomes related to three key competence areas (1) Knowledge and Understanding; (2) Communication and Relationship; and (3) Management and Teaching (PPMI, 2017b).

Figure 8 *Intercultural competences Framework for teachers*

Knowledge and Understanding

- Knowledge and understanding of the political, legal and structural context of sociocultural diversity
- Knowledge about international frameworks and understanding of the key principles that relate to socio-cultural diversity education
- Knowledge about different dimensions of diversity, eg ethnicity, gender, special needs and understanding their implications in school settings
- Knowledge of the range of teaching approaches, methods and materials for responding to diversity
- Skills of inquiry into different socio-cultural issues
- Reflection on one's own identity and engagement with diversity

Communication and Relationships

- Initiating and sustaining positive communication with pupils, parents and colleagues from different socio-cultural backgrounds
- Recognising and responding to the communicative and cultural aspects of language(s) used in school
- Creating open-mindedness and respect in the school community
- Motivating and stimulating all pupils to engage in learning individually and in cooperation with others
- Involving all parents in school activities and collective decision-making
- Dealing with conflicts and violence to prevent marginalisation and school failure

Management and Teaching

- Addressing socio-cultural diversity in curriculum and institutional development
- Establishing a participatory, inclusive and safe learning environment
- Selecting and modifying teaching methods for the learning needs of pupils
- Critically evaluating diversity within teaching materials, e.g. textbooks, videos, media
- Using of a variety of approaches to culturally sensitive teaching and assessment
- Systematic reflection on and evaluation of own practice and its impact on students

Note. Source: PPMI (2017b, p. 25)

Reynolds and Reynolds (1997) define intercultural competences by means of seven sub-focuses, including: 1. Knowledge and appreciation of the importance and needs of culturally disadvantaged groups and individuals. 2. Awareness of own prejudices and cultural supremacy. 3. Knowledge of intercultural relations, such as the issue of aculturation or the development of cultural identity. 4. Ability to use knowledge and own multicultural consciousness to develop cultural sensitivity. 5. Properly identify the level of own multicultural skills. 6. Awareness of the interpersonal processes that take place within a multicultural society. 7. Awareness of how own ethnocentrism can influence the learning process. The spread and transfer of humanistic ethical behavior and the creation of worldviews presuppose a full awareness of our own cultural identity, spiritual values, prejudices and stereotypes. The teacher should know both his limits in multicultural expertise and his own emotional response to culturally different pupils. According to Graf (2004), an interculturally competent teacher is the one who: a) is able to critically perceive and evaluate cultural exchange and intercultural communication and knows how to mediate it to pupils; (b) promotes intercultural understanding amongst pupils; c) is

capable of developing pupils' understanding and interpretation of the manifestations and meanings of other cultures in cultural artefacts and the communication of other people; d) is able to mediate contacts of different cultures in the classroom.

The existence of multicultural society, the introduction of multicultural education in schools and the need for equal access to all pupils leads to the extension of (not only) professional competencies. The task of the teacher is to prepare pupils for life in a culturally plural society through the transfer of knowledge, skills and values. Due to the nature and complexity of intercultural education, the degree and quality of acquiring these knowledge and skills can be verified only with the educational reality itself (Graf, 2004). The characteristic position, especially in the educational process, has the teacher's communicative competence. In a multicultural environment, teachers, as representatives of the predominant culture, are exposed to interaction with minority groups, in which intercultural communication plays its role. According to Samuel (2019), within intercultural communication, various barriers and conflicts can arise, as there are differences in language expression, and non-verbal communication with its own national or ethnic specificities. Differences are found in the degree of physical contact, in the way of addressing, in mimic expression of emotions, etc. (Samuel, 2019). In the educational reality, three groups in terms of participants in communication can be distinguished: communication between teachers and pupils, among pupils and teachers and parents (Průcha, 2010).

Intercultural competences are, despite of their complexity, measurable. As stated in the previous chapters, the overall level of competence acquisition will be immediately reflected in the real circumstances of the particular situation. The knowledge of the intercultural competences of teachers and educators can be also verified through various tests starting with initial training at university. The attitudes, views and approaches of teachers to intercultural education influenced by individual experiences can be monitored through psychological questionnaires and tests (e.g. intercultural sensitivity test) (Van Oudenhoven & Van Der Zee, 2002).

As well as teacher competence frameworks vary across Europe, diversity-related competences stated in educational policies differ from country to country too. According to the report from 2013 ((European Commission/EACEA/Eurydice, 2013), in some cases, the competency framework is either totally missing or occupying only a marginal part and is not elaborated in detail. In other cases, it is duly anchored, and teachers are educated in the given competencies. This stimulates an understanding of democracy, gender equality, human rights and aims to adapt their teaching to pupils' special needs, abilities and talents, and develop the

ability for critical reflection. The diversity-related competence framework anchored in legislation represents an effective tool to promote diversity topic among professionals and support their education in this vein. (European Commission/EACEA/Eurydice, 2013) If and how teachers' training is promoted in our examined countries is the subject of the following chapters and subchapters which a focus on teachers' preparedness during their formal and non-formal education.

3.4 Teachers' career

The changing role of teachers is increasingly acknowledged, emphasising the need for significant changes in the way teachers are prepared for their professional roles and responsibilities. Student teachers, as well as professional teachers, may experience deficiencies in different situations. They may feel insecure, for example, in areas of communication, social and emotional sensitivity or assertiveness, having negative impact particularly in terms of intolerance, dominance, lability, conformance, or error orientation (Dedeoglu & Lamme, 2011; Vališová & Kasíková, 2008; Yang & Montgomery, 2011). Teacher should possess the whole package of human capital (a sum of competencies such as knowledge, skills, attitudes, beliefs and intellect) in order to be competent to use knowledge and skills to fulfil a predefined goal (Marope, Griffin & Gallagher, 2018; Hinojosa Pareja & López López, 2018).

Three recent Council Conclusions (European Union, 2007, 2008a and 2009a) have identified priorities for improving teacher education as defined by the Ministers of Education in member states 1. Promote professional values and attitudes; 2. Improve teacher competences; 3. Effective recruitment and selection to promote educational quality; 4. Improve the quality of Initial Teacher Education; 5. Introduce Induction programmes for all new teachers; 6. Provide mentoring support to all teachers; 7. Improve quality and quantity of Continuing Professional Development; 8. School Leadership; 9. Ensure the quality of Teacher Educators; and 10. Improve Teacher Education Systems. The Proposal for a Council Recommendation on Key Competences for Lifelong Learning (European Commission, 2018c) sees as a one of the three key challenges to support teachers in: (1) embedding competence-oriented approaches to education, training and learning in initial education and continuing professional development; (2) staff exchanges and peer learning allowing for flexibility and autonomy in organising learning, through networks, collaboration and communities of practice; (3) taking part in research and make appropriate use of new technologies; (4) guidance, access to centres of expertise, appropriate tools and materials can enhance teaching and learning methods and practice. This is connected with the European Agency for Special Needs and Inclusive

Education recommendations in legislative changes that have an impact on teachers' education in inclusive environment, it involves:

- for all teachers to recognize that diversity is the "norm" in schools and that all learners – many of whom may require support for different reasons, at different times – are their responsibility;

- to develop flexible curriculum and assessment frameworks at national/local levels and empower teachers to make use of the flexibility in providing quality learning opportunities for all;

- to develop self-evaluation as the basis for a self-improving system that focuses on improving learning outcomes for all learners – including leaders and teachers. This approach should support a culture of trust and professionalism, replacing control and punitive accountability measures;

- to raise awareness of the UNCRC and UNCRPD to ensure attention to the rights of all learners and the need for support, in particular for vulnerable learners to become more autonomous and have opportunities to express their views;

- for a focus on increasing the capacity/capability of schools and teachers by providing on-going support that may involve using existing resources in different ways;

- to increase co-operation/collaboration with parents and other agencies (EASNIE, 2015b, p. 20).

Teachers' career should be a lifelong learning process that launches with their initial education (usually at university) - also so-called pre-service period, continuing through further development alongside with their professional performance at schools, including adaptation phase for newly-arrived teachers, which is referred here as induction phase. Throughout these all phases, NPOs can assist or directly educate teachers in various fields including intercultural education and teaching while language of schooling is a second language for a student.

3.4.1 Initial teacher education (ITE)

Initial teacher education is the first and crucial stage of teachers' life-long learning process. It represents the entry point of teacher education and combines courses in subject matter, pedagogy and psychology, methodological and didactical preparation, and practice in schools (European Commission/EACEA/Eurydice, 2015). It ensures quality and has a role to train a new generation of teachers who are ready to shift towards new ways of organizing

teaching and learning in diverse school environment (European Commission/EACEA/ Eurydice, 2013).

The necessity of multicultural education and intercultural education in the education system today almost no one disputes. Hand in hand with intercultural education, new educational objectives, methods and approaches (e.g. transformative learning [Mezirow, 2003]) are required (see more in sub-chapter 2.3.2); moreover, today's student teachers need to be prepared for collaborative work (Trust, Krutka, & Carpenter, 2016) and career-long professional development.

Preparing student teachers for diversity implies to support their knowledge and better understanding of the world and its cultures. The need to develop communication competences for diversity emerges from the capacity of teachers to be empathic and reflexive about their own beliefs, cultural and socioeconomic differences (PPMI, 2017a, p.20).

Even though an increasing number of countries acknowledge complex professional requirements by requiring a teaching qualification at master's level, several different approaches towards ITE in the area of diversity can be found throughout European countries. According to report by Arnesen et al. (2010), most often, it has a form of a single module or an elective course that is isolated from the rest of the curricula; even though, several ITE providers across Europe offer degree programs with a specific emphasis on diversity or specialized transversal modules, or specializations that have embedded multilingual or intercultural elements of teacher education. Some ITE providers offer comprehensive approaches to diversity through well-structured courses. Nevertheless, in general, ITE programmes need to change so that teachers are better prepared for diverse, multicultural and multilingual classrooms to enhance learning (Arnesen et al., 2010; García & López, 2005), but not on the basis of „add-on" courses that deal with the diversity as a deficit or burden but as a cross curriculum topic that offers an opportunity to enrich learning for all (Forlin & Sin, 2017).

The new conditions have led to increased demands on the professionalism and competence of a teacher. Just as in all education also in undergraduate teacher training, learning by acquiring competencies is "a must". The fact that no categorization is able to affect the complexity of the teacher's activities, it is necessary to define content framework of initial teacher training through teacher's competences (Průcha 2009, UNESCO, 2009). The outline of these competences is closely described in the previous sub-chapter (see 3.3). The evidence reveals that intercultural competences can be learned in pre-service phase of education (Acquah

& Commins, 2017; Hinojosa Pareja & López López, 2018). Moreover, several studies demonstrate that ITE systems that are based on very well defined competences, are more likely to effectively prepare student teachers for diversity (Severiens, Wolff & van Herpen, 2014).

Mistrík (1999) states that to become a conscious intercultural teacher is a complicated process. The first step towards acquiring this competence is the individual effort to seek openness and tolerance in oneself – system of inner values (Miravet & García, 2013). Personal growth, at developing personality in intercultural education, requires not only more knowledge of other cultures and socio-cultural peculiarities but also practical verification of intercultural sensitivity through study, observation, travel and interaction with people of different nationalities and values (Del Rosal, Roman, & Basaraba, 2018; Hepple et al. 2017). At the same time, teacher needs to be able to analyse the overall situation in society and understand the principles of a culturally diversified society. Only after the fulfilment of these two requirements is it possible to achieve professional development and become culturally responsive example for students (Álvarez Valdivia & González Montoto, 2018; Mistrík, 1999, Průcha, Walterová & Mareš, 2009). The level of acquisition of intercultural competencies of graduates from teaching study programmes is influenced by many factors. At present, there is growing concern about the unification of requirements for graduate teachers (Dănescu, 2014).

The requirement for the complexity and integrity of the undergraduate training is also underlined by Morvayová (2006) which defines as four-phase process. She argues that in the first phase, the teacher (future teacher) is guided to look at himself/herself as an object from the outside. This is followed by a look at own society and social reality and the appreciation of its pros and cons, which also relates to the awareness of own logic of thought, lifestyle, customs, traditions, etc. Reflected view of reality allows registering also different forms of social and individual adaptation to living conditions, without dividing them into better or worse. Awareness of everyday self-worth and their critical assessment will allow to perceive the relativity of standards in relation to socio-cultural diversity. In the second phase, the teacher receives information that will enable him to orient himself/herself in the surrounding world and the time he lives in for understanding the dynamics of the development of society. Part of this phase is the perception of contemporary Europe (and the culture associated with it) as a part of the continental world. The third phase leads the teacher (future teacher) to systematically analyse ways of obtaining information about other cultures and their critical assessment. Of particular importance is the reflection of the reliability of information sources and their impact on human perception, thinking and attitudes. The result should be the understanding that individual cultural elements are always contextual and relative (Morvayová, 2006). In the

summary of the individual phases of the undergraduate training, Morvayová (2006) sets out intercultural requirements for students of pedagogical disciplines. According to her, students should: 1. be capable of nonconflicted contact with differences and respecting the relation to diversity; 2. be able to look for the potential to transfer aspects of their culture to others while at the same time to be able to take certain aspects of other cultures to their own; 3. critically examine the possibilities encountered when meeting the diversity; 4. work without axiological judgments over aliens, other cultures and lifestyles; 5. control basic strategies to deal with personal emotions and feelings when encountering differences; 6. control basic strategies to counter intolerance, pre-trial or racism among pupils or their parents. Despite this view how to address diversity through interculturally competent teachers, review studies on intercultural teacher education reveals that ways describing how to best provide such training and awareness has not been explained clearly (Hollins & Guzman 2005).

Within ITE, the important aspect is to interface theoretical and practical knowledge and experiences, because ITE is the most effective when pedagogical theory is combined with both subject knowledge and sufficient classroom practice (Sleeter & Owuor, 2011). In this line, also several scholars suggest that complementary field experiences are essential to effectively prepare student teachers for classroom diversity (OECD, 2010a). Pedagogical practices in field are principally based on the observation of educational reality as well as on separate outputs in the form of micro-teaching and teaching (Shaw, 2017); and effective use of the content and formative potential through cross-curricular theme from multicultural education (which is the task of educators – academic staff) serves its purpose (PPMI, 2017c). Intercultural contacts either with students during practical experience or with peers, academic staff, general public etc. allow individuals (future teachers in our case) to become aware of cultural conditionality of their own thinking and perception, which leads to reflection of oneself and helps to continuously critically examine the inner mindset (Miravet & García, 2013). Therefore, Morgensternová and Šulová (2007) recommends training in culturally heterogeneous groups that create a natural intercultural environment and provide enough stimuli and impulses to self-reflection. To successfully integrate multicultural education into teaching, it is appropriate to link its content with the outputs (Výzkumný ústav pedagogický v Praze, 2011).

ITE varies between and even within countries, being mostly designed by higher education ITE providers themselves. The studies from United Kingdom by Furlong (2015) reveals that the best teacher education programmes internationally:

- ensure that ITE programmes attract the best and most suitable candidates into the teaching profession;

- offer academic awards that are competitive, practice-focused and built on relevant educational research;

- develop strong links between theory and practice, in a way that helps students to understand and explore the inter-connectedness of educational theories and classroom practices;

- establish strong links between ITE and CPD of teachers in schools;

- ensure that all of the aforementioned principles are underpinned by a clear understanding of evidence about how student teachers learn to teach and that courses themselves are the subject of constant research and development (Furlong, 2015, p.8).

The obligation to ensure pre-service and in-service education of teachers in public and state schools is stipulated in the Act on Educational Staff and on the Amendments of Several Acts (No. 563/2004) in the Czech Republic. This legal document includes information relating to terminology and its definitions such as who is a pedagogical employee, what is necessary to undertake to be recognized as a qualified teacher for each particular level of school, what are the possibilities, rights and obligations of in-service teachers to educate themselves further, etc. However, this document does not include any specific information relating to the preparedness of teachers towards inclusive education (MŠMT, 2016). Nevertheless, there are other documents in the legislation of the Czech Republic that mention inclusive education in relation to teacher training. The first to be noted is so-called Strategy for Education Policy of the Czech Republic until 2020. This strategic document considers teachers' education in inclusive environment as a vital precondition for children, pupils and students to develop to the full. It specifically points to the area of pre-service education and calls for modernization of initial teacher training with the stress on the development of teaching competences with respect to inclusive education (MŠMT, 2014). Furthermore, another document issued by Ministry of Education, The Action Plan for Inclusive Education which is set for the duration of 3 years (2016 - 2018), considers the development of teachers' competences to be crucial in practical implementation of the inclusive education (MŠMT, 2015a). Pre-service education in the Czech Republic is organized by higher education institutions (HEIs) and in some cases by tertiary professional schools or upper-secondary schools that provide pedagogical education. However, to become a qualified teacher for primary or secondary schools, master's degree in pedagogical field is required. Intercultural education is already recognized by some universities and can be found as a subject relating to cross-curricular issues.

Despite the significant number of pupils in Czech schools (around 40 000) for whom the teaching language is foreign, their systemic support in education is still insufficient. It might be due to fact, that the Czech Republic was for a long period of time (2nd half of 20th century) homogenous country (Jarkovská, Lišková & Obrovská, 2015). "There is no official school subject "Czech as a Foreign Language ", from which it would be clear how to teach foreign children, what to teach, how, and how to evaluate it." (META, 2013). The limits are also reflected in the lack of professional preparedness of teachers, the limited availability of school counselling facilities, the limited availability of information on the form of education or limited financial resources (META, 2014).

According to Dytrychová and Krhutová (2009), a little attention has been paid to the issue of teacher training in the past decades in pedagogical theory and practice in the Czech environment. Even though this topic is addressed by a number of authors, the opinions on the professional preparation of teachers are changing not only according to the author's approach, but also historically. In the context of European trends, contemporary theories of teacher education in the Czech Republic are directed towards a model of so-called broad professionalism. (Dytrychová & Krhutová, 2009) This goal is outlined in the Concept of Pre-School Teachers of Primary and Secondary Schools which is a joint conclusion of the Ministry of Education, Youth and Sports of the Czech Republic, the Accreditation Commission and the representatives of the Council of Higher Education Institutions (Mareš, 2004). The document defines the framework requirements for the undergraduate training of elementary and secondary school teachers. In connection with the educational reform, the concepts of the reflective practice and the researcher are also increasingly emphasized in connection with the teacher. The teacher (future teacher) should creatively acquire professional specifics primarily on the basis of his / her own activity (Spilková, 2007). Various generations of teachers have experienced different school environments as students, teachers-beginners and professional teachers. Attitudes and approaches of individual educators towards intercultural education have been influenced by the contemporary and social context, experience and personal motivation. Hájská and Bořkovcová argue, that the first incorporation of intercultural (or more used term "multicultural" in the Czech Republic) education into higher education of teachers, appears in the academic year 1993/1994 at the Department of Pedagogy of the Faculty of Philosophy of the Charles University in Prague. In academic year 2002/2004, the teaching of multicultural education started at other university workplaces (Hajská & Bořkovcová, 2008). This implies that most current teachers are not professionally prepared for situations arising from the multicultural classroom composition as illustrated in a research of Jarkovská, Lišková and

Obrovská (2015). An exception might be the youngest age group of teachers, yet according to Průcha, the school preparation for life in plural society is still insufficient (Průcha, 2006).

To sum it up, the Czech Republic belongs to the European countries in which there is no united approach for creating curriculum for teacher candidates at tertiary education. The responsibility to set the content is on the individual higher educational institution. The multicultural or intercultural topics are included in today's study programmes however, what concerns the preparation of teachers for linguistic diversity, the offer of education is very rare or totally missing.

In Italy, the initial training of nursery and primary school teachers is stated in the Legislative Decree from 13 April 2017 no. 66 "Norme per la promozione dell' Inclusione scolastica degli studenti con disabilità [Rules for the promotion of School Inclusion of students with disabilities]" and, for lower and upper secondary schools, there is the Legislative Decree 13 April 2017, no. 59 "Riordino, adeguamento e simplificazione del sistema di formazione in Riordino, adeguamento e semplificazione del sistema di formazione iniziale e di accesso nei ruoli di docente nella scuola secondaria per renderlo funzionale alla valorizzazione sociale e culturale della professione [Reorganizing, adapting and simplifying the system of initial training and access to teaching roles in secondary schools to make it functional to the social and cultural enhancement of the profession]" (Casado-Muñoz, Canfarotta, Korbek, Lojacono & Wolf, 2018). As being mentioned in one of the previous chapters, those who wish to be teachers in kindergarten or primary school, they have to take a degree in Primary Education Sciences. After five years of training, those who have graduated are qualified for teaching, take part in a public competition and, if they pass it, reach the permanent place. During university, traineeship activities start from the second year and include the total 600 hours. All courses for training future teachers include: (1) the acquisition of linguistic competences in English equivalent to the level B2 of the 'Common European Framework of Reference for Languages' adopted in 1996 by the Council of Europe, (2) the acquisition of digital competences as foreseen by the Recommendation of the EU Parliament and Council of 18 December 2006. In particular, such competences refer to the capacity of using multimedia languages for representing and communicating knowledge, for using digital contents and, more in general, for using simulated environments and virtual labs; (3) the acquisition of teaching competences suitable to favour the school integration of pupils with disabilities. At pre-primary and primary level, programmes are organised in general (pedagogy, didactic, psychology, sociology and anthropology) and

specific activities (subject-related knowledge, competences and the integration of pupils with SEN).

"Today, the idea of what it means to be a good teacher in Italy continues to embrace fluency in intercultural education, but goes even further, calling all teachers to be bridges – mediators within the borderlands, as well as gatekeepers to Italian democratic convivenza [coexisting] (Kowalczyk, 2016, p. 439)." The common requirement for teachers in Italy is to be interculturally competent to handle heterogenous composition of Italian classrooms (even though the support in need should be also provided by cultural mediators); thus, necessary education during university time has to be provided. However, according to the second annex to European Commission report (PPMI, 2017c), Italian universities have autonomy in setting up their curriculum (due to Decree No. 249/2010), hence intercultural education might be or might not be compulsory part of it. According to this report, University of Genova "is the only one among 30 ITE providers in Italy, where the Laboratory and course on Intercultural Education has been mandatory for Master programmes (PPMI, 2017c, p. 36).

To know the didactics and methodology of Italian as a second language was in the past entrusted to teachers of Italian or foreign language teachers. Since the 90s, universities have started to provide master or specific courses for training of second language Italian teachers (MIUR, 2007). With the beginning of 21st century the MIUR started a project together with universities to create a teaching platform in which basic course of Italian as a second language was designed for all subject teachers and an advance course to train linguistic experts who could be a reference point for schools or networks of schools (Machetti, Barni & Bagna, 2018). Both courses included: intercultural pedagogy, general linguistics, Italian linguistics and language teaching. This project also helped to create various resources from which teachers can draw (Coccia, 2016). The ministerial decrees do not explicitly refer about the methodologies to the intercultural education, although the MIUR affirms that intercultural education "should be assumed methodologically by future teachers" (MIUR, 2014, p. 21). The same insight offers the report Guidelines for the professional development of the teacher and evaluation strategies of teaching at the University [Linee di indirizzo per lo sviluppo professionale del docente e strategie di valutazione della didattica in Università] by ANVUR. Another step forward is a progress towards students with a different mother tongue when recognizing academic qualifications to teach Italian as a second language in teacher recruitment processes, however according to Grigt (2017), no certified teacher (out of 500) has been assigned to any school up to the period of his research.

In the similar manner as in Italian schools also Spanish schools are experiencing increasing numbers of children from other countries and cultures, with different cultural identities and hierarchies of values (Bedmar Vicente, Bellido & Mar'a, 2012). Initial teacher training in Spain requires the qualification of master's degree only for all post-primary teachers (secondary school and vocational training) and to attend the assessment that regulates the entrance to the public education system or to private schools for teachers (Order ECI/3858/2007). For primary teachers, there are two different teacher training programs: Infant Teachers Training (Order ECI/3854/2007) and Primary Teachers Training (Order ECI/3857/2007). The Royal Decree 1594/2011 of November 4th sets the teaching specialities for these two stages and establishes that teachers can acquire a major in: Foreign Language (English, French or German), Physical Education, Music, Therapeutic Pedagogy or Hearing and Language Disabilities Treatment. In accordance with the European Higher Education Framework and subsequently with the Bologna process, teaching is considered a professional performance that should be considered at national level (as with doctors and architects). For that reason, the Ministry of Education has established the national "Basic Guidelines" which help all universities while planning teacher training curricula, for both preschool/primary and secondary teachers. These guidelines establish key competences and clarify main topics including their contents with the ECTS allocation. We can also find here the outline indicators for specific skills which need to be reached at the end of the teaching process (Ramírez Carpeño & Mekochi, 2015). Figure 9 offers the general example of Spanish Teacher Training Curricular Design.

Figure 9 *Spanish Teacher Training Curricular Design*

	Infant Teacher Training	Primary Teacher Training	Secondary Teacher Training
Length/ Certification	Four-year degree	Four-year degree	One-year master's (four-year degree plus one)
General Knowledge	100	60	12
Pedagogy and Specific Subject Pedagogy	60	100	24
Major/ Elective classes or classes designed by universities	Between 30-60	Between 30-60	8
Practicum	50	50	16
Total ECTS	240	240	60

*Source: (MINISTRY OF EDUCACION, CULTURE and SPORT, 2007a, 2007b and 2007c)

As universities are autonomous and independent, they are able to set out specialised syllabi within the framework of the elective subjects established by the basic guidelines. Each university that provides these degrees is required to set out their Educational Quality Assurance Plans, the criteria and procedures that will ensure the monitoring of compliance with the aims set for each degree (Vidal, 2003). The National Agency for Quality Assessment and Accreditation is responsible for, among others, the processes of accreditation of qualifications (Mora, 2004).

According to the study of García & Lopéz (2005) within which 155 study programs from 42 universities were analysed, there were just 62 modules that related to intercultural education, however only 8 of them were compulsory. These results were alarming as the treatment of cultural diversities at Spanish universities was insufficient (similar results can be found in Palomero, 2006 and Peñalva and Soriano, 2010). The same situation is described in recent study by Aguado-Odina, Mata-Benito and Gil-Jaurena (2017) who confirm that study plans include some content about intercultural education as a theme or elective course in some universities and they claim that re-structuring of study plans from an intercultural approach is still needed addressing it as intercultural approach in practice.

In general, according to the last report by European Commission/EACEA/Eurydice (2019) Italy and some Autonomous Communities of Spain have a teacher competence framework for initial teacher education within which intercultural education can be found tackling teaching in diverse, multicultural classrooms and/or addressing general discrimination issues and implicit bias against culturally and linguistically diverse students (see Figure 10). In cases of our examined countries, we can see that Italian and Spanish (some autonomous communities) initial education should address the issue of intercultural education, however in Czech case this competence is not officially required.

Figure 10 *Issues related to intercultural education included in teacher competence frameworks for initial teacher education (ITE), 2017/18*

☐ (pink)	Teaching in diverse, multicultural classrooms
☐ (dark blue)	General discrimination issues and implicit bias against culturally and linguistically diverse students
☐ (teal pattern)	No such competences included in the top-level teacher competence framework for ITE
☐ (grey pattern)	No top-level teacher competence framework for ITE
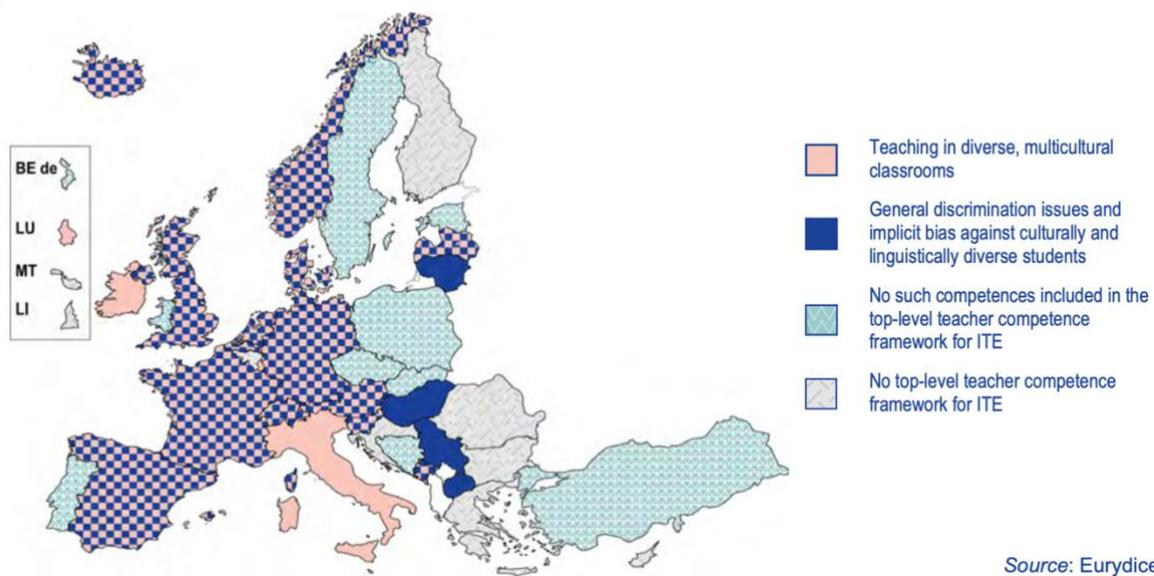
Source: Eurydice.

Note. Source: Commission/EACEA/Eurydice (2019, p. 21)

To conclude, the need for multicultural teacher has arisen with the culturally and linguistically diverse society (Gay, 2010). The teacher's career starts with his initial preparation at a university, where, to this date some courses, curricula, field experience that develop future teachers' cultural competence have been already introduced and performed (Acquah & Commins, 2013; Commission/EACEA/Eurydice, 2019). Nevertheless, after the years of gradual preparedness of future teachers, graduates who are coming to the real school conditions feel unprepared to teach culturally and linguistically diverse students (Pérez-Cusó, Martínez-Clares & González-Morga, 2014). This naturally brings the question to the researchers how these courses are taught and what can be done to step forward in developing intercultural competences among future teachers (Acquah & Commins, 2017).

The teaching profession is, in most European countries, viewed as easily accessible when compared to other professional occupations such as medicine or law, applicants do not face competition and have minimum entry requirements (Guerriero, 2017a). It is suggested that one of the strategies, how to spread and develop intercultural environment also at higher education institution, may be to accept teacher candidates with minority backgrounds (Szecsi & Spillman, 2012). However, the statistics show that if students from minority backgrounds achieve the grades needed for admission to tertiary education, they seem to prefer to enter professions such as law, medicine and engineering (Commission/EACEA/Eurydice, 2013). Furthermore, according to the available data, we can see that teaching staff with a migrant background are generally under-represented compared to the actual diversity of the learners (European Commission/EACEA/Eurydice, 2013; McGrath et al., 2014). One of the solutions

to make teaching profession more prestigious, may be to make entry requirements for teaching more demanding, along with improving the subsequent working conditions, may contribute to attracting people with the right values, attitudes, beliefs, competences and knowledge for this profession (European Commission, 2017a; European Commission/EACEA/Eurydice, 2013).

3.4.2 Continuous professional development (CPD)

The second phase of teacher education is represented by professional improvement in its own pedagogical practice via self-study, exchanging experiences and cooperation with other colleagues and further teacher education (Scott, 2015; Whitworth & Chiu, 2017). Further education of teaching staff includes all educational activities leading to the maintenance and improvement of professional competence, the development of personal attitudes and the overall development of the school (Scott, 2015). In essence, it is possible to characterize this process as a lifelong development of professional competences that builds on and upgrade undergraduate training (European Commission/EACEA/Eurydice, 2015). Further teacher education must be based on current society needs and reflect the latest findings of pedagogy and other sciences. One of the most important tasks is to introduce innovations and changes of the education system into educational practice.

Teaching requires both a high level of expertise and continuous development. The desire to stay up-to-date with the needs and changes of a society should be a part of inner world of every teacher. Teaching is a mission and teachers should feel the importance of education not only for those who they educate, but also for their own development (Roche, 2017). What concerns topic of diversity, involving schools and teachers in agreeing on priority topics can help improve the relevance of CPD in the offer of language teaching skills and intercultural competences. Except traditional courses (which are often costly and organized outside schools), collaborative or school-based formats such as peer observation, cooperation with other colleagues etc. have a potential to support teachers in their education (European Commission, 2017a; Trust, Krutka & Carpenter, 2016).

Teachers themselves report that important areas for student support are not often sufficiently covered by CPD, such as (1) teaching cross-curricular skills (2) teaching in multilingual and multicultural settings (3) student career guidance and counselling (4) teaching students with special educational needs (5) new technology in the workplace and (6) approaches to individualized learning (European Commission, 2017a). Above all, to make easier for teachers to voluntarily follow the way of lifelong learning path, continuous professional development should be accessible, affordable and relevant for all teachers (Corcoran, 1995;

Villegas-Reimers, 2003). These three factors were found to play the main role in teachers' participation in CPD, which is according to recent reports very low (European Commission, 2017a).

Kohnová (2009) divides types of further/continuous education programs according to the supporting function as follows: a) subject orientation; b) problem orientation; c) personality orientation and psycho-hygiene. Due to the complexity of the problem, elements of intercultural education can be found in all the above-mentioned types of programs. According to her, the subject-oriented programs of further education focus primarily on the development of the didactic competences and the professional development of the teacher in the field of reflection and self-reflection of experience from pedagogical practice. It is imperative that the teacher is able to consider the actual needs and problems of the students and implement them into the teaching. Because of the plurality of classes, the ability to reflect on learning is gaining on its importance. She further explains that problem-oriented programs focus attention on teacher education on socially or culturally determining factors and their elimination in the educational process. In these types of education programs, we can find topics such as the prevention of racism, xenophobia, bullying; and education to tolerance, etc., which lead to the improvement in communication skills, flexibility and teamwork. And finally, programs focusing on personality development and teacher psycho-hygiene contribute to the enhancement of teacher's cultural and general education, the support of foreign language education, and the psychological regeneration of the teacher (Kohnová, 2009).

In the same way as Morvayová (2006) suggested topics for future teachers in initial education period, she also recommends areas that should be addressed for pedagogical staff in field relating to intercultural sphere. According to her, teachers should: 1. not assume that it is not necessary to introduce elements of the majority culture into the school curriculum if the composition of the class is homogeneous; 2. not work mainly with the themes and elements of the majority culture, but has endeavoured to ensure that the classroom and the whole school represent by its climate a broad spectrum of society composition; 3. not approach all pupils as a monocultural group; 4. not be convinced that his/her behaviour is not based on stereotyped thinking, but he/she constantly reflected his/her opinions, work and results; 5. always remember that used didactic aids are traditionally used and determined by gender roles, and may not always be comprehensible to all pupils. 6. not divide pupils into groups according to their appearance, gender roles; 7. not emphasize the deviations and errors of individuals compared to the majority normal society; 8. not require absolute adaptation to the majority society; 9. consider that special curricular strategies are essential to the effective functioning of society;

10. not apply the same requirements to all pupils (do not apply the objective assessment); 11. not see the equality as a mere theory; 12. not require answers and reactions from students that teachers from their perspective consider to be correct and appropriate (communication is a culturally conditioned phenomenon); 13. respect the habits and ways of upbringing in family or religion (Morvayová, 2006).

Continuing professional development (CPD) is recognized as a professional duty. It has gained on its importance over the years and was promoted in legislation, regulations, employment contracts etc. of several education systems. In the following map (see Figure 11) you can see how serious countries are about continuing professional development. In Czech and Italian educational systems, it is recognized as a duty connected to teachers' profession. In case of Spain depends on the Autonomous Community, in some parts of Spain it is a duty in some parts it might help to a teacher' promotion but is not compulsory (European Commission/EACEA/Eurydice, 2013).

Figure 11 *Status of continuing professional development for teachers in pre-primary, primary and general (lower and upper) secondary education (ISCED 0, 1, 2 and 3), 2011/12*
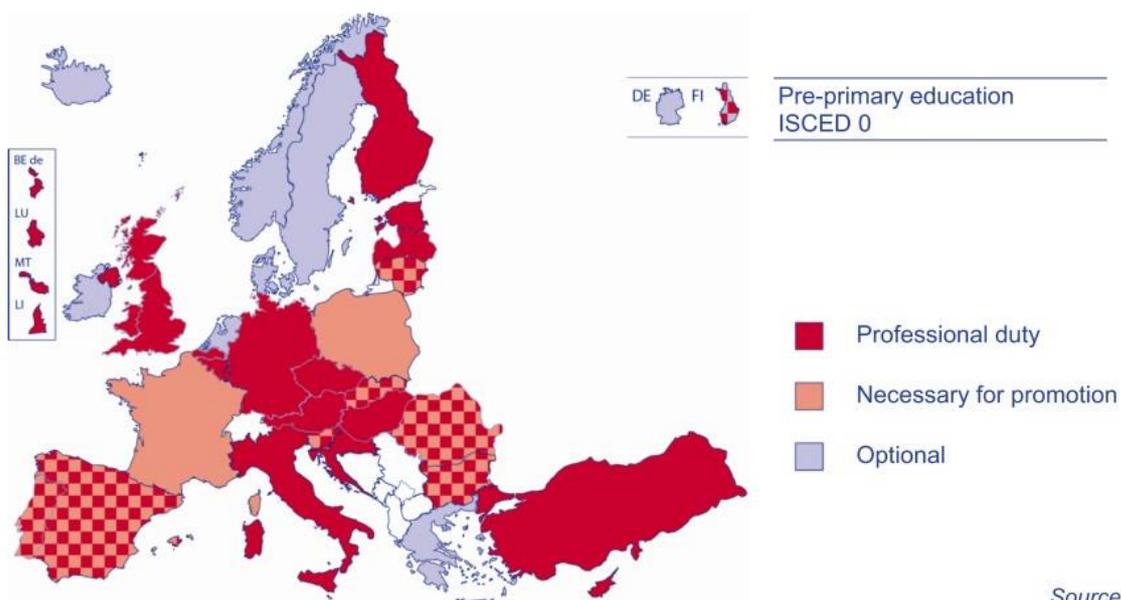
Source: Eurydice.

Teachers may be confronted at any point of their career with situations that hinder them from performing their duties effectively. Three areas of support were identified in Eurydice report (2013), namely (1) personal matters (2) interpersonal conflicts involving students, parents and/or colleagues (3) the teaching activity as such and more specifically for the development of professional competences. According to this report, the majority of countries offer special support to teachers to help them access continuing professional development opportunities and the support for the professional competences' development is often regulated within the framework of teachers' continuing professional development. In the majority of European education systems, it is compulsory for schools to have a CPD plan. The development of such a plan is usually a responsibility of the school head, the school management team or a teacher assigned to coordinate the CPD activities in the school; thus, naturally, CPD plans should take into account the development needs of teachers in the context of guidelines or regulations from top-level authorities (Whitworth & Chiu, 2017). According to various European reports (European Commission/EACEA/Eurydice, 2013, 2015; Eurydice, 2008), in Italy, CR and Spain (varies between Autonomous Communities) CPD plan is compulsory. These reports show, that CPD plans are developed at school level in the majority of European education systems however, top-level authorities establish priority themes or areas. In addition, all education systems offer some kind of financial support for teachers' CPD and some are totally free of charge. Offering courses for free is, according to these reports, the way through which most countries take away the financial burden from teachers for participating in CPD activities. However, it is not a practise everywhere. Usually, education authorities cover provider costs for CPD activities that are considered mandatory for teachers, or that fall into priority topics or areas determined by top-level authorities. In Italy, mandatory CPD is free of charge. In Spain, CPD activities delivered by education authorities are free of charge and in the Czech Republic, the budget for CPD is a part of the lump sum provided for schools (European Commission/EACEA/Eurydice, 2013, 2015; Eurydice, 2008).

Additionally, teachers need special support during the early stages of their career as it may be critical period for the professionalization process of teachers (Wang, Odell & Schwille, 2008). School environment is a very challenging place for newly arrived teachers and without any help or support, teachers find it difficult to bear and they drop out of the profession (European Commission, 2017a). If done properly, the adaptation phase, or so-called induction, can help to reduce dropout rate, moreover, it can boost quality of teaching and support

professionalism in schools (Carlo et al., 2013). Therefore, induction can serve as a bridge between initial and continuous education of teachers (European Commission, 2010b). A structured support phase for newly qualified teachers is considered crucial also by teachers who need to overcome possible "praxis shock" and who need to feel more secure and confident in the first stage of their career (OECD, 2005). While considering induction programs, the theme of diversity should be taken into an account and should be included as a cross-curricular topic (European Commission, 2010b). Induction programmes have many different organisational patterns. As described in European reports (European Commission/EACEA/Eurydice, 2013, 2015), in most countries, induction is a compulsory phase, which includes a final assessment that beginning teachers must pass in order to qualify. Most countries provide this induction phase in addition to the compulsory professional training received before the acquisition of a teaching diploma. The length of this programme ranges from several months to up to two years. The usual length is, however, one year. Induction programmes usually provide for regular meetings with the mentor, assistance with lesson planning and other pedagogical advice, opportunities for job shadowing, and training modules provided by teacher education providers (European Commission/EACEA/Eurydice, 2013, 2015).

Situation in the Czech Republic, Italy and Spain

Preparing young teachers for diversity at the induction stage has been implemented in several countries across Europe. The adaptation period in the Czech Republic, or so-called induction period, is neither legally defined nor directly supported by the state at the moment (Janík et al, 2017). Nevertheless, it is the subject of the current interest of the Ministry of Education, which is working on this issue in connection with the creation of a career system for teachers. The proposal foresees a two-year period in which the starting teacher will benefit from increased support from his/her employer (MŠMT, n.d.; Janík et al., 2017). Pursuant to the legislative document Law on Pedagogical Staff of the Czech Republic, teachers have the obligation to continue in their professional education during their whole career to keep themselves updated with needs and changes in a society. The headmaster of a school organizes further education of pedagogical staff according to, a so-called Plan of Further Education, which is determined after a prior discussion with the relevant union body. It arises from the educational interests of teaching staff, needs and a budget of a school (MŠMT, 2016b). As being mentioned above, in-service training programs for teachers are mainly provided by the National Institute for Further Education, which consists of a centre and thirteen regional

stations. Other institutions which organize further education for teacher (either accredited or non-accredited) are: universities, governmental and non-governmental institutions and within the schools by particular specialists or sector teachers. Even though their offer includes topic of inclusive education, it is up to a teacher (with the respect to the framework of Plan of Further Education of a particular school) whether he/she will follow the courses or not; which was also noted by Strnadová and Topinková (2010), who argue in a report to EADSNE that there is no systematic policy towards CPD for teaching students with a different mother tongue in the Czech Republic. Above all, teachers may prefer the self-study option, where they are entitled to 12 working days off for study in the school year (MŠMT, 2011). To put it simply, teachers in the Czech Republic do not have any legally determined induction phase within CPD, nevertheless, they have the opportunity to choose from several courses at the beginning of their career and use the 12 days out of work for self development in fields they prefer. The topics are diverse and also include themes from intercultural sphere. Nevertheless, several studies reveal that Czech teachers are not prepared to handle multicultural environment in their classrooms, neither during initial nor CPD (Bačáková, 2011a, 2011b; Bačáková & Closs, 2013).

Education of newly-arrived teachers in Italy is coordinated with Ministerial Decree 850 of 27 October 2015 and teachers have to undertake 50 hours of training during the school year, to reach the professional standards provided in the article 4 of Ministerial Decree 850 developing cultural, disciplinary, didactic, methodological and relational competences. Newly-employed teachers have to attend a 50-hour course, organized by the local School Directorate under the Ministry's guidelines, without specific clarification of its topics (MIUR, 2015a). However, in 2015, the Italian Ministry of Education (MIUR) pointed out eight priority topics for ITE and induction, which still need to be practically implemented by ITE institutions, including special educational needs, fighting early school leaving, social inclusion and intercultural dynamics (PPMI, 2017a). The training plan includes four phases: preparatory meetings (6 hours), four training workshops (12 hours), peer observation (12 hours) and online training (20 hours) (MIUR, 2015a). The plan is created in relation to a teacher as a professional and needs of a school. School invites a new-arrived teacher into the discussion also through his/her self-analysis (see more about on-line portfolio here: Mangione, Pettenati & Rosa, 2016) and accordingly sets up the training workshops and mutual observations of newly-arrived teachers and his/her tutor. The subjects directly involved in various ways along this path are: school managers of schools in which the teacher is conducting his/her induction phase, the welcoming tutors, the schools "polo" (which are responsible for organizing the initial and final

meetings, and the training workshops), the Regional and territorial Scholastic Offices and the evaluation and Indire committees (Casado-Muñoz et al., 2018; Cerini, 2015; Mangione, Pettenati & Rosa, 2016). Among the innovations prepared by the Italian model for the year of training and testing, Mangione et al. (2016) identified some salient elements such as: professional pact of insertion, a more specific role of the head teacher (which, besides to chair the evaluation committee, is obliged to make at least one visit to the class of the teacher in trial period in order to acquire useful elements to his/her next evaluation), the role assigned to the tutor also included in the evaluation committee, peer observation between the tutor and the teacher. From the analysis of the relevant budgets complied for newly recruited teachers, it emerged that within the first five required training topics were intercultural aspects (MIUR, 2015b). In Italy, the law regulating teacher training is the Law 107/2015. This law makes teacher training compulsory, continuing and structural. Each school defines CDP activities, which must be consistent with the school three-year plan of the educational offer, with the self-evaluation report and the improvement plans of schools, according to the priorities indicated by the Ministry of education in the National training plan published every three years (EASNIE, 2016).

For the three-year period 2016-2019 the Ministry of education has established the following priorities:

- foreign languages
- digital competences and new learning environments
- school and work
- autonomy
- evaluation and improvement
- competence-based teaching and innovative teaching methods
- integration, civic competences and global citizenship
- inclusion and disability
- social cohesion and prevention of youth discomfort (Eurydice, 2018, p. n.d.).

Relating to intercultural education we can find there two paragraphs that contribute to this topic, and are highlighted to be trained within teachers: (1) development of skills in the field of active citizenship and democracy through the enhancement of intercultural education; and peace, respect for differences and dialogue between cultures; support assumption of responsibility as well as solidarity and care of the common goods and awareness of rights and duties; […]; (2) literacy and improvement of Italian as a second language through courses and

workshops for students of non-Italian citizenship or non-Italian language, to be organized also in collaboration with local authorities and the third sector, with the contribution of the communities of origin, families and cultural mediators (MIUR, 2017a). Last but not least, there is the "Piano per la formazione dei docenti 2016-2019" [Teachers' training plan]" which defines the principles, the purpose of teachers' training, the priorities, the organisation and the type of training for acquiring new competences. In chapter IV, among the priorities, inclusion is specifically stated as a "daily" way of managing the classrooms and the training should be directed to the following recipients: contact persons of the Institute for the coordination of integration actions in inclusive school plans; support teachers (a specific module for the in-depth study of types of disability must be guaranteed in the three-year period); curricular teachers (teams and class advice) to improve lesson planning in the presence of students with disabilities, learning problems and difficulties; support figures (mediators, communication assistants, educators, collaborators) to improve integrated design skills; school directors; and ATA staff (MIUR, 2015b). Relating to intercultural education topics, several researches reveal that Plan does not include any specific recommendations or obligations to focus training on intercultural education or teaching Italian as a second language (Grigt, 2017).

In order to help teachers in their CPD activities, decree 107/2015 foresees a financial support delivered in the form of an electronic card. Every year, each teacher will receive a maximum of 500 € for:

- purchasing books, magazines, hardware and software;
- attending courses offered by accredited bodies or by higher education institutions;
- attending cultural events (representations, movies, live events) and visit museums and exhibitions;
- carrying out activities consistent with the three-year educational plan of the school and with the National training plan (MIUR, 2017b).

The training and re-training activities for Italian teachers are organized by territorial Regional Scholastic Offices (Uffici Scolastici Regionali), school networks, universities, accredited agencies, training centres, local associations (MIUR, n.d.a) and trade unions; however, education is also transmitted through school–university partnerships, teacher co-learning and workplace learning (Avalos, 2011). To give some example, in Sicily, the trade union in collaboration with professional training institute IRASE (Istituto per la Ricerca Accademica, Sociale ed Educativa), develop capacity building projects focusing on training and tutoring activities for teachers, education support for administrative staff and workshops for migrant and refugee children (Grigt, 2017).

In Spain, continuous teacher education is the right and professional duty of a teacher (LOE, Article 102). Non-university teachers have a status of civil servants and their rights and working conditions are regulated by State and the Autonomous Communities in their respective jurisdiction, but also by the provisions of the Basic Statute of Public Employment. According to Campos Aparicio and Buciega Arévalo (2014), CPD is a duty and a prerequisite for career advancement and salary increases (additional allowances are paid every five or six years to civil servant teachers who participate in a minimum number of hours of CPD activities provided by authorised centres) and education authorities of individual autonomous communities are responsible for the policy relating to CPD planning. Some of them explicitly require schools to produce annual CPD plans, while a few only issue recommendations (Campos Aparicio & Buciega Arévalo, 2014). Since the educational reform in 1990's, Spain has established complex base of teacher training centres which share the goal to promote, innovate and improve teacher training activities. Even though, Autonomous Communities become self-governing in education, LOE establishes, that the Ministry of Education remains an important factor in the field of in-service training through two specialised units, one of which is the National Institute for Education Technologies and Teachers Training (Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado (INTEF), yearly creates priority lines which teachers continuing professional development plans have to follow (Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado [INTEF], 2013). It also offers State Continuing Professional Development programmes and it establishes the appropriate agreements with other institutions. It provides a wide range of online training courses with diverse topics and contents, including several related to inclusive education and promotes, plans and develops training programmes for teachers both long-term in-service teacher or beginning teachers. Within these programmes several resources for intercultural education can be found. (Campos Aparicio & Buciega Arévalo, 2014; INTEF, 2013). According to Gorospe, Martínez-Arbelaiz and Fernández-Olaskoaga (2018) who carried out their research in Basque Autonomous Community in Spain, there is no systematized help for beginning teachers. Newly arrived teachers come from Education Faculties to their first teaching appointments with minimal support and no organized induction phase. Moreover, the situation became worse with a schools' financial shortcuts (Gorospe, Martínez_Arbelaiz and Fernández-Olaskoaga, 2018). Generally, the induction phase takes from three to twelve months and ends with the overall evaluation of a teacher. When comparing statistical data of TALIS 2013 among our three countries, the indicator *Teachers having taken part in a formal induction programme*, we can

see that only 35.3 % of Spanish teachers took part in a formal induction programme, whereas in Italy 49.4 % and in the Czech Republic 45.2 % (OECD, 2013b).

Responsible organs for planning and organising continuing professional development programmes are Education Authorities which do so in accordance with the Education Act and the Act on the Improvement of the Quality of Education. In our case, Junta de Castilla y León offers on-line portal called educacyl which provides *the autonomous teaching training plan*, which represent the set of actions and activities, aimed for non-university teachers which should promote updating and continuous improvement in teachers' academic performance and their professional skills. It is reflected through training itineraries and through various channels such as training plans in schools, teacher team plans, collaboration through groups of teachers and individual participation (JCyL, n.d.b). The offer of educational activities has to be broad and diverse and has to meet teachers training needs. They are being developed and structured to in-service training plans with different programmes: lessons, courses, seminars, workshops, and training plans in schools (for detailed offer, see the official websites).

In general, universities and teacher centres (so called CFIE - Centro de Formación e Innovación Educativa) are in charge of organising continuing professional development activities, elective but necessary for receiving some specific additional remuneration. In some Autonomous Communities there are also teachers' centres at the regional level, called regional centres of reference. Attention to diversity and inclusion has always been considered as an important element in all programmes (European Commission/EACEA/Eurydice, 2013). Relating to Castilla y León Region, according to Decree 51/2014, of October 9, by which the permanent formation of the teaching staff of non-university education is regulated, training activities are created and offered for all non-university teachers either in adaptation phase or in service. Training is operated through (a) an offer of an official training network (b) an offer made in collaboration with other collaborating entities (c) individual training initiatives, which may have a system of economic aid, recognition and licensing for studies for their realization (d) any other that according to the circumstances is established by the counselling competent in the field of education (JCyL, 2014). The Training Network is constituted as the structure of organs and people to plan, execute and evaluate the permanent training of teaching staff that provide their services in educational centres supported by funds of the Community of Castilla y León, such as: a) teaching centres b) general CFIE c) specific CFIEs, of regional scope d) the provincial directorates of education, through the program areas educational and educational inspection e) competent counselling in the matter of education, through the direction competent in the field of permanent teacher training f) other bodies that are determined by the competent

council in matter of education, when deemed necessary, to achieve the improvement of the permanent training of teachers (JCyL, 2014).

According to Aguado-Odina, Mata-Benito and Gil-Jaurena (2017), courses offered either by universities or training centers are very short in terms of dedicated time and mostly focused on ICT and English courses, thus they recommend to create more contextualized training with a direct link to the school practice or collaborative and networked learning among teachers and researchers. What concerns the offer from intercultural education, they point out that Spanish teachers lack intercultural competences and in line with what was said above, they argue that "Intercultural education formation is not about learning recipes about how to manage diversity in education. It is about reflecting on one's own ideas and practices in specific educational contexts" (Aguado-Odina, Mata-Benito & Gil-Jaurena, 2017, p. 415).

Virtual world as another form of self-education

According to World Report on Disability (2011), several resources can assist teachers to work towards inclusive approaches for students with SEN such as: toolkits, booklets, INEE pocket guide and using ICT. Digital technologies have a huge importance in education for all who are being educated in today's society and therefore cannot be forgotten either in this thesis with the relation to teacher training. Digital technologies and open education have transformed opportunities for collaborative learning, networking and the use of teaching resources (Castaño Muñoz, Punie & Inamorato dos Santos, 2016).

Massive open online courses (MOOCs), e-learning projects, websites for teachers to share good practices and many more, these are useful tools of 21st century for further education of teachers (Inamorato dos Santos, Punie & Castaño-Muñoz, 2016). Digital technologies represent opportunities for collaborative learning, networking and online library of resources for teachers. For example, teachers in all stages (pre-service and in-service) and at all levels of education are an important target group for massive open online courses (MOOCs) (Mellati & Khademi, 2018). Teachers can benefit from online communities and resources for school professionals, including eTwinning environment for student teachers, online networks for early career teachers and their mentors, courses, exchange of best practice and recourses among providers of Initial Teacher Education and a Digital Competence Framework in order to support teachers' self-confidence, self-assessment and further development (Casado-Muñoz & Wolf, 2018; European Commission, 2017a).

To be more specific, here are few examples. Europe's online platform for school education called *School Education Gateway* is a single point of entry for teachers, school leaders, policy makers, experts and other professionals in the school education field. The including part *Teacher Academy* allows teachers to discover a wide range of training opportunities and resources for their classroom (for more information visit official websites https://www.schooleducationgateway.eu). Another example can be an online tool in Spain (Una Guía para aplicar la educación intercultural en la escuela) that serves in-service and pre-service teachers to reflect their own attitudes towards diversity and helps them to work with diversity in their classrooms (PPMI, 2017b). Other studies improved that for example Twitter can be a useful platform for novice's teacher's informal mentoring (Smith Risser, 2013).

Web 2.0 sites and social media platforms has facilitated anytime, anywhere learning occasions for teachers. Educators have increasingly used digital sites to cultivate and extend their professional knowledge and share their experiences with other colleagues. Throug active participation or passive observations, teachers have been benefiting and contributing to their informal professional development for more than twenty years (Lantz-Andersson, Lundin, & Selwyn, 2018; Trust, Krutka, & Carpenter, 2016).

3.4.3 Teacher educators

"Teacher educators have a decisive role in developing effective and innovative curricula, pedagogical practices and tools, thus building the foundation for reflectivity, openness and innovation in ITE" (PPMI, 2017a, p.68). Throughout the teacher's life cycle, teacher educators are those whole have an impact on the quality of professional learner-centred teacher; those who form new pedagogical generations by being an example and those who undertake a key research that develops our understanding of teaching and learning (European Commission, 2012). "Teach as you preach" or "walk your talk" are slogans used and acknowledged by teacher educators (Swennen, Lunenberg & Korthagen, 2008).

Who is a teacher educator? The Report of Peer Learning on the Profession of Teacher Educator (European Commission, 2010c) defines teacher educators as "all those who actively facilitate the (formal) learning of student teachers and teachers" (p. 3). The first that could come to our mind are academics, however except higher education teachers who are responsible not only for teacher education, but also for research and professional guidance; the responsibilities rely also on others, such as: teaching practice supervisors, school mentors, induction tutors and networks of induction supporters; those in charge of teaching staff's continuous professional development - all of them play an important role in educating teachers (European Commission,

2013). In fact, the precise demarcation of a teacher educators' profile varies across countries, moreover within countries (European Trades Union Committee for Education [ETUCE], 2008). Cochran-Smith, Stringer Keefe and Carney (2018) argue that, above all, teacher educators are agents of educational reforms rather than object of reforms which were implemented by others. Thus, every teacher educator should become a teacher educator-researcher (Tack & Vanderlinde, 2014).

The complexity of the profession of a teacher educator and the growing challenges it faces to better prepare student teachers for diversity underline the importance of ensuring the quality of teacher educators' initial and continuous professional development. European reports declare (EADSNE, 2011; European Commission/EACEA/Eurydice, 2013; PPMI, 2017a) that in most European countries, teacher educators generally do not benefit from any initial education, and only limited induction, moreover in most countries do not have systematic approaches to prepare teacher educators to deal with diversity-related issues in ITE. Adapted CPD opportunities should therefore better prepare teachers to take diversity into account in the process of teaching, as well as to appropriately welcome and support student teachers with a migrant/minority background. In the same way as there is a request for careful selection of student teachers who represent the bests of the best from a society, according to recent research (Akiba & LeTendre, 2018; UNESCO, 2014), also teacher educators should be better selected and prepared to teach student teachers to handle diversity in their classrooms. It is suggested that a lifelong learning approach should be adopted when defining clearer professional requirements for potential teacher educators (European Commission, 2013). Teacher educators should gain the insights and the capacities to educate future teachers within competence frameworks that include competences for diversity (EADSNE, 2011; European Commission/EACEA/Eurydice, 2013). Above it, according to study of Tack and Vanderlinde (2014), teacher educators' professional development can be conceptualised as the development of a "researcherly disposition". A researcherly disposition is defined as the tendency to engage in research, and involves an inclination towards research (affective aspect), an ability to engage in research (cognitive aspect) and a sensitivity for research opportunities (behavioural aspect) (p. 297).

At the same time, effective professional collaboration between teacher educators working in different settings (HE discipline departments, HE education departments, schools, local authorities, private sector) needs to be actively promoted by education authorities (European Commission, 2012).

The qualification profile of institutional teacher educators is usually similar to of other academic staff. Teacher educators work in initial teacher education, moreover, as the data shows, usually they are also the same persons who provide continuous professional development for in-service teachers. In terms of academic qualification requirements, teacher educators in tertiary education institutions must normally have at least an advanced degree (master's or doctorate) in the areas they teach (European Commission, 2010c).

The same update of methodologies and educational approaches leading to the inclusive education which common teachers should possess and practise in their classrooms are relevant for teacher educator who should apply the same principles and implement methodologies for inclusion, as suggested in European Agency for Development in Special Needs Education reports (2011):

- Showing acceptance and respect for differences among their students as an enriching factor of their teaching.
- Being aware of each student's starting point, assessing what they know about the topics that they will be working with before providing new learning experiences or addressing the appropriate contents.
- Encouraging an active and participative learning experience, which takes into account the diversity of skills, ways of learning and motivation of the students.
- Promoting the possibility of diversifying teaching contents, empowering students to choose, and use different ways of expressing the learning achieved.
- Diversifying the methods of assessment, gathering different evidence on student teacher's progress and performance.
- Practising collaborative and co-operative work among students, while making explicit the accountability of individual students for their own progress
- Using information technology and communication to facilitate access and participation of student teachers.
- Explicitly enabling values and ethics related to the right of all to a quality education.
- Supporting at all times and with different procedures, critical reflection on beliefs and attitudes towards diversity and how to address it in inclusive settings (EADSNE, 2011, p. 43).

Teachers educators are responsible for creating a curriculum of future or in-service teachers and at the same time there should be a curriculum which plans and develops their own professional career and encourage to expand their repertoire of skills (Cochran-Smith, 2005;

Milner & Blake Tenore, 2010). According to the report focused on support of teacher educators (European Commission, 2013), such educators should deploy competences on two levels: first-order (the knowledge base about schooling and teaching which teacher educators convey to student teachers) and second-order (the knowledge base about how teachers learn and how they become competent teachers) knowledge, skills and attitudes. In addition, they should acquire the key areas of competence, as follows: (1) knowledge development, research and critical thinking competences; (2) system competences (i.e. managing the complexity of teacher education activities, roles and relationships); (3) transversal competences (for instance, decision making, initiative taking, entrepreneurship, team work); (3) leadership competences (inspiring teachers and colleagues; coping with ambiguity and uncertainty); and (4) competences in collaborating, communicating and making connections with other areas (European Commission, 2013, pp 15-16). Unfortunately, teacher educators, although being seen as key actors, they were found to be rarely prepared to teach ITE curricula for diversity (European Commission, 2017a). Hence, there is still space for an improvement in this area.

3.5 Conclusion

To be able to deal with students with a different mother tongue in classrooms, teachers need special training which starts with pre-service education and continues during teachers' practice within continuous professional development. Not only teachers have to be trained but also those who train teachers should be encouraged to develop their competences and knowledge, moreover, on top of that the whole school staff should be trained how to cooperate and interact.

There are several providers of training for pre-service and in-service teachers. The most common ones, also in our examined countries, are universities and governmental institutions. However, there are also other key players who are sometimes forgotten but play the crucial role in educational policy – especially in its development and innovation, such as: associations, NGOs, parents etc. The linkage and cooperation of all actors can contribute to welcome changes in education policies and speed up a process of inclusion where all students get the same possibility to grow (Wolf, Casado- Muñoz & Pedone, 2018).

The knowledge, skills and attitudes of teachers necessary for the quality of the teaching profession are characterized by the teacher's professional competencies. When it comes to teacher training for L2 students, intercultural competences are in the foreground. Teachers are supposed to be trained in the area of intercultural competences, they should have knowledge

about second language learning and they should be aware of the fact that students' mother tongue has to be kept and developed as it represents an important tool which can help to achieve better academic results. If education institutions dealing with pre-service or in-service teachers are on doubts whether they provide sufficient intercultural education for their "clients", they can try to answer the following questions, prepared by Karwacka-Vögele (2012) which help them to identify (either retrospectively or instantly) their weaknesses. Here are the questions to be answered: Do we raise trainees' sensitivity to and awareness of intercultural issues? Do we encourage trainees to empathise with others? Do we improve trainees' effectiveness and fairness when dealing with intercultural encounters? Do we support trainees' productiveness and constructiveness? Do we encourage trainees to move from individual practice to action that shapes societal practice? Do we organise training sessions which focus on diversity, social sensitivity, cultural responsiveness and quality requirements as part of staff development schemes? Do we provide professional training for teachers to address both proactive goals (such as how to build a learning community) as well as responsive needs (for example conflict resolution)? Do we foster intercultural competence, in both initial and in-service training? Do we prepare teachers to develop teaching materials which enhance culturally responsive education? Do we equip teachers across different subject areas with methods and resources supporting deliberative learning, critical understanding, team work, conflict management and multiperspectivity (especially in teaching controversial and sensitive issues)? Do we train teachers to guarantee safe learning conditions? Do we provide trainees with educational strategies and working methods which help them to manage situations caused by discrimination, racism, xenophobia, sexism and marginalisation? Do we train teachers to resolve conflicts peacefully? Do we encourage trainees to deal with difficult situations that might arise in informal and interpersonal encounters (such as verbal threats or sexual intimidation)? Do we promote reflective teachers and the self-development of practitioners, as a condition of quality assurance in education? Do we guarantee school-based teacher training in order to address issues of importance for the local community such as cultural specifics, community development or any other particular training needs? Do we develop the skills needed to update the professional competence required by diverse learning groups? Do we provide teachers with new media skills in order to promote student participation in online collaborative learning and collective knowledge building? Do we prepare teachers to gradually apply and evaluate noncognitive, values-related and citizenship education goals? Do we train teachers to assess students' previous cultural and social experiences and specific learning needs (for example their language and civic competencies, social distance)? Do we prepare quality-

assurance instruments inspired by education for democratic citizenship and taking account of the intercultural dimension? Do we train teachers to motivate learners to work with others to make changes to themselves and their environment? Karwacka-Vögele, 2012, p. 58-59).

One way to achieve equal access to education is to create a network of actors who provide services in the field of education of students with SEN, including L2 students, thereby ensuring the availability and quality of services in the education of these children, since linking services at the local level is a prerequisite for effective integration (META, 2014). This view is also supported by several studies, which reveal that teachers' professional learning can be supported with more systematic links between CPD providers during teacher's career (Furlong, 2015; Rollan & Somerton, 2019).

PART III: PARTNERSHIP IN EDUCATION, EMPIRICAL STUDY

4. CONTEXT METHODOLOGICAL PROCESS

"Rather than resisting or fleeing a problem, by entering it, making oneself part of it, one can use it as an element of liberation."
Alejandro Jodorowsky

4.1 Problem relevance and significance of this thesis

The intent of this thesis is to make a meaningful contribution to knowledge in the partnership of stakeholders in education. The topic of partnership in inclusive education following the path of lifelong learning is very much discussed worldwide in our current time, the 21st century. An important determinant of inclusion in schools is the co-operation of all actors shaping an inclusive environment. Frequently pronounced networks include governments, governmental institutions, civil society organizations, universities, schools and families (Chrispeels, 2015; Koyama & Bakuza, 2017; López-Azuaga & Suárez Riveiro, 2018; Paniagua & D'Angelo, 2017; Rah, Choi & Nguyen, 2009). Non-profit organizations, with their flexible policies, independent budgets, and tackling "wicked issues" (Vangen & Huxham, 2012), can offer a range of professional public services (Kendall, 2005) from which the whole education policy can benefit. To establish, build and develop cross-sectoral partnership is a working process that requires time, resources, trust-building, ongoing support and "soft steering" from central or local government. However, the academic literature more inclines to identify the challenges of such partnership than potential or actual benefits (Kara, 2014; Macmillan, 2003).

This dissertation thesis examines topic consisting of several important issues: partnership of public sector with third sector, students with a different mother tongue and teacher training. To our current knowledge, the research in a such specific area has not been examined sufficiently and there is still a lot of potential and space for further investigation. In terms of L2 students and the necessity of their inclusion into a host society has been written and investigated a lot (Ainscow, Dyson, Weiner, 2013; European Commission/EACEA/Eurydice, 2019; UNESCO 2003, 2016). In the same pace, the theme of teacher training in inclusive education has been discussed and examined within various studies (European Agency for Development in Special Needs Education (EADSNE), 2011, 2012; Severiens, Wolff & Herpen, 2014). What concerns non-profit organizations and their possible contribution to education as partners, there have been already decates within which several researchers promote cross-sector

or so-called community collaboration to enhance school environment (Ainscow, Muijs & West, 2006; Epstein, Gallindo, Sheldon & Williams, 2006; Epstein & Sanders, 1998; Hands, 2005; Sanders & Harvey, 2002). And there are also few studies that link some of these topics together. To mention few examples, the network of organizations including the Red Cross, Caritas and other non-profits in Belgium set up centres to support refugee and asylum seekers families with services for children support children in their early years establishing firm grounds for their future school readiness and success (Park, Katsiaficas & McHugh, 2018). Due to shortages of places and resources in public schools in Turkey, non-profit organizations together with international agencies provided services for Syrian children such as learning and recreational activities, psychosocial and mental health support, education materials and associated teacher training (UNESCO, 2018).

The pros and cons of contribution of non-profit organizations in education has been described by several researchers (Stepheson, 2013; Williamson, 2012, 2013). Waitoller and Kozleski (2013) argue that partnerships composed of schools, universities, non-profit organizations and others have the potential to overcome barriers that prevent marginalized students from learning in schools. O'Donovan, Berman, and Wierenga (2015) see non-profit organization as a responsive organ which serves better to local needs due to direct touch with students and as an enabling space for education which may contribute to the complex learning process of an individual.

Putting all these topics together, meaning focusing on non-profit organizations as potential providers of teacher training in the area of students with a different mother tongue, there has not been much investigated in the academic sphere, and the potential might not have been fully explored (Lazin, 2001; Lucas, Sherman & Fischer, 2013 & Schultz, 2015). The author of this thesis believes that the networking of non-profits with schools/teachers, having the sense of "groups or systems of interconnected people and organisations (including schools) whose aims and purposes include the improvement of learning and aspects of well-being known to affect learning" as articulated by Hadfield, Jopling, Noden, O'Leary, and Stoll (2006, p. 5), might represent an efficient way how to improve/broaden the process of teaching and learning of all actors while sharing resources and how to learn to cooperate on joint activities (Muijs, West & Ainscow, 2010).

4.2 Research questions

By conducting the research, we try to answer the following question and its sub-questions. The main question was set followingly*: How do non-profit organizations contribute as educational institutions to a cooperation with teachers/schools in the field of inclusion of students with different mother tongue? Do national approaches vary across examined countries?*

To answer the main question, we had to look for answers of its several sub-questions:

- How do NPOs see the current situation in education of students with a different mother tongue in relation to teachers?
- What services do NPOs offer for teachers/schools? And how do they see the current cooperation?
- How do teachers see the current situation in education of students with a different mother tongue?
- Do teachers know about the existence of NPOs in this area and are they interested in such cooperation at all?

It is necessary to note that all these questions were examined individually for each country and subsequently compared within these three countries.

4.3 Objectives of a research

The aim of the research was to analyse the partnership of educational stakeholders, in our case of schools/teachers with non-profit organizations in the field of intercultural education particularly tackling the topic of students with different mother tongue. The dissertation thesis is divided into two main parts – theoretical and empirical part.

The aim of the theoretical part was to introduce the dissertation work into the theoretical concept of lifelong learning in the inclusive policy of contemporary and future educators with an emphasis on cooperation with non-profit organizations as one of the important partners in education. The goal was to describe the educational situation in three European countries - Czech Republic, Italy, Spain - in the given field, review the scientific literature related to the objective of a research and prepare the theoretical background for the subsequent research part.

The aim of the empirical part was to map the scope and content of cooperation between schools and non-profit organizations dealing with the topic of a student with a different mother

tongue, focusing specifically on teachers and their training, in all three countries. As for the pre-survey phase, we set the objective to firstly validate qualitative survey questionnaire items within qualified experts. For the research itself, the objectives were examined within subjective views of NPOs and teachers. The sub-objectives of a research from the NPOs' point of view were to:

- identify with which educational institutions NPOs mostly collaborate in each country; and compare results among examined countries,

- identify means of communication which NPOs mostly use to address educational institution; and compare results among examined countries,

- identify with which professionals NPOs mostly collaborate in each country; and compare results among examined countries,

- identify areas in which NPOs mostly collaborate with educational institutions; and compare results among examined countries,

- identify topics in which NPOs mostly collaborate with educational institutions; and compare results among examined countries,

- identify forms of cooperation between NPOs and educational institutions; and compare results among examined countries,

- identify types of teachers (according to a stage of career) with which NPOs mostly cooperate; and compare results among examined countries,

- analyze topics in which teachers need more training according to NPOs; and compare results among examined countries,

- analyze determinants that have an impact on academic failure of students with different mother tongue from the view of NPOs; and compare results among examined countries,

- analyze NPOs' views on efficiency of existing cooperation with education institutions; and compare results among examined countries.

Here are the sub-objectives from in-service teachers' point of view. The goals were to:

- analyze teachers' approach to the topic of students with different mother tongue; and compare results among examined countries,

- analyze teachers' approach to cooperation with non-profit organization; and compare results among examined countries.

4.4 Geographical settings delimitation

This dissertation thesis sets its research in three European countries, alphabetically – Czech Republic, Italy and Spain. We chose these countries for several reasons. To start with the first one, it was the logical decision in terms of established co-tutela cooperation between University of Palermo in Italy and University of Burgos in Spain plus the fact that the PhD student, the author of this thesis, comes from the Czech Republic, and thus can easily reach the data from her country of origin. The second reason was that those countries have a different approach while dealing with the offered topics for which they can enrich this research. Italy and Spain have a long migration history and at this time it becomes even more pressing and sensitive issue. Moreover, both countries practise the inclusive approach in education for more than two decades, in case of Italy (as the European pioneer country) even more than four. On the contrary, the Czech Republic is not an experienced country neither in immigration policy nor in inclusive education. Finally, Spain and Italy are large countries in comparison with the Czech Republic and their education policies are decentralized. In case of Spain, educational powers are shared between state authority (Ministry of Education) and 17 Autonomous Communities, each of them with its own education policy. Sicily is one of the 20 regions of Italy and one of the 5 autonomous regions where executive power is exercised by the Regional Government.

In the theoretical part of this thesis, all three countries are considered equally. In case of Spain, the special attention was put on the one of the 17 autonomous communities of Spain called Castilla y León for two reasons: (1) each region has its own autonomy education policy within Spain, therefore it was necessary to focus on one region to describe the actual situation, (2) the University of Burgos is placed in the region of Castilla y León.

What concerns the empirical part of the thesis, we concentrated our research on the whole Czech Republic (10 million inhabitants); then on the Autonomous Community Castilla y León (2,5 million inhabitants) in Spain (for the same reasons mentioned above); and finally on Sicily (5 million inhabitants) where University of Palermo is situated.

4.5 Plan and timeline of a research

Since the research has been designed for three countries, there was a necessity to stay in these countries to establish the potential collaboration. The first academic year (2016/2017) the theoretical background was studied during the author's stay at the University of Palermo, Italy under the main supervision of Prof Francesca Pedone. In the second academic year (2017/2018), we continued with the theoretical background and launched the empirical part

during author's stay at the University of Burgos with the main supervision of Prof Raquel Casado-Muñoz. The fall semester of the last academic year (2018/2019) the author spent at University of Pardubice, Czech Republic under the main supervision of academic professor Zdeňka Šándorová and continued at the University of Palermo, Italy till the end of the research with occasional research trips to other examined countries. During the whole process, the PhD student and her supervisors from the University of Palermo and the University of Burgos collaborated and discussed individual steps (See Figure 12).

Figure 12 *Time schedule of research activities*

Activity	Time
Theoretical research	November 2016 - October 2019
Empirical research	September 2017 - October 2019
Preparatory phase of quantitative research	September 2017 - March 2018
Quantitative research in Spain	April 2018 - June 2018
Quantitative research in the Czech Republic	September 2018 - December 2018
Quantitative research in Italy	January 2019 - March 2019
Preparatory phase of qualitative research	November 2018 - January 2019
Qualitative research in all three countries	February 2019 - June 2019
Analysing and interpretation of results	January 2019 - September 2019

Note. Source: Made by author.

5. PROCESS OF THE RESEARCH

This chapter focuses on the research itself in the process of phase of construction of research design (highlighted in orange letters in Figure 13) which basically determines the future running of data collection and its analysis. For this reason, it is necessary to prepare relevant and suitable "technical background" to obtain validity of a study. This phase serves for identifying variables, construction of operational definitions for variables, selection of design for data analysis including selection of representative sample, selection of statistical methods/tools used for evaluation of the obtained results (Ender, 1998), which are all subjects of this chapter.

Figure 13 *Plan of the research*

Pre-research phase	Determination of research problem, literature research, synthesis of scientific literature	Analysis of target groups (determination, search, preparation of layman versions, consultations)	Operationalization of the problem and choice of the research method
	Conception phase	*Construction of research design*	
Research phase	The data collection process	Analysis of data in each country	Data comparison among examined countries, analysis
	Empiric phase	*Analytic phase*	
Final text revision			

Note. Source: Made by author.

5.1 Research Plan and Methodology

This research combines qualitative and quantitative research – so called mixed research. At present, the mixed research is understood as a research design, where at least one quantitative aspect is combined with at least one qualitative approach, data collection, and / or data analysis. The basic assumption is that a qualitative and quantitative approach at the same time allow a better understanding of the research problem than just one of them (Creswell, 1995; Creswell & Plano Clark, 2007; Tashakkori & Teddlie, 2003). Due to the typical research questions, this

is a fundamental design of the research of pedagogical disciplines, especially pedagogical evaluation. Mixed research is not, in its essence, a completely new topic, yet in the current concept it is a new concept and a serious topic that still needs to be dealt with theoretically and methodologically (Bergman, 2009; Brannen, 2003; Vlčková, 2011). Quantitative research is a method of standardized scientific research that describes phenomena using variables (characters) that are designed to measure certain properties. The results of such measurements are then processed and interpreted, for example, using statistics (Punch, 2008). In contrary, qualitative research refers to research that focuses on how individuals and groups view, understand and interpret the world (Charmaz, 2011; Hendl, 2008).

As a particular model of mixed method research designs, we chose Convergent Parallel Design QUAN – QUAL → Findings → Interpretation model, in which qualitative and quantitative data are collected simultaneously, analysed separately and results compared; while both types of data have the same relevance in a research (Creswell, 2014, 2015). According to Oppermann (2000) "a multi-method approach allows researchers to be more confident about their results" (p. 145), however such studies may be difficult to replicate.

5.2 Target groups – representative sample

This sub-chapter describes in detail our target groups as a stand for our representative sample which we selected in order to reach our objective. A representative sample is smaller number of the whole target group that holds the validity for representing certain group due to which findings from a research can be generalized with confidence (Bevins, Duke & Bevins, 1919). For our purposes, we chose as target groups: non-profit organizations/associations and teachers.

In terms of research method which we applied on target groups; the choice was as illustrated in Figure 14: non-profit organizations and teachers.

Figure 14 *Target groups of a research*

Quantitative research	Qualitative research	
Non-profit organizations/associations	Non-profit organizations/associations	Teachers

Note. Source: Made by author.

Our aim was to create the picture on the basis of reflections at least of two stakeholders who influence a form and a process of partnership in education.

5.2.1 Non-profit organizations

To obtain relevant data, we firstly had to identify NPOs that work in the area of language diversity in Castilla y León Region, Spain, in the Czech Republic and in Sicily, Italy. Such organizations/associations had to fulfil all the following criteria:

- Non-profit organization/association
- Non-governmental organization/association
- NPO offers cooperation to schools/teachers or/and other professionals from formal education
- NPO offers services within the topic of intercultural education

In case of Castilla y León Region in Spain, we addressed the Authority – Junta de Castilla y León - asking to provide us with the list of organizations/associations which focus on or deal with topics such as: immigrants, education for minorities, education for foreigners, courses of Spanish, second-language learners, language and cultural diversity, children with different mother tongue, intercultural education, teacher training. We received the link on websites with already filtered list of organizations/associations whose activity is aimed at promoting and supporting the integration of immigrants. This list contained 77 organizations/associations whose interest is immigration. Subsequently, we made our own research on the internet using the same key words and we enlarged the list with other 65 organizations.

In the second round of selection we went through the whole list and we started to browse the internet and look for detailed information about individual organizations/associations. Each organization was examined according our criteria in the following order: (1) non-profit organization/association, (2) non-governmental organization/association, (3) cooperation with schools/teacher or/and other professionals from formal education, (4) NPO offers services within the topic of intercultural education. If an organization/association did not pass through some criteria in order, other following criteria were not investigated. We found out that only 40 organizations/ associations out of 142 fulfils our criteria. Detailed numbers are illustrated by Table 1 and Table 2.

Table 1 *Spanish NPOs fulfiling selection criteria*

Total (examined NPOs)	142
Fulfilling criteria	40
Failing criteria	102

Table 2 *Spanish NPOs failing selection criteria*

Criteria which has not been passed	No. of NPOs
Non-profit organization	2
Non-governmetal organization	8
Cooperation with schools/teachers or/and other professionals from formal education	79
NPO offers services within the topic of intercultural education	13

The number of non-profit organizations that did not pass the third criterion might seem high, however it was predictable since the list of non-profit organizations provided by the Authority announced that "most of these associations are constituted by foreigners themselves who develop very different socio-cultural activities and support services", meaning that such associations play a role of helping communities rather than providing educational services.

At the end, we addressed all 40 NPOs and we received 2 refusals to cooperate due to an irrelevant topic into which, according to these NPOs, they have no contribution. Finally, we counted with 38 potential respondents from Castilla y León Autonomous Community in Spain.

The situation was similar in the Czech Republic. We also worked with the official list of NPOs which is provided by the Ministry of the Interior on its official websites and which offers contacts to non-profit organizations that work in the field of integration of immigrants. This list contains 36 non-profit organizations. The same criteria were applied. The first investigation revealed that only 17 out of the total number of non-profit organizations fulfil our criteria (see Table 3). In this case it was difficult to find some connections or partnerships with formal educational actors (see Table 4). We addressed all 17 NPOs and considered them as potential and relevant respondents.

Table 3 *Czech NPOs fulfiling selection criteria*

Total (examined NPOs)	36
Fulfilling criteria	17
Failing criteria	19

Note. Source: Made by author.

Table 4 *Czech NPOs failing selection criteria*

Criteria which has not been passed	No. of NPOs
Non-profit organization	0
Non-governmetal organization	5
Cooperation with schools/teachers or/and other professionals from formal education	14
NPO offers services within the topic of intercultural education	0

Note. Source: Made by author.

The process of sampling was a bit different in Sicily. From the very beginning we started to search the internet for organizations/associations which comply with our criteria without any initial background information, in contrary to the previous two cases. Using the same key words, we went through websites of 28 NPOs. While applying the same criteria, we identified 13 NPOs which were in accordance with our criteria (as illustrated in Table 5 and Table 6).

Table 5 *Italian NPOs fulfiling selection criteria*

Total (examined NPOs)	28
Fulfilling criteria	12
Failing criteria	16

Note. Source: Made by author.

Table 6 *Italian NPOs failing selection criteria*

Criteria which has not been passed	No. of NPOs

Non-profit organization	0
Non-governmetal organization	0
Cooperation with schools/teachers or/and other professionals from formal education	13
NPO offers services within the topic of intercultural education	3

Note. Source: Made by author.

Overall, we are satisfied with the numbers of non-profit organizations/associations which we identified as potential and relevant participants and we consider the sample to have the informative capability.

5.2.2 Teachers

This dissertation thesis does not deal with particular school level. We designed the thesis in order to focus on L2 students without specifying their age. In accordance with this, we intended to leave the free room for all teachers from all levels of formal education.

At the same time, there was no reason for age or gender limitations as we assumed that these variables might be more beneficial in their variety, moreover their determination would have served no purpose in reaching our objectives. Our objectives are to:

- analyse teachers' approach to the topic of students with different mother tongue; and compare results among examined countries,
- analyse teachers' approach to cooperation with non-profit organization; and compare results among examined countries.

Nevertheless, we set a pre-requisite which was to question teachers who have at least 2 years of teaching experience. The objective ground for this step was to examine teachers whose:

- opportunities to teach L2 students might be higher,
- experiences to deal with these students might be broader,
- cooperation with non-profit organizations/associations might have been more needed.

We also excluded second language teachers (e.g. English teachers in Czech /Italian/ Spanish schools) who use the second language (i.e. not language of a country) during the whole time of their lessons. We believe that in this case, all students in the class should represent the

second language students for a teacher. Additionally, we eliminated teachers of Czech/ Italian/ Spanish language who teach these languages as a second language for foreigners.

What concerns the process of addressing teachers in individual countries, in all three countries we used the same approach. We addressed teachers with who we have already cooperated and asked them to recommend us 5 colleagues who meet the requirements to: (1) have 2 or more years of teaching practise, (2) teach any subject(s) except a second language. We decided to contact all suggested teachers without further testing (i.e. whether they do or do not have an experience with students of different mother tongue; and/or whether they have or have not cooperated with non-profit organization(s)). We assumed that the less we influence the sample the more relevant data we can collect. At the end, we contacted 5 teachers in each country, and they all agreed to participate in the research.

5.3 Instruments

The general term for a measurement tool which a researcher uses is called an instrument. Instruments can be divided into researcher-completed and subject-completed. Simply put, it is distinguished according to who completes instruments – if it is a researcher or a participant (Research Rundowns, n.d.). For our purposes we used instruments from both mentioned categories as Figure 15 demonstrates.

Figure 15 *Research instruments*

Researcher-completed Instruments	Subject-completed Instruments
Interview	Questionnaire

Note. Source: Made by author.

Given the target groups, we chose *interview* as an instrument for teachers and *questionnaire* as an instrument for non-profit organizations/associations (see Figure 16). Details are described in the following sub-chapters.

Figure 16 *Research instruments and target groups*

	Quantitative research	Qualitative research

Target group	Non-profit organizations/associations	Non-profit organizations/associations	Teachers
Instrument	Questionnaire	Questionnaire	Interview

Note. Source: Made by author.

5.3.1 Questionnaire

In the first phase of the research, we decided to use a questionnaire as an instrument for data collection. We had two aims with our questionnaire: (1) to map and describe the situation with the use of closed-ended questions in order to meet the following objectives:

- identify with which educational institutions NPOs mostly collaborate in each country; and compare results among examined countries,
- identify means of communication which NPOs mostly use to address educational institution; and compare results among examined countries,
- identify with which professionals NPOs mostly collaborate in each country; and compare results among examined countries,
- identify areas in which NPOs mostly collaborate with educational institutions; and compare results among examined countries,
- identify topics in which NPOs mostly collaborate with educational institutions; and compare results among examined countries,
- identify forms of cooperation between NPOs and educational institutions; and compare results among examined countries,
- identify types of teachers (according to a stage of career) with which NPOs mostly cooperate; and compare results among examined countries,

and (2) to analyse the approach of non-profit organizations/associations with the use of open-ended questions in order to meet the following objectives:

- analyse topics in which teachers need more training according to NPOs; and compare results among examined countries,
- analyse determinants that have an impact on academic failure of students with different mother tongue from the view of NPOs; and compare results among examined countries,
- analyse NPOs' views on efficiency of existing cooperation with education institutions; and compare results among examined countries.

In the first stage we searched for questionnaires which could have been already designed within our topic and which could, with some modifications, serve our purpose. We went through academic literature and significant European or worldwide reports, however to our knowledge, there was nothing that would satisfy our requirements. Thus, we had to consider creating new questionnaire.

During the process of designing the questionnaire, we were using English language for formulating questions, however English version was not used for our respondents because the final version of questionnaire was translated into Czech, Italian and Spanish (with slight modifications due to different educational systems in each country), therefore, in practice we used appropriate language mutations. In the following paragraphs, we will briefly describe the structure and the construction of a questionnaire.

Once we knew the objectives of our questionnaire, we placed the question who the right person is to answer the questionnaire. We agreed that, in the light of a basic structure we made, the best option is to address someone from the top management of an organization/association. We requested only one person per an organization to respond our questionnaire.

The first draft of a questionnaire consisted of 25 questions of which 22 were closed-ended and 3 opened-ended. We sent this draft to experts from all three countries asking for their evaluation using the evaluation form illustrated in Figure 17. The selected experts tested clarity, relevance and importance of every item (within both demographic data and questions).

Figure 17 *Design of evaluation form of a questionnaire for experts*

- **Clarity**: Is the item understandable and well expressed? If you think, there is no ambiguity, please, check "YES". Otherwise, please, check "No".
- **Relevance:** Rate from 1 to 4 the degree of adequacy that, in your opinion, the item represents with respect to the objective of the investigation. With 1 being the lowest and 4 the highest.
- **Importance:** Rate from 1 to 4 the degree of importance that, in your opinion, the item represents with respect to the objective of the investigation. With 1 being the lowest level of importance and 4 the highest.
- **Comments:** Please, provide additional comments that you consider important to mention.

1. **Item 1**

Clarity		Relevance				Importance				Comments
Si	No	1	2	3	4	1	2	3	4	

Note. Evaluation form was also created in Czech, Italian and Spanish mutation. Source: Made by author.

We chose 2 experts from each country. The profile of an expert-evaluator was as follows: Academic or scientific employee working in the field of teacher training (pre-service, in-service) in inclusive education for disadvantaged groups who has high-level of expertise in the relevant field for at least 5 years.

Once we received evaluation forms, we started to reorganize the questionnaire. The most frequent negative comment we received was "over-expertise" of questions, meaning to be too difficult for its academic language to be answered by its target group. Thus, there was a necessity to simplify questions to make them clearer and more understandable for future respondents. More or less for the same reason, we decided to leave out several questions. We overall omitted 9 and modified 7 questions (some of them more, some of them less). Thus, at the end, the hard-copy version includes 16 questions, 3 of which are open-ended.

To shortly describe the structure, we can divide the questionnaire into three main sections: (1) demographic data, (2) general cooperation of NPOs with educational institutions, and (3) NPOs as partners in teacher training. The whole questionnaire starts with the short introduction (see Figure 18) outlining the reasons for the study and explaining who is conducting the study.

Figure 18 *Introduction part of a questionnaire*

This survey is conducted by an international team, represented by members from University of Burgos and University of Palermo, in the framework of the International Doctorate Agreement in the Cotutela regime. We hope that results of this survey will help us to find out to what level non-governmental non-profit organizations (NGOs) contribute to inclusive education of students with *linguistic diversity**. Moreover, we would like to find out how NGOs feel about teacher training activities in the topic of linguistic diversity and what can be done, in your opinion, to strengthen and/or improve cooperation in this area. The responses are collected in three European countries (Spain, Italy, Czech Republic) and the results will be compared among those countries.

For any questions or clarification, please, do not hesitate to contact Janet Wolf via janet.wolf@unipa.it.

**Linguistic diversity* relates to students whose mother tongue is different from language of schooling, also referred to as *immigrant and second-language students.* These are students of first and subsequent generations of EU and third country migrants, asylum seekers and refugees, national and regional linguistic minorities, as well as students for whom a language of schooling is the second language.

Note. Source: Made by author.

The first section – demographical data - collects information about (a) a person who responds the questionnaire (see Figure 19), and (b) an organization the person represents (see Figure 20).

Figure 19 Questionnaire – Personal data of a respondent

Age:

Sex:

- o   Female
- o   Male

The highest level of education completed:

- o   Basic compulsory education
- o   Upper-secondary education
- o   Higher education – bachelor
- o   Higher education – master
- o   Higher education - PhD

Job placement in the organization (e.g. principal, head of a department, etc.):

Type of contract:

- o   Full-time
- o   Part-time
- o   No contract, I am volunteer

Length of work (in years) for the organization:

Note. Source: Made by author.

Figure 20 *Questionnaire – NPOs' demographic data*

Name of the organization you work for:

Location of the organization (name of a village, town, city):

The organisation is of a scope:

- o   local
- o   provincial
- o   regional
- o   national
- o   international

Size of the organization according to number of employees:

Which tools for digital dissemination your organization uses:

- o   Websites
- o   Facebook
- o   Twitter
- o   Blog
- o   Email

How many employees does your organization have:

	Number of	
	women	man
Full-time		
Part-time		
Volunteers		

Note. Source: Made by author.

The second section consists of 8 closed-ended questions which were designed to explore forms and intensity of cooperation, professionals who NPOs cooperate with, and topics NPOs focus on (see Figure 21).

The example of the first question from the second part shows how we constructed the questionnaire. We established the scale from 1 to 5 which represent the frequency with which the cooperation, activities, topics etc. are performed. We used *multiple choice grid* form of a question for several reasons: (a) easier follow-up evaluation for researchers, (b) accessible tool in google form platform, (c) time-effective, unambiguous, easy-to-fill-in method for respondents.

Figure 21 *Questionnaire – Part 2: General cooperation – Question 1 and scalling*

II General collaboration - NGO with educational institutions

In all following items, please, indicate the frequency of cooperation.

Please, use the following scale:

1: low or no cooperation
2: random cooperation
3: frequent cooperation
4: very frequent cooperation
5: constant cooperation

1. What is the frequency of cooperation with educational institutions?

	Lowest			Highest	
	1	2	3	4	5
Nursery schools					
Kindergartens					
Primary schools					
Lower-secondary schools					
Upper-secondary schools					
Vocational schools					
Higher educational institutions					
Other. Please, specify.					

Note. Multiple choice grid with scale from 1 to 5 where 1 represented no or low cooperation, 2 random cooperation, 3 frequent cooperation, 4 very frequent cooperation and 5 constant cooperation. Source: Made by author.

Here are other questions we created to be investigated in this part (see Figure 22) in order to map the intensity of collaboration between studied stakeholders:

Figure 22 *Questionnaire – Part 2: General cooperation – Questions 2 - 8*

2. With which professionals does your organization cooperate?

	Lowest			Highest	
	1	2	3	4	5
Top management					
Teachers					
Sector teachers (i.e. teachers responsible for some areas – e.g. languages, ICT, inclusion etc.)					
University teachers					
Teacher`s educators					
Educational consultants					
Inspectors					
Translators					
Interpreters					
Other. Please, specify.					

3. In which areas do you collaborate with educational institution(s):

	Lowest				Highest
	1	2	3	4	5
Teacher training					
Language education					
Translations of documents					
Interpretations					
Counselling services					
Research activities					
Educational projects					
Organization of events					
Other. Please, specify.					

4. What activities does your organization cooperate in:

	Lowest			Highest	
	1	2	3	4	5
Seminar(s)					
Workshop(s)					
Conference(s)					
Counselling					
Other. Please, specify.					

5. What topics does your organizations cooperate on:

	Lowest			Highest	
	1	2	3	4	5
Intercultural Education					
Regulations on education of students of foreign origin					
Communication between students with different mother tongue and teachers					
Communication between families of students with different mother tongue and teachers					
Courses of xx (español/italiano/češtiny) for students					
Courses of xx (español/italiano/češtiny) as a second language for teachers					
Other. Please, specify.					

6. In the following activities, please, indicate, the frequency of cooperation with parents of students with different mother tongue:

	Lowest		Highest		
	1	2	3	4	5
Courses of (español/italiano/češtiny) for parents					
Discussions/courses about the education rights					
Courses/workshops about the (Spanish/Italian/Czech) culture					
Translations of educational documents for families					
Other. Please, specify.					

7. In the following activities, please, indicate, the frequency of cooperation relating to training of future teachers (i.e. students of Faculties of Education):

	Lowest		Highest		
	1	2	3	4	5
Intercultural education					
Traineeships					
Participation at conferences/ seminars for university students					
Didactics of (español/italiano/češtiny) as a second language					
Other. Please, specify.					

8. Indicate tools which you use for communication with educational institutions:

	Lowest		Highest		
	1	2	3	4	5
Emails					
Regular post					
Social networks (twitter, facebook, etc.)					
Media campaign (e.g. radio, TV, other websites on Internet, etc.)					
Personal visits and self-promotion					
Organization of events					
Information transferred through other governmental bodies					
Telephone Calls					
Other. Please, specify.					

Note. Multiple choice grid with scale from 1 to 5 where 1 represented no or low cooperation, 2 random cooperation, 3 frequent cooperation, 4 very frequent cooperation and 5 constant cooperation. Source: Made by author.

The last (third) section includes 5 closed-ended and 3 open-ended questions and tries to identify and analyse current cooperation and approach in view of NPOs. For the first three questions we also used *multiple choice grid*. Since the other two close-ended questions were constructed as simple questions with no sub-options we used *linear scale* form. The last three

open-ended questions were not compulsory for respondents; therefore, questions could be skipped. We assumed that if we do not allow respondents to proceed further without answering these questions, they could early determinate the whole questionnaire, which was not the risk we wanted to take. On the contrary to the second part, this part of the questionnaire did not use uniform scale for all questions. Each question had its own measurement unit.

Questions in the 3rd part (linking them to previous parts) were constructed in order to understand (a) the extent of cooperation in teacher training activities (questions no. 9, 10, 12, 15); (b) view on L2 students' academic performance (questions no. 11, 14); and (c) general view on cooperation with schools (questions no. 13, 16).

The list of topics in the question number 10 was designed on the basis of suggestions of Leiva Olivencia (2011) who highlighted these topics within his book *Convivencia y educación intercultural: análisis y propuestas pedagógicas*. For question no. 11 we draw an inspiration from a contribution written by Arabi (2001), who in his article tries to identify and describe the main causes of students' failure. At the end of the questionnaire, we left a space for other recommendations or suggestions which a respondent could have and could feel to express. We also offered respondents to inform them about results of the research in case of their interest. For detailed content see Figure 23.

Figure 23 *Questionnaire – Part 3: Cooperation in teacher training – Questions 9–16*

III Cooperation in the area of teacher training

9. Indicate, how often your organization cooperates on teacher training activities with:

	Lowest			Highest	
	1	2	3	4	5
Future teachers - students					
In-service teachers					
Teacher educators					

Scale
1: low or no cooperation
2: random cooperation
3: frequent cooperation
4: very frequent cooperation
5: constant cooperation

10. Indicate, what priority, according to you, should have the following topics during teacher training:

	Lowest			Highest	
	1	2	3	4	5
Intercultural education					
Mediation in conflict resolution					
Promotion of positive conflict management					
Development of equal opportunities					
Communicative skills					
Promotion of community participation					
Facilitation of shared and reflective learning					
Promoting the understanding of differences					
Support in overcoming prejudices.					
Methods and linguistic support resources for students with different mother tongue					
Principles and methods for including students with different mother tongue at school					
Communication with parents and its coordination					

Scale
1: none priority
2: low priority
3: middle priority
4: high priority
5: the highest priority

11. Indicate, what are, according to you, the causes of academic failure of students with different mother tongue:

	Lowest			Highest	
	1	2	3	4	5
School ignorance of the new multicultural reality					
Lack of teacher training					
Low sensitivity of teachers to this problem					
Low sensitivity of educational institutions					
Students` lack of the language of schooling					
Different educational culture					
Difficulties in previous schooling					
Lack of teaching staff					

Scale
1: no impact
2: low impact
3: middle impact
4: high impact
5: very high impact

12. Indicate, to what extent is your offer of teacher-training activities accredited by responsible organ (e.g. Ministry of Education)?

1	2	3	4	5

Scale
1: none of them
2: some of them
3: half of them
4: almost all
5: all

13. On the scale from 1 to 5 (where 1 is very satisfied, 5 very unsatisfied) indicate the level of your satisfaction with your current cooperation with schools.

1	2	3	4	5

14. In your opinion, what are the main barriers for inclusion of second-language students in schools?

15. What concerns the area of linguistic diversity, in what topics, according to you, do teachers need more training?

16. In your opinion, what can be done to make cooperation between schools and your NGO more efficient and smoother? (Please, if possible, specify in relation to teacher training.)

Note. Compulsory multi choice grid guestions 9 – 11; voluntary linear scale questions 12 – 13; and voluntary open-ended questions 14 – 15. Source: Made by author.

Once all three language mutations were ready (after all content and language corrections), we created online versions of the questionnaire for the following reasons:

- online questionnaire is easily accessible to our target group,
- each participant can decide about day and time of participation according to their time slots,
- completing online questionnaire is easier and quicker for a participant,
- participants cannot skip questions which are essential for our research,
- follow-up process with obtained data is time-saving.

As for the platform, we decided to use Google Forms because it represents, according to us, very intuitive and simply-to-use tool comfortable for both: (a) a researcher: to create the questionnaire and export the collected data, and (b) a participant: to enter the platform and fill in the questionnaire without any special requirements (e.g. being a member of some community, etc.).

Nevertheless, we were also ready and open to send the questionnaire in text format (i.e. doc format) upon someone's request. We received only one inquiry for doc format (from Spanish NPO).

We agreed that the means of dissemination of the questionnaire should be via email. In the introductory email we described the main objective of a study, assumed approximate time needed for its completion, set the deadline and we assured anonymity of responses. In all three countries, we reminded the deadline with another email which was sent to those NPOs which did not answer the questionnaire; it was done approximately one week before the deadline. After the deadline, we contacted NPOs, which did not respond the questionnaire nor our emails, telephonically in order to:

- explain our objectives in more detail to persuade them to reconsider their participation,
- check the correctness of email addresses we operated with (in some cases we were provided with new email addresses of some concrete person in charge).

The questionnaire was spread in phases. We started with the research in Castilla y León Region, Spain, then continued with the Czech Republic and finished in Sicily, the Region of Italy. The purpose for this sequence was to focus on each country one by one while being presented physically. The collection data of questionnaire investigation ran in the period from April 2018 until March 2019. Here is the detailed timeline of spreading the questionnaire (see Figure 24):

Figure 24 *Period of questionnaire dissemination*

Country	Period of questionnaire investigation
Spain	April 2018 - June 2018
Czech Republic	September 2018 - December 2018
Italy	January 2019 - March 2019

Note. Source: Made by author.

It might be interesting to see the process of receiving responses during the period of data collection. As we described above, there was a three-stage process of addressing NPOs: (a) 1st

email, (b) 2nd email and, (c) phone calls. During each stage we monitored NPOs' reactions in numbers of responses (see Table 7).

Table 7 *Questionnaire: Process of receiving responses from NPOs*

Country	No. of addressed NPOs	Responses 1st email	Responses 2nd email	Responses phone calls	Total no. of responses
Spain	38	4	5	10	19
Czech Republic	17	3	3	3	9
Italy	12	1	3	2	6

Note. Source: Made by author.

According to Baruch and Holtom (2008) who analysed 1607 studies published in the years 2000 and 2005, the average response rate of questionnaires was 52.7 percent with a standard deviation of 20.4.

In the following table (see Table 8), you can see our response rates which we considered acceptable and sufficiently relevant for further analysis.

Table 8 *Questionnaire: Response rate*

Country	No. of addressed NPO	Total no. of responses	Response rate in %
Spain	38	19	50%
Czech Republic	17	9	53%
Italy	12	6	50%

Note. Source: Made by author.

5.3.2 Interview

Interview is an instrument of collecting data, in our case, for pedagogical reality, which consists in the immediate verbal communication between a researcher and a respondent. We decided for *structured interview*, which is characterized by the fact that the interviewer proceeds exactly according to the prepared text, where the wording of the questions and their ordering are precisely determined. The advantage of this interview is to provide all interviewers

with the same responses and that the results can be statistically processed (Chráska, 2016). In addition to these generally recognized pros, we saw structured interview useful because:

- a researcher does not master all three languages; thus, she might need a help of other assistants interviewing Spanish and Italian teachers. We decided to interview teachers in their native languages. Thus, to keep interviews objective, following the exact content and sequence of questions seemed us appropriate.

We conducted interview using three forms of connection with respondents: (1) face-to-face, (2) via skype or whatsapp application, (3) email communication with Spanish teachers. All interviews from group (1) and (2) were recorded on dictaphone with the permission of each interviewee. All respondents were guaranteed anonymity of their names.

We designed the list of 11 questions which could provide us with answers to our research questions:

- How do teachers see the current situation in education of L2 students?
- Do teachers/schools know about the existence of NPOs in this area and are they interested in such cooperation at all?

As mentioned before, the interview was anonymous; the only two personal data we asked for, were: (1) years of teaching practice: to assure that teachers fulfil our criterium of 2 and more years of experience, and (2) at what level of school (e.g. primary, lower-secondary) they have gained their teaching experience.

In the first phase, we tried to introduce the topic of students with a different mother tongue (questions 1 - 3). We wanted teachers to, due to their experience and inner retrospection, slowly get into the issue while providing us with their opinion on inclusion of L2 students.

Questions 1 – 3:

1. How often do you encounter students with a different mother tongue in your classes?
2. What are the challenges you face while educating these students? And how do you deal with these problems?
3. What problems, do you think, children themselves face?

Secondly, we aimed to gain teachers' positions towards their previous training in this topic and their opinion about the importance of being trained about this issue.

Questions 4 – 6

4. How have you been prepared during your career to teach pupils with a different mother tongue?

5. In your opinion, do teachers need to be specially trained in this area? And why?

6. At what point of a career, a teacher should be taught about this issue?

Before mentioning non-profit sector (not to influence an answer of a respondent), we sought to know who teachers contact in crisis situations or situation(s) which he/she does not feel confident to solve alone. Question no. 7 served this purpose, being the bridge towards another stakeholder – non-profits.

Question 7

7. Do you have the chance to reach out to someone in crisis situations or situations you do not feel confident to solve alone? To who do you ask for help?

Last four questions (8 – 11) were focused on non-profit sector. Step by step, we planned to learn about teachers' perception on non-profit organizations as stakeholders in education and possible future collaborators.

Questions 8 - 11

8. What is your opinion about non-profit organizations as one of the partners in education?

9. Do you have any awareness of non-profit organizations that deal with the topic of educating students with a different mother tongue; and offer co-operation to schools / teachers? How did you learn about these organizations?

10. Have you ever cooperated with a non-profit organization? If so, what is your experience.

11. Would you take the opportunity to collaborate with non-profit sector? Why?

We counted the length of each interview for teachers from Italy and the Czech Republic. In the chart below (see Table 9), you can see individual timings. CTeacher refers to Czech teachers and ITeacher refers to Italian teachers. The length of each interview was 11, 1 min. in the Czech Republic and 10,2 in Italy (see Table 10), if we consider the average.

Table 9 *Interview: Time allocation*

Respondent	Lenght of interview (in min.)
CTeacher1	9.41
CTeacher2	10.26
CTeacher3	17.19
CTeacher4	10.54
CTeacher5	8.26
ITeacher1	18.51
ITeacher2	6.48
ITeacher3	7.23
ITeacher4	11.40
ITeacher5	7.54

Note. Source: Made by author.

Table 10 *Interview: Average time allocation – individual countries*

Country	Average time allocation
Czech Republic	11,1
Italy	10,2

Note. Source: Made by author.

All interviews were transcribed and afterwards used for data analysis in English version (i.e. we translated all transcribed texts into English language).

5.4 Tools for data analysis

Measurement is, in the broadest sense of the word, assigning numbers, objects or events according to the rules (Kerlinger, 1972). Measurement can be done manually (pen-paper technique) or through various computer programs which are directly focusing on statistics. Considering relatively small number of our representative sample, however, on the other hand, the difficulty arising in particular from the aspect of three different countries and their mutual comparison, we decided to use SPSS (Statistical Package for the Social Sciences) programme version 25 for statistical analysis within the quantitative part of the research. This programme

was specially designed for data analysis in social sciences. Some data were also analysed or/and double-checked within Microsoft Office – Excel database programme (version 16.25).

The open and selective coding techniques, which can be found, e.g. in contributions by Strauss and Corbin (1999) and Charmaz (2006), were applied for data analysis in qualitative part of the research. The description and systematic classification of categories and meaning units, the creation of concepts and the search for theoretical relationships between concepts required some tool that could enable to analyse these processes. At last, we chose OpenCode software as a tool for coding qualitative data generated from text information.

Before the analysis, it was necessary to prepare the data - data loading and cleaning. This process is described in detail in Chapter 6.

5.5 Ethics and anonymity of a research

To preserve the ethics of the research and assure the privacy of respondents, the author decided to anonymize all respondents. We consider the anonymity standard as a strong guarantee of privacy. They were given short names composed of numbers and letters. In case of respondents of the questionnaire, we used as the root "NPO", before NPO we put prefix according to the country (*S* for Spain, *I* for Italy, and *C* for the Czech Republic) and as a suffix, to distinguish among non-profit organizations, we put a number (see Figure 25). We numbered the NPOs according to the order we received their answers. What concerns interviewees, we used more or less the same system, however the ground of the word was "Teacher" (see Figure 26).

Figure 25 *Form of working names for non-profits*

Spain	S		
Italy	I	NPO	$N_{(n \geq 1)}$
Czech Republic	C		

Note. Source: Made by author.

Figure 26 *Form of working names for teachers*

Spain	S		
Italy	I	Teacher	$N_{(n \geq 1)}$
Czech Republic	C		

Note. Source: Made by author.

Ethical standards also require that researchers do not put participants in a situation which might cause them some harm – either physical or psychological. Thus, the participation in the research was voluntary and all participants were fully informed about individual steps of the process, including information what will happen with obtained data. Before the interview we required the agreement of an interviewee with voice recording. Moreover, interviewers were also offered possibility to respond by several means (see sub-chapter 5.3.2 sub-chapter).

Validation of a research was intended to be assured by so-called triangulation (Silverman, 2005), meaning to gain the real understanding of an examined issue on the base of combination of various ways how to see the issue and/or findings. A lot of authors (e.g. Denzin, 1978) describe the triangulation as a means of reaching the validity in qualitative research, which they distinguish as triangulation of data, methods or theoretical starting points.

6. INTERPRETATION OF RESULTS

In this chapter we return to our research questions as they have the core role in the whole research. Research questions show researchers what data are required, identify and implify, what is necessary to do with these data to gain answers to these questions (Creswell & Tashakkori, 2007).

For a quantitative survey, we perform, in logical order, three analytical steps:

- summarizing and reducing data - creating variables
- analysis at the descriptive level - distribution of variables in the sample
- relational analysis - relations between variables (Punch, 2003).

The first to go, before we start analysing data, is to prepare obtained data – so-called data cleaning. This procedure is closely described in the following sub-chapter 6.1.

6.1 Data cleaning

Data cleaning means exploring and clearing data before analysing it. According to Punch (2003), it is necessary for a researcher to check the filled-out questionnaires and to decide what to do with the unclear answers, with more ticked answers to one question and with the answers that are missing. Then the answers from the questionnaires are transferred to the computer so that they can be processed electronically. He also argues that it is necessary to

answer issues, such as: format, structure. With today's software systems for data analysis, the researcher gets clear instructions on how to format data (Punch, 2003).

6.1.1 Questionnaire

As we created an online questionnaire using Google forms tool, we skipped the step with rewriting data from paper form into electronic form. Google forms offer its user to export data in various formats. We exported data into xls format because we planned to use Microsoft Office – Excel database programme for initial data editing.

All close-ended questions had the form of multiple-choice or linear scale question in which there was no possibility to tick more options. For that reason, there were no problems with wrong or unclear answers. We did not have to consider eliminating any answer for this reason. Furthermore, close-ended questions were almost all compulsory (except two linear scale questions), so neither in this case we had to deal with serious difficulties. At the end, we missed only 2 whole answers (1 from Spanish NPO, and 1 from the Czech NPO) as demonstrated in Table 11.

Table 11 *Data cleaning: Errors in close-ended questions*

Errors in close-ended questions	Spain	Czech Republic	Italy
No. of unclear answers	0	0	0
No. of multi-ticked answers	0	0	0
No. of non-answered questions	1	1	0

Note. Source: Made by author.

More problematic part were three open-ended questions which were voluntary, and thus could have been skipped by NPOs. We were not able to get answers of 2 Spanish NPOs for the question no. 14; 5 answers for the question no. 15; and 2 answers for the question no. 16. In the case of the Czech Republic and Italy we did not obtain 2 answers of each question. For closer look, see Table 12 and Table 13.

Table 12 *Data cleaning: Missing responses in open-ended questions*

Question	Spain	Czech Republic	Italy
Question no. 14	2	2	2
Question no. 15	5	2	2
Question no. 16	2	2	2

Note. Source: Made by author.

Table 13 *Data cleaning: Missing responses in open-ended questions in detail*

NPO	Missing answer		
	Question 14	Question 15	Question 16
SNPO1			
SNPO2			
SNPO3			
SNPO4			
SNPO5			
SNPO6			
SNPO7			
SNPO8			
SNPO9		x	
SNPO10			
SNPO11			
SNPO12	x	x	x
SNPO13			
SNPO14		x	
SNPO15			
SNPO16			
SNPO17	x	x	x
SNPO18			
SNPO19		x	
CNPO1	x	x	x
CNPO2			
CNPO3			

CNPO4			
CNPO5			
CNPO6			
CNPO7			
CNPO8			
CNPO9	x	x	x
INPO1	x	x	x
INPO2			
INPO3			
INPO4			
INPO5			
INPO6	x	x	x

Note. Source: Made by author.

As you might see, overall, there are 2 Spanish NPOs, 2 Czech NPOs and 2 Italian NPOs which did not participate in open-ended questions. We consider it as a good result taking in account that these questions were voluntary to answer.

All answers were translated into English language and while analysing data, we were using English versions. In case of doubts, we always returned to the original versions (meaning texts in original languages).

The part relating to demographic data had to be reconsidered. We made few edits in the part relating to a respondent of a questionnaire, in the item of "duration of contract (in years)". Since this field was empty to write either numbers or letters, some respondents answered with the year in which they started to work for the organization. Thus, we had to made necessary edits to have all data in years. The rest of information was ready for subsequent analysis (see Table 14).

Considering the date relating to non-profits as an organisation, we decided not to take data corresponding to number of employees into consideration. The reason is that in a lot of cases, it was obvious, that we received data for the whole organization at the national level, not for the particular region. However, our aim was to gain data from local branches. We assume that since we had not mentioned this information in our introductory email, it could have evoked the confusion. At the end, we were not able to properly distinguish whether these numbers relate

to the local level or national level or other level. However, all other items were left for further use in data analysis (see Table 15).

Table 14 *Data cleaning: Personal data of a respondent of a questionnaire – used in analysis*

Item	Used	Not-used
Age	x	
Sex	x	
Highest education reached	x	
Type of job	x	
Type of contract	x	
Duration of contract (in years)	x	

Note. Source: Made by author.

Table 15 *Data cleaning: Demographic data of a non-profit from a questionnaire – used in analysis*

Item	Used	Not-used
Name of the organization		x
Place of work		x
Outreach	x	
Number of employees		x
ICT tools for dissemination of info	x	
No. of women working full-time		x
No. of women working part-time		x
No. of women volunteers		x

No. of men working full-time		x
No. of men working part-time		x
No. of men volunteers		x

Note. Source: Made by author.

Another issue was the reorganization of headings of the questionnaire before we uploaded data into SPSS program. As there were 3 language modifications of the questionnaire and we decided to use English as a universal language for analysing the data (as well as communication between researchers), we had to:

- change the headings (meaning of questions) into English versions (according to the original questionnaire),
- shorten the questions into clear, few-word headings.

In the same manner, we used English expressions from English version of a questionnaire in word-responses and translated all free response fields *Other. Please, specify.* into English (if applicable).

For the analysis we used the following variables (see Table 16):

Table 16 *Data cleaning: Used variables from a questionnaire*

Variable	**Used**	**Not-used**
Intensity of collaboration with nursery schools	x	
Intensity of collaboration with kindergardens	x	
Intensity of collaboration with primary schools	x	
Intensity of collaboration with secondary schools	x	
Intensity of collaboration with upper-secondary schools	x	
Intensity of collaboration with high schools	x	
Intensity of collaboration with universities	x	
Intensity of collaboration with other organizations	x	
Examples of other organizations	x	
Intensity of collaboration with professionals - top management	x	
Intensity of collaboration with professionals - teachers	x	
Intensity of collaboration with professionals - sector teachers	x	
Intensity of collaboration with professionals - academic stuff	x	
Intensity of collaboration with professionals - trainees of in-service teachers	x	

Intensity of collaboration with professionals - educational consultant	x	
Intensity of collaboration with professionals - inspectors	x	
Intensity of collaboration with professionals - translator	x	
Intensity of collaboration with professionals - interpreter	x	
Intensity of collaboration with professionals - others	x	
Examples of other professionalists	x	
Intensity of collaboration in the area of teacher training	x	
Intensity of collaboration in the area of language learning	x	
Intensity of collaboration in the area of documents' translations	x	
Intensity of collaboration in the area of interpretation of languages	x	
Intensity of collaboration in the area of counselling	x	
Intensity of collaboration in the area of investigation	x	
Intensity of collaboration in projects' participation	x	
Intensity of collaboration in organizing events	x	
Intensity of collaboration in others areas	x	
Examples of other areas	x	
Intensity of collaboration in activities: seminars	x	
Intensity of collaboration in activities: workshops	x	
Intensity of collaboration in activities: conferences	x	
Intensity of collaboration in activities: counselling services in schools	x	
Intensity of collaboration in activities: others	x	
Example of other activities	x	
Intensity of cooperation in topics of: Intercultural education	x	
Intensity of cooperation in topics of: Legislative on foreign students' education in host country	x	
Intensity of cooperation in topics of: Legislative on foreign students' education in home country	x	
Intensity of cooperation in topics of: Communication between teacher and student with different mother tongue	x	
Intensity of cooperation in topics of: Courses of host country language for students	x	
Intensity of cooperation in topics of: Courses of host country language as a second language for teachers	x	
Intensity of cooperation in topics of: Foreign language courses for teachers	x	
Intensity of cooperation in topics of: intercultural activities (e.g. Cultural weeks, etc.)	x	

Intensity of cooperation in topics of: others	x	
Examples of other topics	x	
Intensity of collaboration with parents in: Courses of host country language	x	
Intensity of collaboration with parents in: Discussions about rights on education	x	
Intensity of collaboration with parents in: Courses/discussion about host country culture	x	
Intensity of collaboration with parents in: Translation of documents	x	
Intensity of collaboration with parents in: others	x	
Examples of other collaboration wih parents	x	
Intensity of collaboration with future teachers (pre-service) in: Intercultural education	x	
Intensity of collaboration with future teachers (pre-service) in: internships	x	
7Intensity of collaboration with future teachers (pre-service) in: offer of seminars/conferences	x	
Intensity of collaboration with future teachers (pre-service) in: Host country language as a second language	x	
Intensity of collaboration with future teachers (pre-service) in: others	x	
Examples of other cooperation with future teachers	x	
Intensity of usage of means for communication: emails	x	
Intensity of usage of means for communication: regular post	x	
Intensity of usage of means for communication: social networks	x	
Intensity of usage of means for communication: media campaigns	x	
Intensity of usage of means for communication: personal visits	x	
Intensity of usage of means for communication: organization of events	x	
Intensity of usage of means for communication: via governmental institutions	x	
Intensity of usage of means for communication: telephone	x	
Intensity of usage of means for communication: others	x	
Examples of other means of communication	x	
Frequency of cooperation with future teachers (students)	x	
Frequency of cooperation with in-service teachers	x	
Frequency of cooperation with teacher educators	x	

View on level of priority for teachers' training in the topic of: Intercultural education	x	
View on level of priority for teachers' training in the topic of: Methodology for successful academical achievements of all students	x	
View on level of priority for teachers' training in the topic of: Conflict solving mediation	x	
View on level of priority for teachers' training in the topic of: Positive conflict solving	x	
View on level of priority for teachers' training in the topic of: Development of equal opportunities	x	
View on level of priority for teachers' training in the topic of: Communication competences	x	
View on level of priority for teachers' training in the topic of: Participation of the community in the education	x	
View on level of priority for teachers' training in the topic of: Shared and reflective learning	x	
View on level of priority for teachers' training in the topic of: Understanding of diversity	x	
View on level of priority for teachers' training in the topic of: Overcoming prejudices	x	
View on level of priority for teachers' training in the topic of: Methods and resources of support for students with different mother tongue	x	
View on level of priority for teachers' training in the topic of: Principles and methods of inclusion of students with different mother tongue in schools	x	
View on level of priority for teachers' training in the topic of: Communication and collaboration with parents	x	
View on level of failure of students with different mother tongue: Ignorance of a school of a new multicultural reality	x	
View on level of failure of students with different mother tongue: Limited education of teachers	x	
View on level of failure of students with different mother tongue: Low interest of teachers	x	
View on level of failure of students with different mother tongue: Low interest of educational institutions	x	
View on level of failure of students with different mother tongue: Student's lack of host country language	x	

View on level of failure of students with different mother tongue: Differences between home and host educational systems, different views of families on educational institutions and academic success	x	
View on level of failure of students with different mother tongue: Problems in previous educational system	x	
View on level of failure of students with different mother tongue: Lack of teachers	x	
Level of formal accreditation of educational activities for teachers	x	
Level of satisfaction of cooperation with other educational institutions	x	

Note. Source: Made by author.

The majority of responses had a form of number, thus there was no need to modify or translate them.

After cleaning and modifying data in the way mentioned above, we were ready to upload the data into the SPSS software for further edits and subsequent analysis.

6.1.2 Interview

There were two questions which we had to answer in the preparatory phase of an interview:

- What style of transcription are we going to use?
- Will we work with interviews in original language while analysing them?

According to Henderson (2018) transcription is a tool that enables a particular form of analysis; thus, it is important to pay attention to a style we choose. The literature on transcription is wide and approaches differ by individual authors. Some authors (Bucholz, 2007) believe that transcripts should be seen not just as a methodology to understand the dialog but also as sociocultural insight. Some authors argue that it is impossible to include every element of an interview into a transcript (Duranti, 2006), and some researchers even ask if it is correct to correct grammatical errors made by an interviewee during an interview (Bird, 2005).

For the simplicity and following translation of a text, we decided to follow "naturalized" transcription style seen by Bucholtz (2007) as more concerned with the content rather than structure, that, even though it might be less detailed, makes data easily legible. Moreover, we

decided to transpose spoken language to written correlations, correct spoken grammatical errors, use commas, upper case letters, and shorten long structured sentences. Henderson (2018) names this strategy "the tidy transcript" because it tidies spoken language and transforms it to a proper, clear written form.

We believe that this transcription style was the best choice for the following process of translation into English language. According to us, other styles such as e.g. broad transcript or poetic transcript would cause lots of confusion and misunderstandings.

Moreover, our aim was to work with English versions in the phase of analysis, and in case that clarification was needed we dismissed our doubts with original texts or getting back to records.

In some cases, the interviewer skipped some questions because:

- questions were answered within previous questions,
- it was clear that a teacher cannot answer this question (e.g. a teacher clearly stated that has never heard about NPO which focuses on L2 students – thus, there was no need to subsequently ask "where did you learn about it").

Therefore, we had to identify such questions and we put a note which explained why the question was omitted. Furthermore, some teachers understood the question in a different way that was meant/designed.

The following table (see Table 17) shows what questions were not asked by an interviewer to the participants. The question which was not asked is marked with "x".

Table 17 *Intentionally withdrew questions during an interview*

Interviewee	Question no.														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
STeacher1															
STeacher2															
STeacher3															
STeacher4															
STeacher5															
CTeacher1															
CTeacher2							x								

CTeacher3														
CTeacher4						x	x							
CTeacher5								x						
ITeacher1		x												
ITeacher2														
ITeacher3					x		x							
ITeacher4									x					
ITeacher5														

Note. The question which was not asked is marked with "x". Source: Made by author.

When texts were ready, we uploaded them into OpenCode programme for analysing data of this qualitative part.

6.2 Demographic background

In this sub-chapter I separately describe demographic data that were collected either from a questionnaire or an interview part and that closely identify our sample. For analysis of demographic data, we used SPSS software version 25 and Microsoft Excel program. Some of the democratic data are also analysed further in the text together with other variables.

6.2.1 NPOs

Personal data of a respondent

As mentioned above, we received 19 responses from Castilla-León Autonomous Community, Spain (further using also "Spain" and "Spanish" with the same meaning), 9 from the Czech Republic and 6 from Sicily (further using also "Italy" and "Italian" with the same meaning), Italy – which is total of 34 responses. The charts below show that in total the questionnaire was responded by 24 women and 10 men in all three countries (see Table 18) of which 14 women and 5 men just for Spain; 8 women and 1 man from the Czech Republic; and 2 women and 4 men for Italy (see Table 19).

Table 18 *Non-profit organizations: Respondents by sex – total*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	**Female**	24	70,6	70,6	70,6
	Male	10	29,4	29,4	100,0
	Total	34	100,0	100,0	

Note. Source: Made by author.

Table 19 *Non-profit organizations: Respondents by sex – each country*

Sex	Czech Republic	Italy	Spain	Total
F	8	2	14	24
M	1	4	5	10
Total	9	6	19	34

Note. Source: Made by author.

What concerns the age of our respondents, as you can see in Table 20, the youngest was 27 years old found in the Czech Republic and the oldest 68 years old found in Italy. The average age of respondents from Spain and Italy is nearly the same - 44 years. Respondents from the Czech Republic are about 35 years old.

Table 20 *Non-profit organizations: Respondents by age*

	Country		Statistic	Std. Error
Age	**Spain**	Mean	43,9474	2,36009
		Median	41,0000	
		Std. Deviation	10,28739	
		Minimum	27,00	
		Maximum	65,00	
	Czech Republic	Mean	35,4444	2,55556
		Median	35,0000	
		Std. Deviation	7,66667	
		Minimum	27,00	
		Maximum	52,00	
	Italy	Mean	43,5000	5,43292
		Median	36,5000	
		Std. Deviation	13,30789	
		Minimum	35,00	
		Maximum	68,00	

Note. Source: Made by author.

The following Table 21 shows that all respondents achieved at least a university education, however at different levels. The highest number of respondents reached bachelor's degree (*N*=17), followed by master's degree (*N*=14), and there were few (*N*=3) having the highest academic degree – PhD.

Table 21 *Non-profit organizations: Respondents by their highest education reached*

Highest education reached		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	**Higher education - bachelor**	17	50,0	50,0	50,0
	Higher education - master	14	41,2	41,2	91,2
	Higher education - PhD	3	8,8	8,8	100,0
	Total	34	100,0	100,0	

Note. Source: Made by author.

In the questionnaire, we also asked what their position in the company is. Since pieces of information, we were about to collect, included the point of view of the whole company, we suggested in our cover letter to complete the questionnaire by a person from the top management of an organization. Thus, it was interesting for us to see who was finally given this task. The chart below reveals that majority of respondents can be really considered to belong into the top management (see Figure 27). In 10 cases (out of total 34 responses) it was the director or the head of an organization itself who filled in the questions. What was surprising to find out was that the questionnaire was also answered by social worker/educator, head of social/law department and PR manager. As we do not have more detailed information about their position in organizations, moreover we do not even feel the right to dispute, we consider all respondents to be competent to answer the questionnaire.

Figure 27 *Non-profit organizations: Respondents by job position*

Country	Job position
Spain	Director
	Director
	Head of a section
	Coordinator
	Coordinator

	Coordinator
	Social educator
	Head of a center
	Coordinator of a section
	General coordinator
	Delegate
	Coordinator for Education of Citizenship
	Coordinator of social-educative section
	Head of a section
	Coordinator
	Head of education section
	Head of a section
	Coordinator of projects
	Coordinator of an education sector
Czech Republic	Head of education section
	Director
	Head of a section
	Director
	Head of social-law department
	Coordinator
	Social worker
	Head of a section
	PR manager
Italy	Head of a center
	Director
	Director
	Director
	Head of a section/project
	Director

Note. Source: Made by author.

What we were also interested in what was the length of working experience of our respondents for a non-profit organization and if they work for a NPO as full-time employees, part-time employees or volunteers.

According to information from the report *Education non-profit organizations* by UNESCO and Global Education Monitoring, it is estimated that 37 percent of the work of non-profits is carried out by volunteers (UNESCO, 2017b). Although our sample cannot be considered as representative in this sense, since the following data only represent one person

from the whole NPO, you might see that there are some slight differences between countries. For example, there are no volunteers in the Czech Republic, even though the number of responses is higher than in Italy. Furthermore, none of Italian respondents were employed as a full-time worker even though, the respondents hold the high-profile, i.e. the director and the head of a section/establishment (see Table 22).

Age of participants mentioned above relates to the length of practice, as you can see in the correlation table below (see Table 23). In particular, the older a respondent is, the longer time he works for an organization. The range of practice (in years) is wide, it extends from 2 years of working experience (case of Spain and Czech Republic) up to 35 years of experience of a respondent from Italy (see Table 24).

Table 22 *Non-profit organizations: Respondents by type of contract*

Type of contract	Czech Republic	Italy	Spain	Total
V		2	5	7
FT	6		9	15
PT	3	4	5	12
Total	9	6	19	34

Note. Source: Made by author.

Table 23 *Non-proft organizations: Correlation between age and years of practice of respondents*

		Age	Practice_years
Age	Pearson Correlation	1	,639**
	Sig. (2-tailed)		,000
	N	34	34
Practice_years	Pearson Correlation	,639**	1
	Sig. (2-tailed)	,000	
	N	34	34

Note. **. Correlation is significant at the 0.01 level (2-tailed). Source: Made by author.

Table 24 *Non-profit organizations: Respondents by years of practice*

Country			Statistic	Std. Error
Years of practice	Spain	Mean	11,0000	1,60044
		Std. Deviation	6,97615	
		Minimum	2,00	
		Maximum	24,00	

Czech Republic	Mean		4,3889	,51220
	Std. Deviation		1,53659	
	Minimum		2,00	
	Maximum		6,00	
Italy	Mean		15,0000	4,08248
	Std. Deviation		10,00000	
	Minimum		8,00	
	Maximum		35,00	

Note. Source: Made by author.

Demographic data of non-profits

As mentioned above, we informed all potential respondents how we would proceed with obtained data and did not ensure their anonymity. Nevertheless, some organizations requested to stay in anonymity. Since collected data are not dependent on having it connected to particular non-profit organization for some research reason, the names of non-profits were not considered during the analysis phase. However, here we offer the list of organizations (see Figure 28) which completed the questionnaire and did not require to stay in anonymity.

Figure 28 *List of NPOs*

Spain	Asociación "BG Rosa"; Manos Unidas; Asociacion Burgos ACOGE; Amnistía Internacional (2 offices: Burgos, Castilla y León); Fundación Entreculturas - Fe y Alegría (2 offices: Burgos, not stated); Accem (3 offices: León, Salamanca, Asturias); Asociación cultural y social ATALAYA INTERCULTURAL; Fundación ANAR; Oxfam Intermon (2 offices: Madrid, Burgos); Cruz Roja Burgos; Asociación Navarra Nuevo Futuro; Amycos ONGD para la Cooperación Solidaria; Fundación Secretariado Gitano
Czech Republic	Most pro o.p.s.; META, o.p.s. - Společnost pro příležitosti mladých migrant; Poradna pro integraci, z.ú.; InBáze, z.s. (4 offices); Sociální podnik Ethnocatering
Italy	Co.P.E. - Cooperazione Paesi Emergenti; Associazione ASIM; Movimento Cooperazione Internazionale – MOCI; Officina creativa interculturale; CISS - Cooperazione Internazionale Sud Sud; CEIPEs

Note. Includes only non-profits which did not request to stay in anonymity. Source: Made by author.

Within this section, we further examined how large NPOs are in terms of its geographical radius; and what ICT tools uses in everyday practice for spreading and communicating news, updates and other information with the public.

We found out that apart from the fact that all addressed NPOs work in their local area, there are also 14 NPOs that have international scope. In the table and the graph below (see Figure 29 and Table 25), you can see the exact numbers for individual countries. Just to mention few interesting points, all our Italian organizations work both at local and international level. Czech organizations have no provincial scope coming from the fact that there are no provinces in the Czech Republic.

Figure 29 *Geographical radius of NPOs*
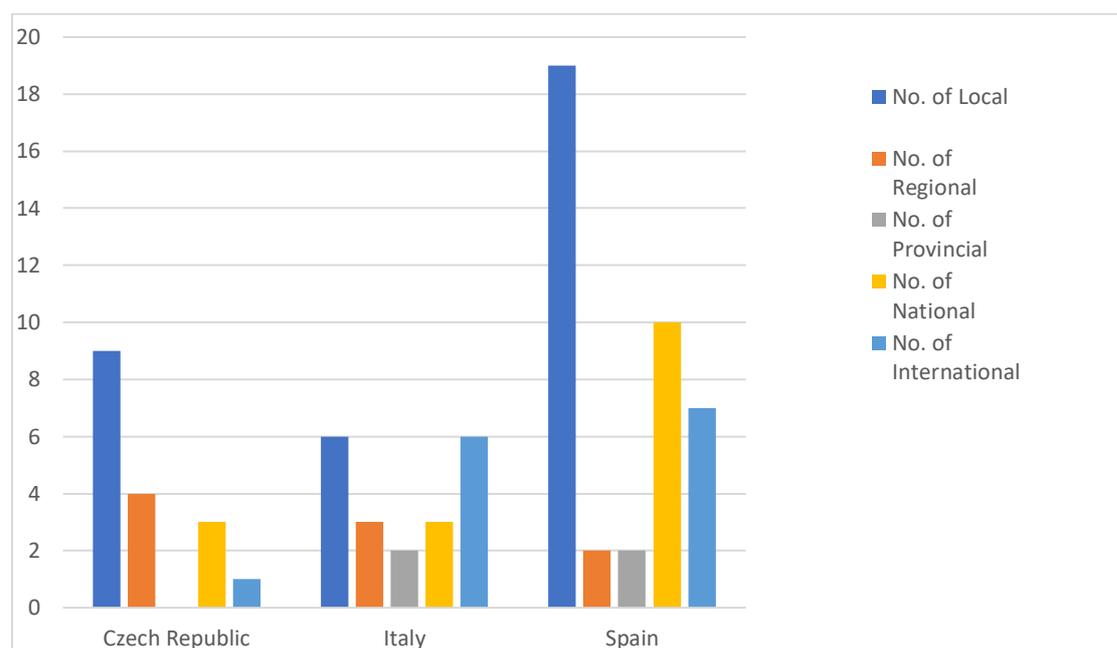
Note. NPOs could choose from local, regional, provincial, national or international radius of their activities. Source: Made by author.

Table 25 *Geographical radius of NPOs*

Country	No. of Local	No. of Regional	No. of Provincial	No. of National	No. of International
Czech Republic	9	4		3	1
Italy	6	3	2	3	6
Spain	19	2	2	10	7
Total	**34**	**9**	**4**	**16**	**14**

Note. Source: Made by author.

The last variable shows how NPOs communicate with the public, more specifically what ICT tools in forms of social networks or other communication tools they use on everyday basis to promote their activities. We offered them the following options: Web, Facebook, Twitter,

Blog, Email; their responses are graphically described in Figure 30 and illustrated in Table 26. The findings reveal that 33 out of 34 NPOs use for their communication Facebook, the second place belongs to official websites of NPOs which is used by 31 NPOs. By way of contrast, blog is a used tool just in 9 cases.

Figure 30 *Used ICT tools for communication of NPO with the public*
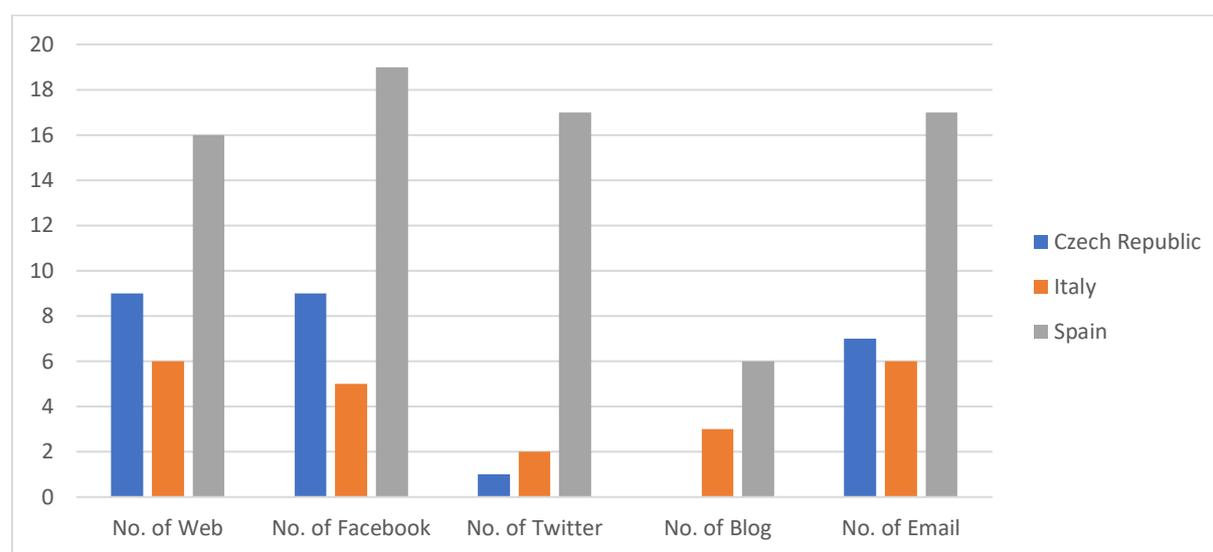
Note. Source: Made by author.

Table 26 *Used ICT tools for communication of NPO with the public*

Tool	Czech Republic	Italy	Spain	Total
Web	9	6	16	31
Facebook	9	5	19	33
Twitter	1	2	17	20
Blog		3	6	9
Email	7	6	17	30

Note. Source: Made by author.

6.2.2 Teachers

As already mentioned, we collected qualitative data through interviewing 5 Czech, 5 Italian and 5 Spanish teachers. We asked our teachers only two questions whose results can serve as demographic data:

- how many years they have been working as pedagogical staff, and
- at what level of schooling they have been gaining their experience.

Table 27 offers closer look into the characteristics of our sample of teachers. Since we assured anonymity of responses to our teachers, teachers' names were substituted with a working name (for more details see sub-chapter 5.5).

Table 27 *Characteristics of teachers participated in an interview*

Teacher	Sex	Nationality	Years of experience	Experience at level of schooling		
				Kindergarten	Primary school	Secondary school
STeacher1	Female	Spanish	2,5	x	x	
STeacher2	Female	Spanish	3		x	
STeacher3	Female	Spanish	33		x	
STeacher4	Female	Spanish	5		x	
STeacher5	Female	Spanish	20	x		
ITeacher1	Female	Italian	27		x	x
ITeacher2	Female	Italian	20	x	x	
ITeacher3	Female	Italian	18	x	x	
ITeacher4	Female	Italian	20	x	x	
ITeacher5	Female	Italian	19		x	
CTeacher1	Female	Czech	5		x	
CTeacher2	Female	Czech	5		x	
CTeacher3	Female	Czech	2		x	x
CTeacher4	Female	Czech	20		x	x
CTeacher5	Female	Czech	4		x	

Note. Where "x" presented, teacher indicated her experience at certain level of schooling. Source: Made by author.

Relating back to the first question stated above, for purposes of subsequent analysis, we created a range chart which gives us general idea about years of experience which our teachers have. Figure 31 demonstrates the range.

Figure 31 *Years of practice of teachers: Range chart*

Years of practice
2-5
6-10
11-15
16-20
more than 21

Note. Source: Made by author.

Given this scope, we found out that our sample consists of 7 teachers who have a teaching experience of 2-5 years of which 4 are from the Czech Republic and 3 teachers from Spain. There are no teachers whose experience would be from 6 to 15 years. However, there are 6 teachers whose practice ranges from 16-20 years, of which 1 is a Czech teacher, 1 Spanish teacher and 4 Italian teachers. Two teachers have longer teaching experience than 21 years – 1 Italian and 1 Spanish (see Table 28 below). Just for a curiosity, the minimum of years of experience were 2 and the maximum were 33 years (can be found in Table 27).

Table 28 *Length of teachers' teaching experience*

Years of practice	Czech Republic	Italy	Spain
2-5	4	0	3
5-10	0	0	0
11-15	0	0	0
16-20	1	4	1
more than 21	0	1	1

Note. Source: Made by author.

Second interest relates to what level of schooling our sample of teachers has a teaching practice during their whole professional career. It means that a response of one teacher could involve several levels (i.e. kindergarten, primary school, high school etc.). Individual responses can be found in Table 27 above, the following chart (see Table 29) shows summary by country. Generally, 5 teachers have experience in kindergarten, 14 at primary school, and 3 at secondary school. Neither experience at high school nor at higher education institution was indicated. The majority of teachers have the experience at primary level of formal education.

Table 29 *Teaching experience at level of schooling – summary*

Level	Czech Republic	Italy	Spain
kindergarten	0	3	2
primary school	5	5	4
secondary school	2	1	0
high school	0	0	0
higher education institution	0	0	0

Note. Source: Made by author.

6.3 Meeting research objectives

At the beginning of our research we designed several research objectives which should contribute to answering our research questions. Hereinafter, we analyse these objectives one by one using SPSS, Microsoft Excel and OpenCode software.

6.3.1 Analysis based on NPOs responses

Identify with which educational institutions NPOs mostly collaborate in each country; and compare results among examined countries.

To know precisely with which educational institutions our NPOs cooperate, we offered them the following list of institutions: nursery schools, kindergarten, primary school, secondary school, upper-secondary school, high schools, universities. Within each institution, NPOs should indicate the frequency/intensity of cooperation on the scale from 1 to 5; where: 1 represents no or low cooperation, 2 random cooperation, 3 frequent cooperation, 4 very frequent cooperation and 5 constant cooperation. At the same time, we left a free space for NPOs to add other educational institutions they cooperate with and are not mentioned in the list.

Our results revealed that Spanish NPOs cooperate the most with secondary schools (M=3,7), on the other hand, the lowest cooperation is performed with nursery schools (M=1,4). Cooperation of Czech NPOs tends the most to primary schools (M=3,7) and the less to nursery schools (M=1,3). The results from Italian NPOs demonstrate very frequent cooperation with secondary (M=4,0) and upper-secondary schools (M=4,5); and like in the case of Spain and the Czech Republic, low cooperation with nursery schools (M=1,5). For more information, see Table 30 and Figure 32.

Among other institutions mentioned by NPOs were: educational projects with the youth associations, social organizations, scaut associations, language schools, centers of education for adults, non-formal education organizations, governmental educational entities and companies (for profit organizations).

Table 30 *Intensity of collaboration of NPOs with educational institutions*

Country		Nursery schools	Kindergar tens	Primary schools	Secondar y schools	Upper- econdary schools	High schools	Universiti es
Spain	Mean	1,3684	1,8421	3,5789	3,6842	3,0526	2,7368	3,0000
	N	19	19	19	19	19	19	19
	Std. Devia tion	,68399	,83421	1,16980	1,15723	1,17727	1,19453	1,33333
CR	Mean	1,3333	3,5556	3,6667	2,5556	1,5556	2,3333	2,3333
	N	9	9	9	9	9	9	9
	Std. Devia tion	,70711	1,13039	1,00000	,88192	,72648	1,00000	1,80278
Italy	Mean	1,5000	2,0000	3,3333	4,0000	4,5000	3,1667	3,6667
	N	6	6	6	6	6	6	6
	Std. Devia tion	,83666	,89443	1,03280	1,09545	1,22474	2,04124	1,63299
Total	Mean	1,3824	2,3235	3,5588	3,4412	2,9118	2,7059	2,9412
	N	34	34	34	34	34	34	34
	Std. Devia tion	,69695	1,17346	1,07847	1,18555	1,44322	1,31494	1,53625

Note. NPOs should indicate the frequency/intensity of cooperation on the scale from 1 to 5; where: 1 represents no or low cooperation, 2 random cooperation, 3 frequent cooperation, 4 very frequent cooperation and 5 constant cooperation. Source: Made by author.

Figure 32 *Intensity of collaboration of NPOs with educational institutions*
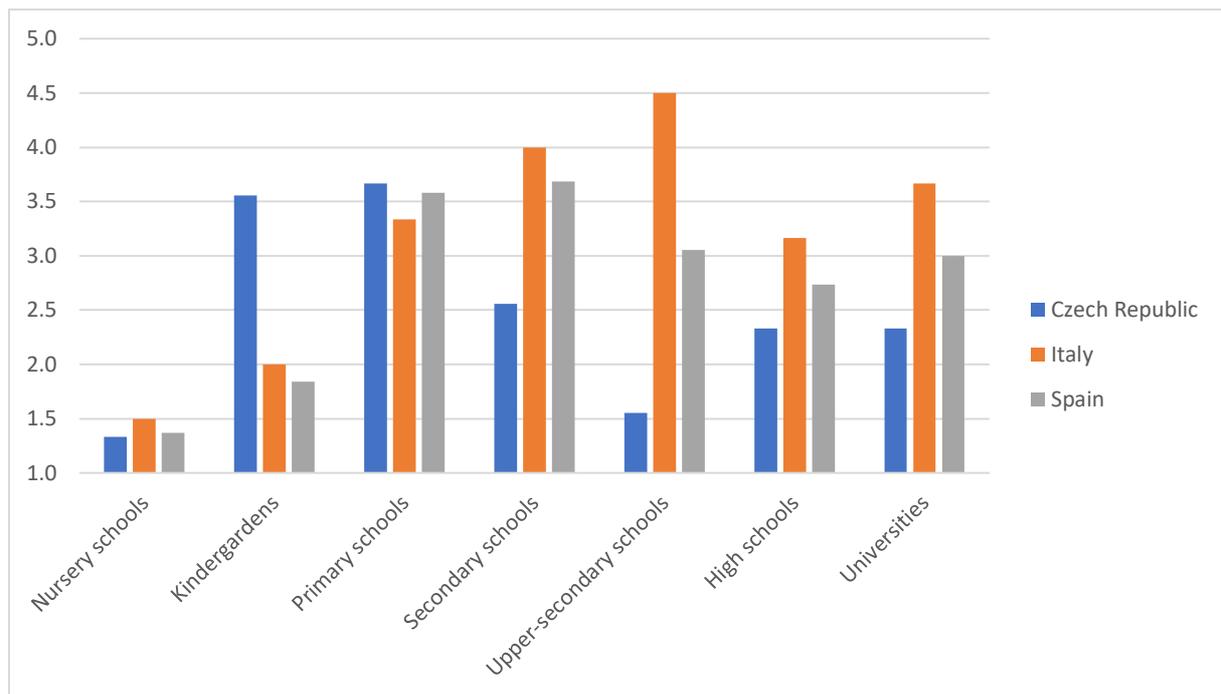
Note. NPOs should indicate the frequency/intensity of cooperation on the scale from 1 to 5; where: 1 represents no or low cooperation, 2 random cooperation, 3 frequent cooperation, 4 very frequent cooperation and 5 constant cooperation. Source: Made by author.

Identify with which professionals NPOs mostly collaborate in each country; and compare results among examined countries.

Our next interest was to find out with which professionals NPOs cooperate both inside educational institutions and/or outside collaborators. We proposed the following professions: top management, teachers, sector teachers, academics, teacher educators, educational consultants, inspectors, translators, and interpreters. We searched to know, in the same manner as in the previous case, how often the individual NPOs cooperate with these professionals. Thus, we used the same scale from 1 to 5.

The analysis showed that *teachers* are the professionals with which all three countries have been cooperating the most. In case of Italy and Spain, the cooperation was very frequent, almost constant. In case of the Czech Republic teachers seemed to be between frequent to very frequent collaborators. What is surprising about these numbers is very low cooperation with translators and interpreters. We assumed that such collaboration would be at very frequent or at least frequent point, which was coming from the fact that NPOs commonly offer these services on their websites. However, results show low cooperation in Spain (*M*=1,5) and little bit higher cooperation in the Czech Republic (*M*=2,8) and Italy (*M*=2,3). Details are demonstrated by the following Table 31 and Figure 33.

Table 31 *Intensity of collaboration of NPOs with professionals*

Country		Top management	Teachers	Sector Teachers	Academic stuff
Spain	Mean	2,5789	4,2105	3,3684	2,8421
	N	19	19	19	19
	Std. Deviation	1,21636	,78733	1,42246	1,34425
Czech Republic	Mean	3,0000	3,6667	2,8889	1,8889
	N	9	9	9	9
	Std. Deviation	1,11803	1,00000	1,45297	,78174
Italy	Mean	3,8333	4,5000	2,6667	3,8333
	N	6	6	6	6
	Std. Deviation	1,32916	,83666	1,96638	1,60208
Total	Mean	2,9118	4,1176	3,1176	2,7647
	N	34	34	34	34
	Std. Deviation	1,26414	,87956	1,51287	1,39390

Country		Trainees of in-service teachers	Educational consultants	Inspectors	Translators
Spain	Mean	1,9474	3,0526	1,2632	1,4737
	N	19	19	19	19
	Std. Deviation	1,26814	1,58021	,56195	,84119
Czech Republic	Mean	2,1111	2,2222	1,0000	2,7778
	N	9	9	9	9
	Std. Deviation	1,05409	,97183	,00000	1,56347
Italy	Mean	2,3333	1,6667	1,6667	2,3333
	N	6	6	6	6
	Std. Deviation	1,50555	1,03280	1,03280	1,21106
Total	Mean	2,0588	2,5882	1,2647	1,9706
	N	34	34	34	34
	Std. Deviation	1,22947	1,43796	,61835	1,24280

Country		Interpreters
Spain	Mean	1,3684
	N	19
	Std. Deviation	,68399
Czech Republic	Mean	3,2222
	N	9
	Std. Deviation	1,78730

Italy	Mean	2,3333
	N	6
	Std. Deviation	1,21106
Total	Mean	2,0294
	N	34
	Std. Deviation	1,38138

Note. NPOs should indicate the frequency/intensity of cooperation on the scale from 1 to 5; where: 1 represents no or low cooperation, 2 random cooperation, 3 frequent cooperation, 4 very frequent cooperation and 5 constant cooperation. Source: Made by author.

Figure 33 *Intensity of collaboration of NPOs with professionals*
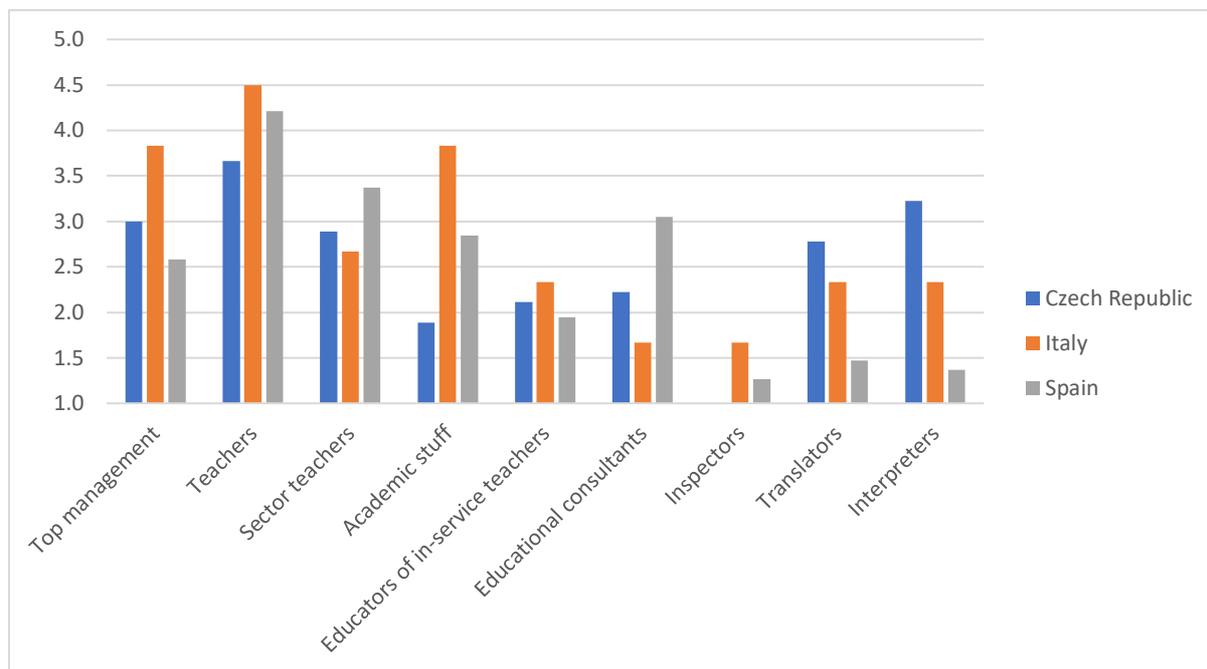
Note. NPOs should indicate the frequency/intensity of cooperation on the scale from 1 to 5; where: 1 represents no or low cooperation, 2 random cooperation, 3 frequent cooperation, 4 very frequent cooperation and 5 constant cooperation. Source: Made by author.

Among other collaborators which NPOs noted down were the following: responsible social workers; directors of other organizations; administrative workers of Ministries, Town Halls and other offices; intercultural coordinators; and administrative workers of schools.

Identify areas in which NPOs mostly collaborate with educational institutions; and compare results among examined countries.

Our next concern was to display the spectrum of activities which NPOs together with educational institutions carry out. Assuming the same scope from 1 to 5, we were especially interested in the following areas: teacher training; language education; translation of

documents; interpretation of languages; counselling services; cooperation in research; participation in common projects; and organization of events.

In Spain, the numbers identified the most intense cooperation in *organization of events*, however only as a frequent cooperation with the mean of 3,0. In the Czech Republic, numbers were significantly higher, and there were two areas in the first position with the score of 3,6 – *counselling* and *participation in projects*. Relating to Italy, *participation in projects* is illustrated by the highest number 4,7; meaning almost constant cooperation (see Table 32).

Apart from these results, our focus was also the involvement of NPOs in the area of teacher training. We found out that in all cases the cooperation is quite frequent. Czech and Italian NPOs intensity of collaboration ranges from frequent to very frequent, and in Spanish NPOs the cooperation is between random to frequent. Nevertheless, by comparison with the results of other areas from Spain, also Spanish NPOs are quite active in teacher training sphere (see Table 32 and Figure 34). Within the space, where NPOs could point out other areas of cooperation, Spanish NPOs mentioned as very frequent or constant cooperation the following areas: celebrations of important days at schools, preparation of didactic materials, cooperation on social programmes of students, school support during lessons, intercultural education. Czech and Italian NPOs did not mention anything relevant to the question.

Table 32 *Areas of cooperation: NPOs and educational institutions*

Country		Teacher training	Language courses	Translations of documents	Interpretation of languages
Spain	Mean	2,3684	1,8947	1,3158	1,4737
	N	19	19	19	19
	Std. Deviation	1,34208	1,41007	,67104	,84119
Czech Republic	Mean	3,5556	4,1111	3,1111	3,4444
	N	9	9	9	9
	Std. Deviation	1,23603	1,05409	1,26930	1,13039
Italy	Mean	3,5000	2,8333	1,8333	1,6667
	N	6	6	6	6
	Std. Deviation	1,97484	1,47196	,98319	1,03280
Total	Mean	2,8824	2,6471	1,8824	2,0294
	N	34	34	34	34
	Std. Deviation	1,51287	1,61212	1,17460	1,26695

Country		Counselling	Research	Collaboration on projects	Organization of events
Spain	Mean	2,1579	1,5789	2,5789	3,0000
	N	19	19	19	19
	Std. Deviation	1,38497	,90159	1,60955	1,29099
Czech Republic	Mean	3,6667	1,3333	3,6667	2,5556
	N	9	9	9	9
	Std. Deviation	1,22474	,70711	1,65831	1,58990
Italy	Mean	1,8333	3,5000	4,6667	3,5000
	N	6	6	6	6
	Std. Deviation	,98319	1,97484	,81650	1,37840
Total	Mean	2,5000	1,8529	3,2353	2,9706
	N	34	34	34	34
	Std. Deviation	1,44075	1,32876	1,68880	1,38138

Note. NPOs should indicate the frequency/intensity of cooperation on the scale from 1 to 5; where: 1 represents no or low cooperation, 2 random cooperation, 3 frequent cooperation, 4 very frequent cooperation and 5 constant cooperation. Source: Made by author.

Figure 34 *Areas of cooperation: NPOs and educational institutions*
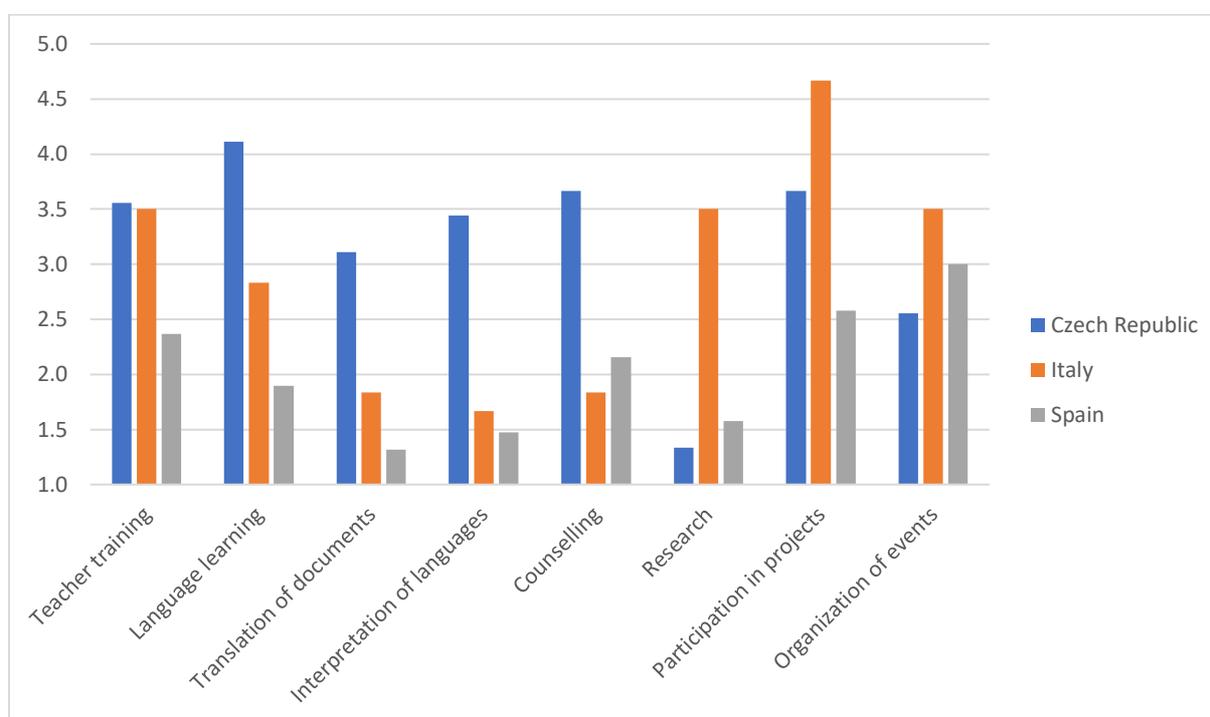
Note. NPOs should indicate the frequency/intensity of cooperation on the scale from 1 to 5; where: 1 represents no or low cooperation, 2 random cooperation, 3 frequent cooperation, 4 very frequent cooperation and 5 constant cooperation. Source: Made by author.

Identify forms of cooperation between NPOs and educational institutions; and compare results among examined countries.

Within this objective we headed to find out forms through which NPOs mostly offer their services using the same scale from 1 to 5 (mentioned above). We suggested the following forms: seminars, workshops, conferences, counselling. *Workshops* represent very frequent form of cooperation of Italian NPOs and frequent to very frequent collaboration of Spanish NPOs. However, Czech NPOs provide their services, on frequent basis, rather through *counselling in schools*. More numbers are offered by Table 33 and Figure 35. As for the other frequent, very frequent or constant cooperation, NPOs also mentioned (each item appeared once): playful and formative activities for the entire educational community, school for parents, intercultural celebrations, adapting forms to the needs of individual projects, communication with family and school, training courses, projects, campaigns. Of course, not all of these points can be considered as forms of cooperation in terms we proposed them, however, first of all we appreciate all answers, especially if an answer is voluntary. Secondly, it is interesting to see other points of view and finally, also other forms of cooperation such as projects and campaigns which we did not include in our list.

Table 33 *Forms of cooperation in the NPOs' offer*

Country		Seminars	Workshops	Conferences	Counselling services in schools
Spain	Mean	2,4211	3,4737	2,4737	2,0000
	N	19	19	19	19
	Std. Deviation	1,38707	1,42861	1,38918	1,29099
Czech Republic	Mean	3,2222	2,8889	1,7778	3,4444
	N	9	9	9	9
	Std. Deviation	1,20185	1,26930	1,39443	1,13039
Italy	Mean	3,6667	4,0000	3,8333	2,1667
	N	6	6	6	6
	Std. Deviation	1,75119	1,54919	1,60208	1,47196
Total	Mean	2,8529	3,4118	2,5294	2,4118
	N	34	34	34	34
	Std. Deviation	1,45919	1,41673	1,54204	1,39518

Note. NPOs should indicate the frequency/intensity of cooperation on the scale from 1 to 5; where: 1 represents no or low cooperation, 2 random cooperation, 3 frequent cooperation, 4 very frequent cooperation and 5 constant cooperation. Source: Made by author.

Figure 35 *Forms of cooperation in the NPOs' offer*
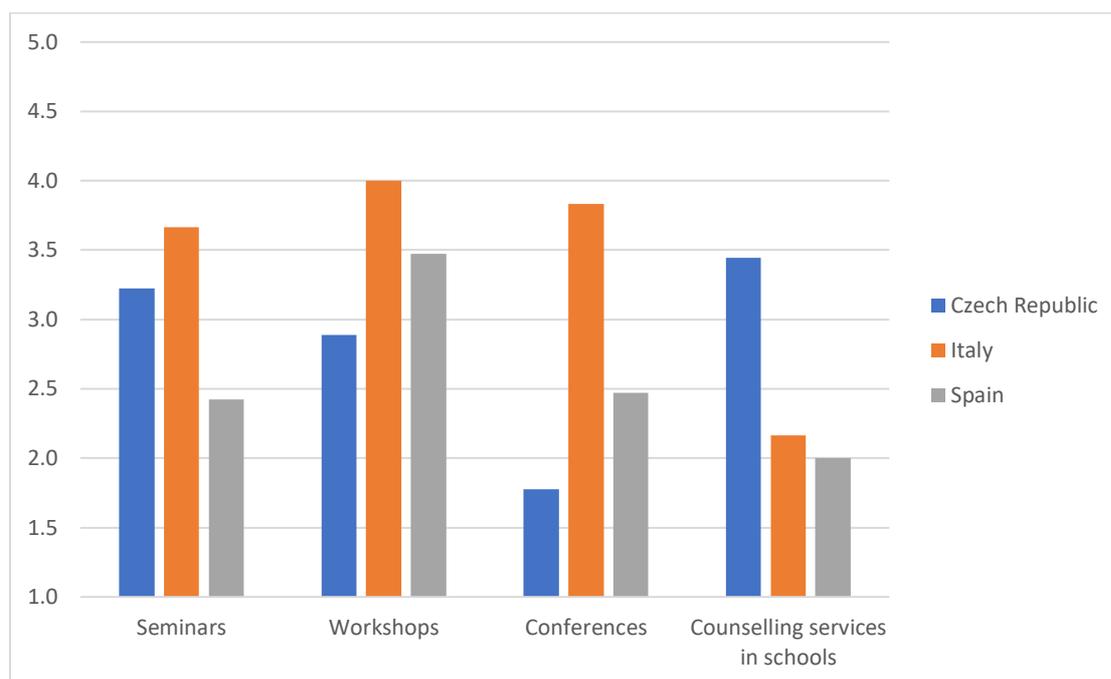
Note. NPOs should indicate the frequency/intensity of cooperation on the scale from 1 to 5; where: 1 represents no or low cooperation, 2 random cooperation, 3 frequent cooperation, 4 very frequent cooperation and 5 constant cooperation. Source: Made by author.

Important aspect for teachers, which may determinate whether teachers decide to participate in activities provided by NPOs, is the accreditation of activities by some authority, such as Ministry of Education. Thus, we placed the question how many activities organized by non-profits are accredited. We used the scale from 1 to 5 where 1 means none of the courses are accredited; 2 means that some of the courses are accredited; 3 means that half of the courses are accredited; 4 means that almost all courses are accredited; and 5 means that all courses are accredited. The table 34 shows what we found out in all three countries. Nevertheless, we draw data just from 32 responses because two respondents did not participate in this question (1 from Spain and 1 from the Czech Republic). As you can see, the chart displays three highest numbers in answers: none of them (*N*=9), half of them (*N*=8), and all of them (N=7), which means among other things that except 9 NPOs the rest of non-profits offer at least some activities which are accredited by some authority. The next table 35 offers the view on division of scale according to countries.

Table 34 *Frequency of formal accreditation of activities for teachers*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none of them	9	26,5	28,1	28,1
	some of them	3	8,8	9,4	37,5
	half of them	8	23,5	25,0	62,5
	almost all	5	14,7	15,6	78,1
	all	7	20,6	21,9	100,0
	Total	32	94,1	100,0	
Missing	System	2	5,9		
Total		34	100,0		

Note. Source: Made by author.

Table 35 *Frequency of formal accreditation of activites for teachers – by country*

	1	2	3	4	5	Total
Czech Republic	2	1		1	4	8
Italy	1	1	4			6
Spain	6	1	4	4	3	18
Total	9	3	8	5	7	32

Note. We used the scale from 1 to 5 where 1 means none of the courses are accredited; 2 means that some of the courses are accredited; 3 means that half of the courses are accredited; 4 means that almost all courses are accredited; and 5 means that all courses are accredited. Source: Made by author.

Identify topics in which NPOs mostly collaborate with educational institutions; and compare results among examined countries.

We provide NPOs with the choice of topics that are considered important while talking about education of students with a different mother tongue. All of them could be hidden under the umbrella term "intercultural education", nevertheless, as they are very often separated in field/practice, we decided to separate them too. We were again using the previous scale from 1 to 5 to capture the intensity of cooperation (i.e. 1 represents no or low cooperation, 2 random cooperation, 3 frequent cooperation, 4 very frequent cooperation and 5 constant cooperation). We offered the following topics: (1) intercultural education, (2) legislation relating to foreign students' education of a host country, (3) legislation relating to foreign students' education of a home country, (4) communication between teacher and student with different mother tongue, (5) courses of host country language (i.e. in Spain – Spanish, etc.) for students, (6) courses of host country language as a second language for teachers, (7) foreign language courses for teachers, (8) intercultural activities (e.g. intercultural weeks etc.). The results we gained, can be

seen in the table 36. In Spain, the highest priority has the topic *intercultural activities* with *M*=3,3 which represents frequent cooperation with educational institutions. Italian NPOs, with the result of *M*=4,0 which means very frequent collaboration on the topic of *intercultural education*; whereas Czech NPOs, with the same score (*M*=4), focus on courses of Czech language as a foreign language for students with different mother tongue. Italian NPOs have also high numbers in providing services in topics such as: legislation relating to foreign students' education of a host country (*M*=3,8), intercultural activities (*M*=3,8) and communication between teachers and their students who have different mother tongue (*M*=3,3). More clear view also provides the bar graph below (see Figure 36).

Table 36 *Topics of cooperation in the NPOs' list of offer*

Country		Intercultural education	Legislation on foreign students' education in host country	Legislation on foreign students' education in home country	Communication between teacher and L2 student
Spain	Mean	2,8421	1,4211	1,3158	1,6316
	N	19	19	19	19
	Std. Deviation	1,67542	,90159	,94591	1,11607
Czech Republic	Mean	3,0000	2,6667	1,3333	3,7778
	N	9	9	9	9
	Std. Deviation	1,58114	1,50000	,50000	1,20185
Italy	Mean	4,0000	3,8333	1,8333	3,3333
	N	6	6	6	6
	Std. Deviation	,63246	,75277	,98319	1,03280
Total	Mean	3,0882	2,1765	1,4118	2,5000
	N	34	34	34	34
	Std. Deviation	1,54464	1,40282	,85697	1,48222

Country		Courses of host country language for students	Courses of host country language as a second language for teachers	Foreign language courses for teachers	Intercultural activities (e.g. Cultural weeks etc.)
Spain	Mean	1,7895	1,1053	1,0526	3,3158
	N	19	19	19	19
	Std. Deviation	1,43678	,45883	,22942	1,49267

Czech Republic	Mean	4,0000	2,1111	1,5556	2,8889
	N	9	9	9	9
	Std. Deviation	1,11803	1,69148	1,33333	1,16667
Italy	Mean	3,0000	2,6667	1,8333	3,8333
	N	6	6	6	6
	Std. Deviation	1,54919	1,36626	,98319	1,32916
Total	Mean	2,5882	1,6471	1,3235	3,2941
	N	34	34	34	34
	Std. Deviation	1,65360	1,22802	,84282	1,38234

Note. NPOs should indicate the frequency/intensity of cooperation on the scale from 1 to 5; where: 1 represents no or low cooperation, 2 random cooperation, 3 frequent cooperation, 4 very frequent cooperation and 5 constant cooperation. Source: Made by author.

Figure 36 *Topics of cooperation in the NPOs' list of offer*
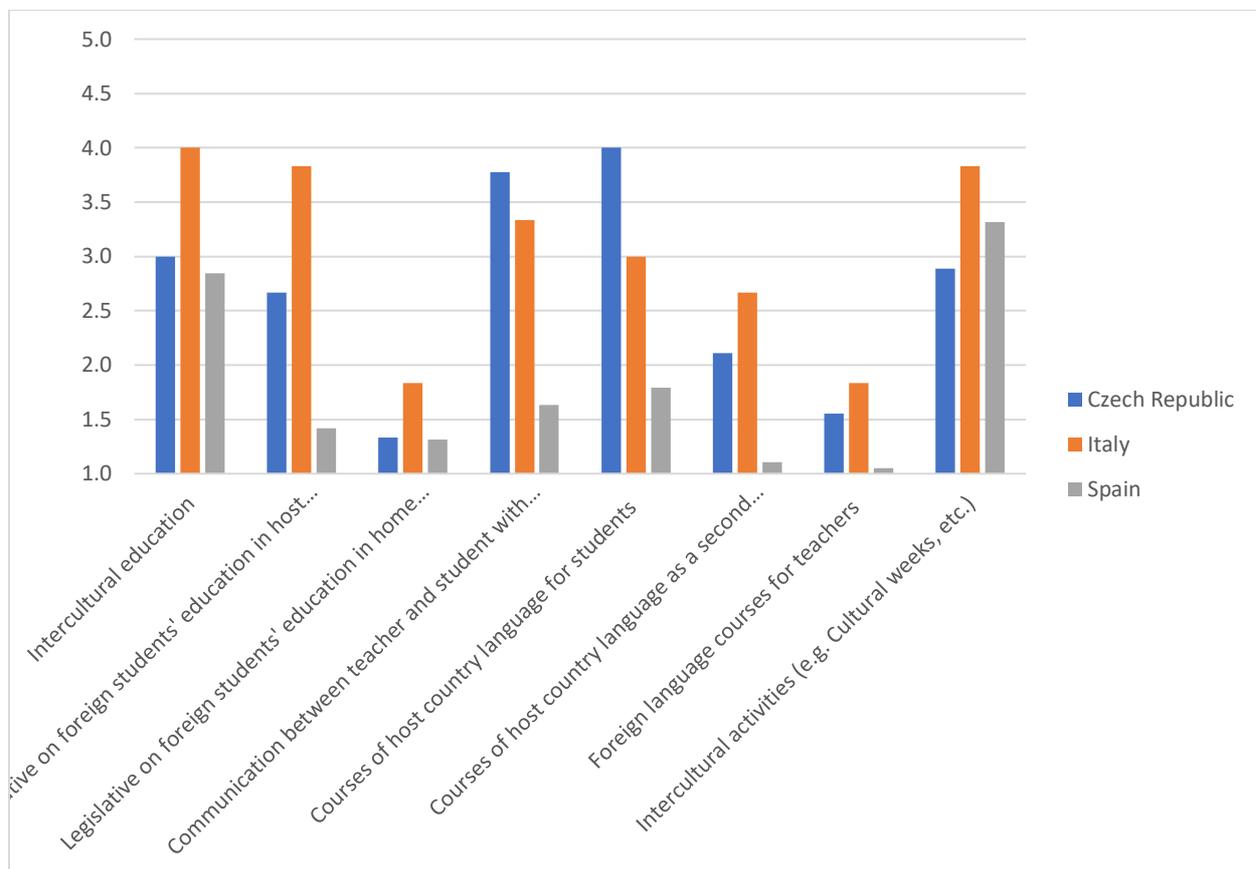
Note. NPOs should indicate the frequency/intensity of cooperation on the scale from 1 to 5; where: 1 represents no or low cooperation, 2 random cooperation, 3 frequent cooperation, 4 very frequent cooperation and 5 constant cooperation. Source: Made by author.

In the free space for other contributions, we received the following answers (at the level of frequent, very frequent and constant cooperation): talks on human rights (mentioned 2x);

school support for teachers/schools during education process; prevention programmes of school harassment, gender violence, drug use; global citizenship; Spanish courses for families; Spanish training activities; educational guidance of students and families; psychological help to families and students; awareness campaigns. We leave these points without any comments, as it is difficult to evaluate them without other supporting information.

In relation to cooperation with families, which NPOs very often mentioned in their comments, we also analysed the question that focuses on the intensity of collaboration with parents in the following four areas: courses of host country language; discussions about rights in education; courses/discussion about host country culture; translation of documents.

As seen in the table below (see Table 37), we were not very successful about the offer we made with Spanish NPOs, nevertheless, we were able to get the picture due to their comments where they noted the following issues: teaching the mother tongue and culture; Spanish classes for adults and school support for their children; human rights; participation on activities in schools; knowledge of the country of origin of these families; adolescence, communication, rules and limits, educational styles, drugs, bullying, cyberbulling; school for parents; orientation in education as a competence of a parent. On the other hand, Czech NPOs put high scores on each item, with the highest stress on *Czech language courses for parents* (*M*=4,2). Among other areas they mentioned: counselling for families (mentioned 2x) and social services for foreigners; assistant services (mentioned 3x); intercultural activities; accompanying to schools; certification of previous education; requalification courses; free-time activities. We might have not identified the right topics either for Italian NPOs, as the only higher numbers given represent random cooperation in *courses of host country language* (*M*=2,2). However, in this case, we have not even received some alternatives in a comment space.

Another conclusion can be that NPOs do not cooperate with parents into such an extent (see also Figure 37).

Table 37 *Cooperation of NPOs with parents*

Country		Courses of host country language	Discussions about rights in education	Courses/disc ussion about host country culture	Translation of documents
Spain	Mean	1,4737	1,9474	1,3684	1,3158
	N	19	19	19	19
	Std. Deviation	1,26352	1,35293	1,01163	,74927
Czech Republic	Mean	4,2222	3,6667	3,4444	3,3333
	N	9	9	9	9
	Std. Deviation	1,09291	1,41421	1,42400	1,32288
Italy	Mean	2,1667	1,1667	1,1667	1,6667
	N	6	6	6	6
	Std. Deviation	1,16905	,40825	,40825	,81650
Total	Mean	2,3235	2,2647	1,8824	1,9118
	N	34	34	34	34
	Std. Deviation	1,66462	1,52373	1,40916	1,26414

Note. NPOs should indicate the frequency/intensity of cooperation on the scale from 1 to 5; where: 1 represents no or low cooperation, 2 random cooperation, 3 frequent cooperation, 4 very frequent cooperation and 5 constant cooperation. Source: Made by author.

Figure 37 *Cooperation of NPOs with parents*
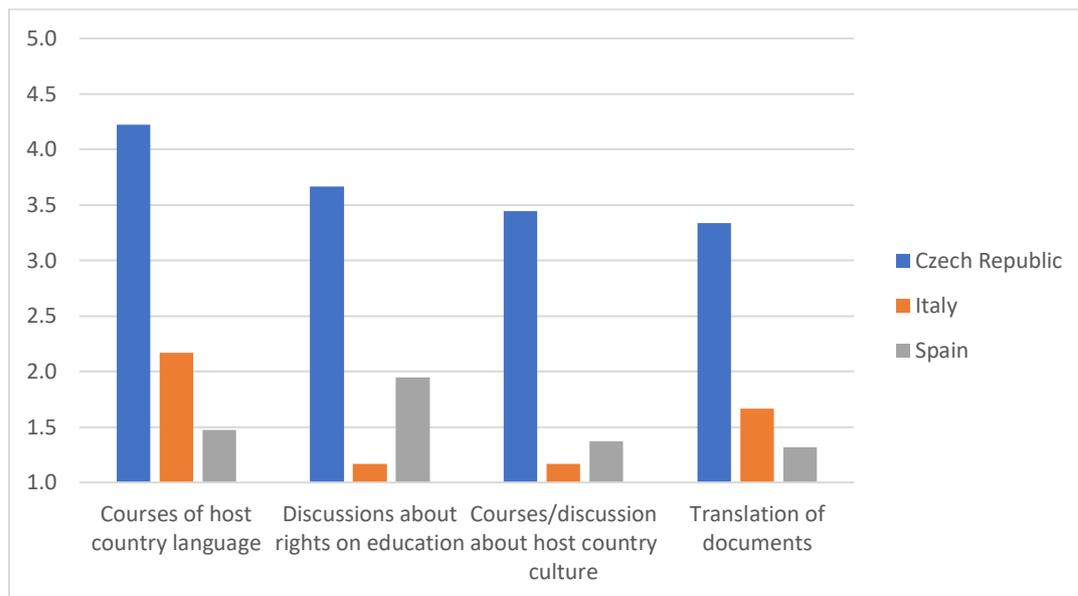
Note. NPOs should indicate the frequency/intensity of cooperation on the scale from 1 to 5; where: 1 represents no or low cooperation, 2 random cooperation, 3 frequent cooperation, 4 very frequent cooperation and 5 constant cooperation. Source: Made by author.

Identify means of communication which NPOs mostly use to address educational institutions; and compare results among examined countries.

The aim of this question was to reveal what ways NPOs use while they intent to address their potential clients, in our case, educational institutions. We suggested the following means of communication: emails, regular post, social networks, media campaigns, personal visits, during some organized events, via governmental institutions, and telephone calls (for detailed findings see Table 38). All three countries agreed that most frequently they use *email communication*: Spain – *M*=4,1; Czech Republic – *M*=4,2; and Italy – *M*=4,3. Results can be seen also in the following Figure 38.

As we expected, the least used means of all is communication through regular post which was between low and random intensity of usage. One Czech NPO also stated that clients frequently find them on their own thanks to recommendiations of others. In the same manner, Spanish NPO noted that schools constantly search for them on their own. Another Spanish NPO added *platform with education resources* as a tool through which they communicate with their clients. Italian NPOs did not mention any other way of communication.

Table 38 *NPOs' forms of addressing potential clients*

Country		Emails	Regular post	Social networks	Media campaigns
Spain	Mean	4,1053	1,5789	3,1053	2,5263
	N	19	19	19	19
	Std. Deviation	,99413	,83771	1,48678	1,42861
Czech Republic	Mean	4,2222	1,4444	3,0000	2,2222
	N	9	9	9	9
	Std. Deviation	1,09291	1,01379	1,73205	1,64148
Italy	Mean	4,3333	1,5000	2,3333	2,0000
	N	6	6	6	6
	Std. Deviation	1,21106	,83666	1,36626	1,09545
Total	Mean	4,1765	1,5294	2,9412	2,3529
	N	34	34	34	34
	Std. Deviation	1,02899	,86112	1,51640	1,41169
Country		Personal visits	Organization of events	Via governmental institutions	Telephone

Spain	Mean	3,4737	2,9474	2,1579	3,8947
	N	19	19	19	19
	Std. Deviation	1,46699	1,50826	1,34425	1,32894
Czech Republic	Mean	3,5556	2,4444	2,6667	3,1111
	N	9	9	9	9
	Std. Deviation	1,42400	1,23603	1,50000	1,16667
Italy	Mean	3,5000	3,1667	1,8333	3,8333
	N	6	6	6	6
	Std. Deviation	1,64317	1,72240	,75277	,98319
Total	Mean	3,5000	2,8529	2,2353	3,6765
	N	34	34	34	34
	Std. Deviation	1,44075	1,45919	1,30405	1,24853

Note. NPOs should indicate the frequency/intensity of cooperation on the scale from 1 to 5; where: 1 represents no or low cooperation, 2 random cooperation, 3 frequent cooperation, 4 very frequent cooperation and 5 constant cooperation. Source: Made by author.

Figure 38 *NPOs' forms of addressing potential clients*
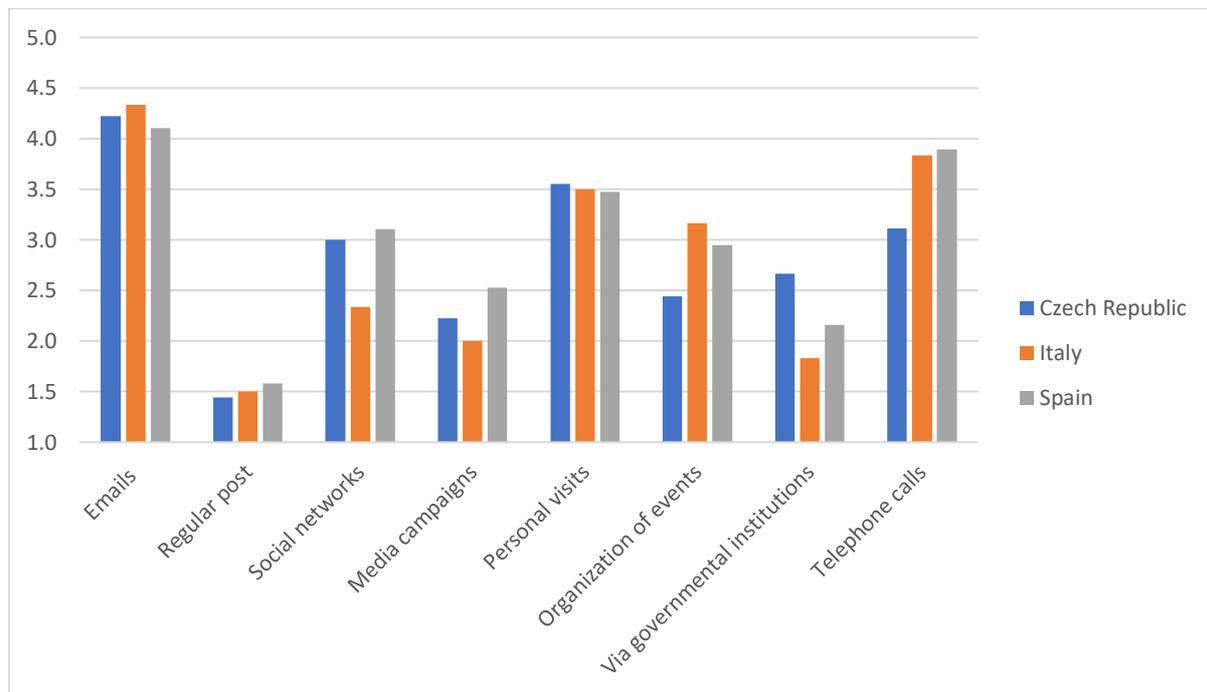
Note. NPOs should indicate the frequency/intensity of cooperation on the scale from 1 to 5; where: 1 represents no or low cooperation, 2 random cooperation, 3 frequent cooperation, 4 very frequent cooperation and 5 constant cooperation. Source: Made by author.

Identify types of teachers (according to a stage of career) with which NPOs mostly cooperate; and compare results among examined countries.

Using still the same scope from 1 to 5 (where 1 represents no or low cooperation, 2 random cooperation, 3 frequent cooperation, 4 very frequent cooperation and 5 constant cooperation) we found out that in case of Spanish NPOs, almost regular cooperation is carried out with future teachers (*M*=2,8) and a little bit lower with in-service teachers (*M*=2,6). Czech NPOs cooperate with in-service teachers on the basis of frequent to very frequent cooperation (*M*=3,7), the other two groups represent rather random cooperation. In-service teachers are at the centre stage of Italian NPOs (*M*=4,0), followed by future teachers (*M*=3,2). Overall, we can say that our NPOs do have an experience in the field of working with individual teachers (as illustrated by Table 39 and Figure 39). As the subsequent questions of the questionnaire relate to the topic of teacher training, it was important for us to see that our sample of NPOs have relevant experience in this field.

Table 39 *Cooperation with teachers – types of teachers*

Country		Future teachers (students)	In-service teachers	Teacher educators
Spain	Mean	2,7895	2,5789	1,7368
	N	19	19	19
	Std. Deviation	1,43678	1,46499	1,09758
Czech Republic	Mean	1,8889	3,6667	2,1111
	N	9	9	9
	Std. Deviation	,92796	1,22474	1,53659
Italy	Mean	3,1667	4,0000	1,8333
	N	6	6	6
	Std. Deviation	1,83485	1,26491	1,32916
Total	Mean	2,6176	3,1176	1,8529
	N	34	34	34
	Std. Deviation	1,43579	1,47226	1,23417

Note. NPOs should indicate the frequency/intensity of cooperation on the scale from 1 to 5; where: 1 represents no or low cooperation, 2 random cooperation, 3 frequent cooperation, 4 very frequent cooperation and 5 constant cooperation. Source: Made by author.

Figure 39 *Cooperation with teachers – types of teachers*
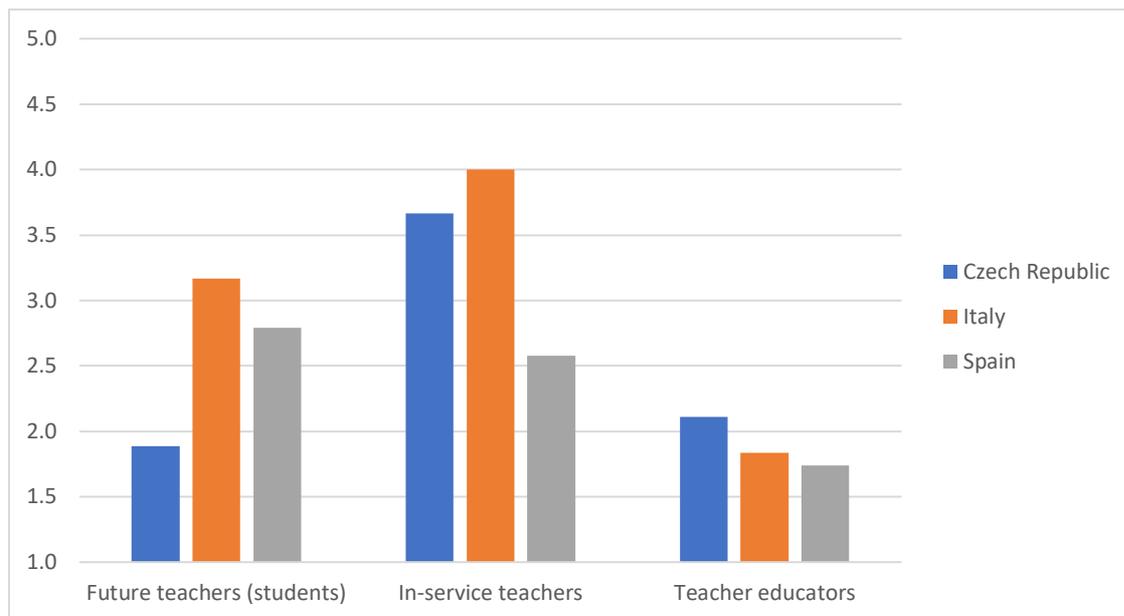
Note. NPOs should indicate the frequency/intensity of cooperation on the scale from 1 to 5; where: 1 represents no or low cooperation, 2 random cooperation, 3 frequent cooperation, 4 very frequent cooperation and 5 constant cooperation. Source: Made by author.

Analyse topics in which teachers need more training according to NPOs; and compare results among examined countries.

Since our respondents cooperate with teachers at all levels, we were interested what they think about further education of teachers in topics connected with L2 students, specifically in what areas teachers need to be more educated. Furthermore, we recognize that NPOs might cooperate with limited sample of teachers, especially those, who are already at some point of difficulty searching for help.

We asked NPOs to indicate, on the scale from 1 to 5 (where 1 = no priority; 2 = low priority; 3 = middle priority; 4 = high priority; 5 = highest priority), the priority that the following topics should have: (1) intercultural education; (2) methodology for successful academic achievements of all students; (3) mediation in conflict resolution; (4) promotion of positive conflict management; (5) development of equal opportunities; (6) communication skills; (7) promotion of community participation; (8) facilitation of shared and reflective learning; (9) promoting of understanding of diversity; (10) overcoming prejudices; (11) methods and linguistic resources of support for students with different mother tongue; (12) principles and methods of inclusion of students with different mother tongue in schools; and (13) communication and collaboration with parents.

As indicated in the table below, we have not received responses to three items (2 items were not responded by one Spanish NPO, and 1 item by one Italian NPO) (see Table 40).

Table 40 *Proportion of received responses – question no. 10*

View on level of priority for teachers` training in the topic of	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Intercultural education	34	100,0%	0	0,0%	34	100,0%
Methodology for successful academic achievements of all students	34	100,0%	0	0,0%	34	100,0%
Mediation in conflict resolution	34	100,0%	0	0,0%	34	100,0%
Promotion of positive conflict management	34	100,0%	0	0,0%	34	100,0%
Development of equal opportunities;	33	97,1%	1	2,9%	34	100,0%
Communication skills	34	100,0%	0	0,0%	34	100,0%
Promotion of community participation	34	100,0%	0	0,0%	34	100,0%
Facilitation of shared and reflective learning	33	97,1%	1	2,9%	34	100,0%
Promoting of understanding of diversity	33	97,1%	1	2,9%	34	100,0%
Overcoming prejudices	34	100,0%	0	0,0%	34	100,0%
Methods and linguistic resources of support for L2 students	34	100,0%	0	0,0%	34	100,0%
Principles and methods of inclusion of students with different mother tongue in schools	34	100,0%	0	0,0%	34	100,0%
Communication and collaboration with parents	34	100,0%	0	0,0%	34	100,0%

Note. Source: Made by author.

Bearing this in mind, we analysed the data we collected and we found out that in case of Spanish NPOs, the first place with the mean of 4,6 is shared by three topics: (5) development of equal opportunities, (10) overcoming prejudices and (13) communication and collaboration with parents. Czech NPOs put the highest emphasis (*M*=4,8) on (6) communication skills of

teachers (*M*=4,8), whereas Italian NPOs identified (1) intercultural education as a topic of the highest priority (*M*=4,8). The most significant difference in responses within individual items had topics no. (1) Intercultural education and (7) Promoting community participation. While Italian NPOs see intercultural education as topic with the highest priority, for Czech NPOs it ended with the second lowest score, yet still with significantly high middle priority. The importance of this topic for Italian NPOs also demonstrates the fact that Italian NPOs mostly cooperate on this topic with educational institutions (see previous results). The lowest mean in the Czech results received promoting community participation (with *M*=3,6), nevertheless, for Spanish NPOs this topic represents high priority issue with *M*=4,4 score. For more findings, see Table 41. Generally, we can say that according to NPOs experience, teachers need more education in all given topics. The graph below offers more coherent view on these findings (see Figure 40).

Table 41 *Priorities in teacher training according to NPOs*

Country		Intercultural education	Methodology for successful academic achievements of all students	Mediation in conflict resolution	Promoting of positive conflict management
Spain	Mean	4,2632	4,4211	4,3684	4,3684
	N	19	19	19	19
	Std. Deviation	,87191	,90159	,76089	,89508
Czech Republic	Mean	3,6667	3,7778	4,0000	4,0000
	N	9	9	9	9
	Std. Deviation	1,00000	,83333	,70711	1,00000
Italy	Mean	4,8333	4,5000	4,1667	4,1667
	N	6	6	6	6
	Std. Deviation	,40825	,83666	,75277	,75277
Total	Mean	4,2059	4,2647	4,2353	4,2353
	N	34	34	34	34
	Std. Deviation	,91385	,89811	,74096	,88963

Country		Development of equal opportunities	Communication skills	Promoting community participation	Facilitation of shared and reflective learning
Spain	Mean	4,6316	4,4737	4,3684	4,3684
	N	19	19	19	19
	Std. Deviation	,68399	,84119	,83070	,83070
Czech Republic	Mean	4,3333	4,7778	3,5556	3,7500
	N	9	9	9	8
	Std. Deviation	,70711	,66667	,72648	,70711
Italy	Mean	4,4000	4,0000	4,0000	4,3333
	N	5	6	6	6
	Std. Deviation	,89443	,89443	,89443	,51640
Total	Mean	4,5152	4,4706	4,0882	4,2121
	N	33	34	34	33
	Std. Deviation	,71244	,82518	,86577	,78093

Country		Promoting of understanding of diversity	Overcoming prejudices	Methods and linguistic resources of support for L2 students	Principles and methods of inclusion of L2 students in schools
Spain	Mean	4,3158	4,6316	4,2105	4,2632
	N	19	19	19	19
	Std. Deviation	,82007	,76089	,85498	,80568
Czech Republic	Mean	4,1250	4,2222	4,2222	4,2222
	N	8	9	9	9
	Std. Deviation	,83452	,83333	,83333	1,09291
Italy	Mean	4,6667	4,5000	4,1667	4,3333
	N	6	6	6	6
	Std. Deviation	,51640	,54772	1,16905	,81650
Total	Mean	4,3333	4,5000	4,2059	4,2647
	N	33	34	34	34

Country		Std. Deviation	,77728	,74874	,88006	,86371

Country		Communication and collaboration with parents
Spain	Mean	4,6316
	N	19
	Std. Deviation	,59726
Czech Republic	Mean	4,2222
	N	9
	Std. Deviation	,66667
Italy	Mean	4,3333
	N	6
	Std. Deviation	,81650
Total	Mean	4,4706
	N	34
	Std. Deviation	,66220

Note. NPOs were asked to NPOs to indicate their opinion, on the scale from 1 to 5 where 1 = no priority; 2 = low priority; 3 = middle priority; 4 = high priority; 5 = highest priority. Source: Made by author.

Figure 40 *Priorities in teacher training according to NPOs*
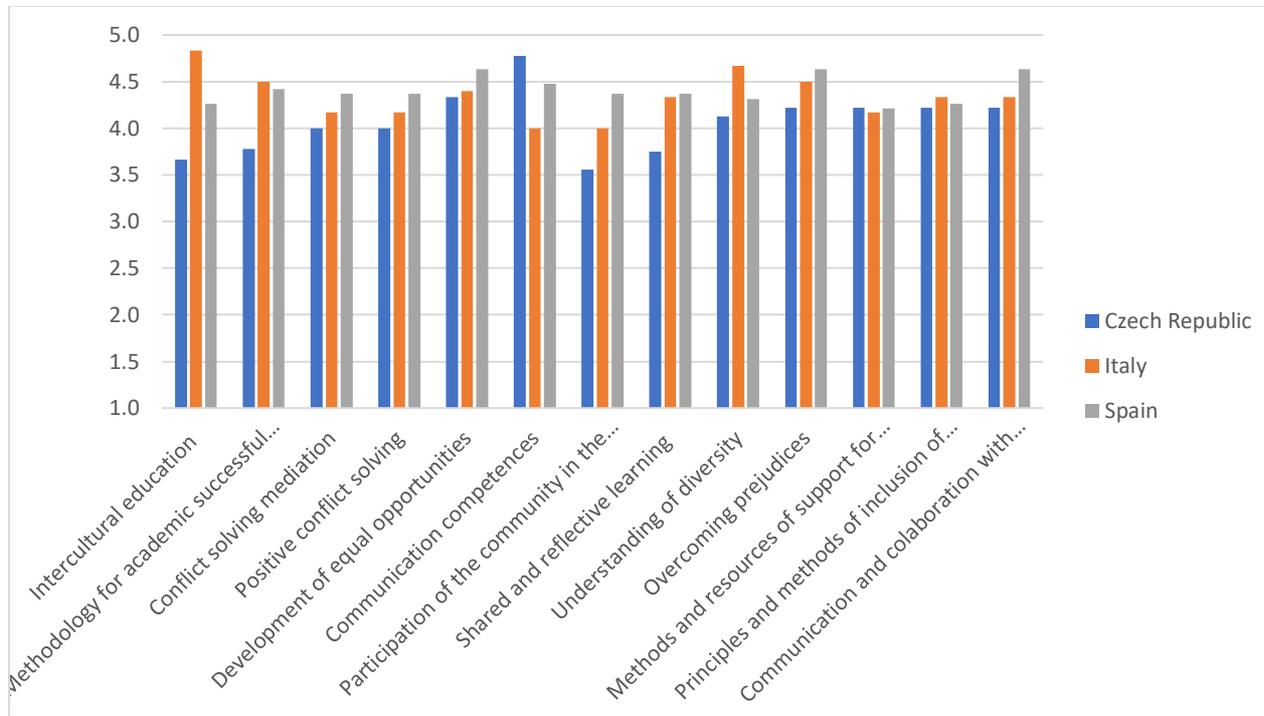
Note. NPOs were asked to NPOs to indicate their opinion, on the scale from 1 to 5 where 1 = no priority; 2 = low priority; 3 = middle priority; 4 = high priority; 5 = highest priority. Source: Made by author.

Analyse determinants that have an impact on academic failure of students with a different mother tongue from the view of NPOs; and compare results among examined countries.

Within the question no. 11 we aimed to find out which what determinants have an impact on academic failure of L2 students according to NPOs. We offered the following list of possible causes: (1) school's ignorance of a new multicultural reality, (2) limited teachers' education, (3) low interest of teachers, (4) low interest of educational institution, (5) students' lack of knowledge of language, (6) differences between home and host educational systems, different views of families on educational institutions and academic success, (7) problems in previous educational system, (8) lack of teachers. The Table 42 demonstrates that we have not received one response to this question from one Spanish NPO, furthermore another Spanish NPO did not tick one item.

Table 42 *Proportion of received responses. Question no. 11.*

View on level of failure of L2 students - causes:	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
School's ignorance of a new multicultural reality	33	97,1%	1	2,9%	34	100,0%
Limited teachers' education	32	94,1%	2	5,9%	34	100,0%
Low interest of teachers	33	97,1%	1	2,9%	34	100,0%
Low interest of educational institution	33	97,1%	1	2,9%	34	100,0%
Students' lack of knowledge of language	33	97,1%	1	2,9%	34	100,0%
Differences between home and host educational systems	33	97,1%	1	2,9%	34	100,0%
Problems in previous educational system,	33	97,1%	1	2,9%	34	100,0%
Lack of teachers	33	97,1%	1	2,9%	34	100,0%

Note. Source: Made by author.

Nonetheless, from data we collected, we found out that Italian NPOs see the highest impact (M=4,7) in teachers' insufficient education in this area of expertise. Generally, we can say that Italian NPOs attribute students' failure rather to schools and teachers' ignorance than the problematics of students' absence of a language knowledge or students' previous academic

performance. In contrary, Czech (*M*=4,3) and Spanish (*M*=3,8) NPOs deem to recognize students' lack of language as a main issue on the agenda. What concerns education of teachers, Czech NPOs evaluated this cause with the second highest impact (*M*=3,8) having an effect on academic failure. In case of Spain, teacher training got middle impact with the score of *M*=3,2. At the same time, it is necessary to mention that opinions within Spanish NPOs were diverse, which is illustrated by considerable high standard deviation (see Table 43). To mention few examples, 3 Spanish NPOs indicated that limited education of teachers has no impact on students' academic performance, on the contrary of 4 Spanish NPOs that see the lack of teacher training as an element with the highest impact on students' school results. The similar views are on low interest of educational institutions as a cause of low students' performance; while 3 Spanish NPOs do not recognize any impact and 3 Spanish NPOs very low impact, 5 Spanish NPOs assume high and 4 Spanish NPOs very high impact on students' school results. Other contrasts can be found in Tables 44 – 51 below.

Beside this point, in most cases the overall results are balanced (as clearly seen in Figure 41 below), the most significant differences in opinions among countries can be found within the issue of teacher training.

Table 43 *Reasons for students' academic failure according to NPOs*

Country		Ignorance of a school of a new multicultural reality	Limited education of teachers	Low interest of teachers	Low interest of educational institutions
Spain	Mean	3,0556	3,2353	2,8889	3,2778
	N	18	17	18	18
	Std. Deviation	1,16175	1,48026	1,32349	1,40610
Czech Republic	Mean	3,2222	3,7778	3,0000	2,8889
	N	9	9	9	9
	Std. Deviation	,83333	,97183	1,00000	1,26930
Italy	Mean	4,3333	4,6667	3,6667	3,8333
	N	6	6	6	6
	Std. Deviation	,51640	,51640	1,21106	,75277
Total	Mean	3,3333	3,6562	3,0606	3,2727
	N	33	32	33	33
	Std. Deviation	1,08012	1,31024	1,22320	1,28142

Country		Student`s lack of host country language	Differences between home and host educational systems	Problems in previous educational system	Lack of teachers
Spain	Mean	3,8333	3,5556	3,2222	3,6111
	N	18	18	18	18
	Std. Deviation	,98518	,85559	1,06027	1,28973
Czech Republic	Mean	4,3333	3,2222	2,6667	3,2222
	N	9	9	9	9
	Std. Deviation	,86603	1,20185	1,22474	1,20185
Italy	Mean	3,3333	3,1667	2,8333	3,0000
	N	6	6	6	6
	Std. Deviation	,81650	,75277	1,47196	1,26491
Total	Mean	3,8788	3,3939	3,0000	3,3939
	N	33	33	33	33
	Std. Deviation	,96039	,93339	1,17260	1,24848

Note. *NPOs were asked to indicate their opinion, on the scale from 1 to 5 where 1= no impact, 2= low impact, 3 = middle impact, 4 = high impact, 5= very high impact.* Source: Made by author.

Table 44 *View on level of failure of L2 students: Schools' ignorance of a new multicultural reality*

	1	2	3	4	5	Total
Czech Republic		1	6	1	1	9
Italy				4	2	6
Spain	2	4	4	7	1	18
Total	**2**	**5**	**10**	**12**	**4**	**33**

Note. NPOs were asked to indicate their opinion, on the scale from 1 to 5 where 1= no impact, 2= low impact, 3 = middle impact, 4 = high impact, 5= very high impact. Indicated numbers represent a number of NPOs. Source: Made by author.

Table 45 *View on level of failure of L2 students: Limited education of teachers*

	1	2	3	4	5	Total
Czech Republic		1	2	4	2	9
Italy				2	4	6
Spain	3	3	2	5	4	17
Total	**3**	**4**	**4**	**11**	**10**	**32**

Note. NPOs were asked to indicate their opinion, on the scale from 1 to 5 where 1= no impact, 2= low impact, 3 = middle impact, 4 = high impact, 5= very high impact. Indicated numbers represent a number of NPOs. Source: Made by author.

Table 46 *View on level of failure of L2 students: Low interest of teachers*

	1	2	3	4	5	Total
Czech Republic	1		7		1	9
Italy		1	2	1	2	6
Spain	3	4	6	2	3	18
Total	**4**	**5**	**15**	**3**	**6**	**33**

Note. NPOs were asked to indicate their opinion, on the scale from 1 to 5 where 1= no impact, 2= low impact, 3 = middle impact, 4 = high impact, 5= very high impact. Indicated numbers represent a number of NPOs. Source: Made by author.

Table 47 *View on level of failure of L2 students: Low interest of educational institutions*

	1	2	3	4	5	Total
Czech Republic	2		5	1	1	9
Italy			2	3	1	6
Spain	3	2	4	5	4	18
Total	**5**	**2**	**11**	**9**	**6**	**33**

Note. NPOs were asked to indicate their opinion, on the scale from 1 to 5 where 1= no impact, 2= low impact, 3 = middle impact, 4 = high impact, 5= very high impact. Indicated numbers represent a number of NPOs. Source: Made by author.

Table 48 *View on level of failure of L2 students: Student`s lack of host country language*

	1	2	3	4	5	Total
Czech Republic			2	2	5	9
Italy		1	2	3		6
Spain		2	4	7	5	18
Total	**0**	**3**	**8**	**12**	**10**	**33**

Note. NPOs were asked to indicate their opinion, on the scale from 1 to 5 where 1= no impact, 2= low impact, 3 = middle impact, 4 = high impact, 5= very high impact. Indicated numbers represent a number of NPOs. Source: Made by author.

Table 49 *View on level of failure of L2 students: Differences between home and host educational systems, different views of families on educational institutions and academic success*

	1	2	3	4	5	Total
Czech Republic	1	1	3	3	1	9
Italy		1	3	2		6
Spain		1	9	5	3	18
Total	**1**	**3**	**15**	**10**	**4**	**33**

Note. NPOs were asked to indicate their opinion, on the scale from 1 to 5 where 1= no impact, 2= low impact, 3 = middle impact, 4 = high impact, 5= very high impact. Indicated numbers represent a number of NPOs. Source: Made by author.

Table 50 *View on level of failure of L2 students: Problems in previous educational system*

	1	**2**	**3**	**4**	**5**	**Total**
Czech Republic	2	2	2	3		9
Italy	2		1	3		6
Spain	1	3	7	5	2	18
Total	**5**	**5**	**10**	**11**	**2**	**33**

Note. NPOs were asked to indicate their opinion, on the scale from 1 to 5 where 1= no impact, 2= low impact, 3 = middle impact, 4 = high impact, 5= very high impact. Indicated numbers represent a number of NPOs. Source: Made by author.

Table 51 *View on level of failure of L2: Lack of teachers*

	1	**2**	**3**	**4**	**5**	**Total**
Czech Republic	1	1	3	3	1	9
Italy	1	1	1	3		6
Spain	1	2	7	1	7	18
Total	**3**	**4**	**11**	**7**	**8**	**33**

Note. NPOs were asked to indicate their opinion, on the scale from 1 to 5 where 1= no impact, 2= low impact, 3 = middle impact, 4 = high impact, 5= very high impact. Indicated numbers represent a number of NPOs. Source: Made by author.

Figure 41 *Reasons for students' academic failure according to NPOs*
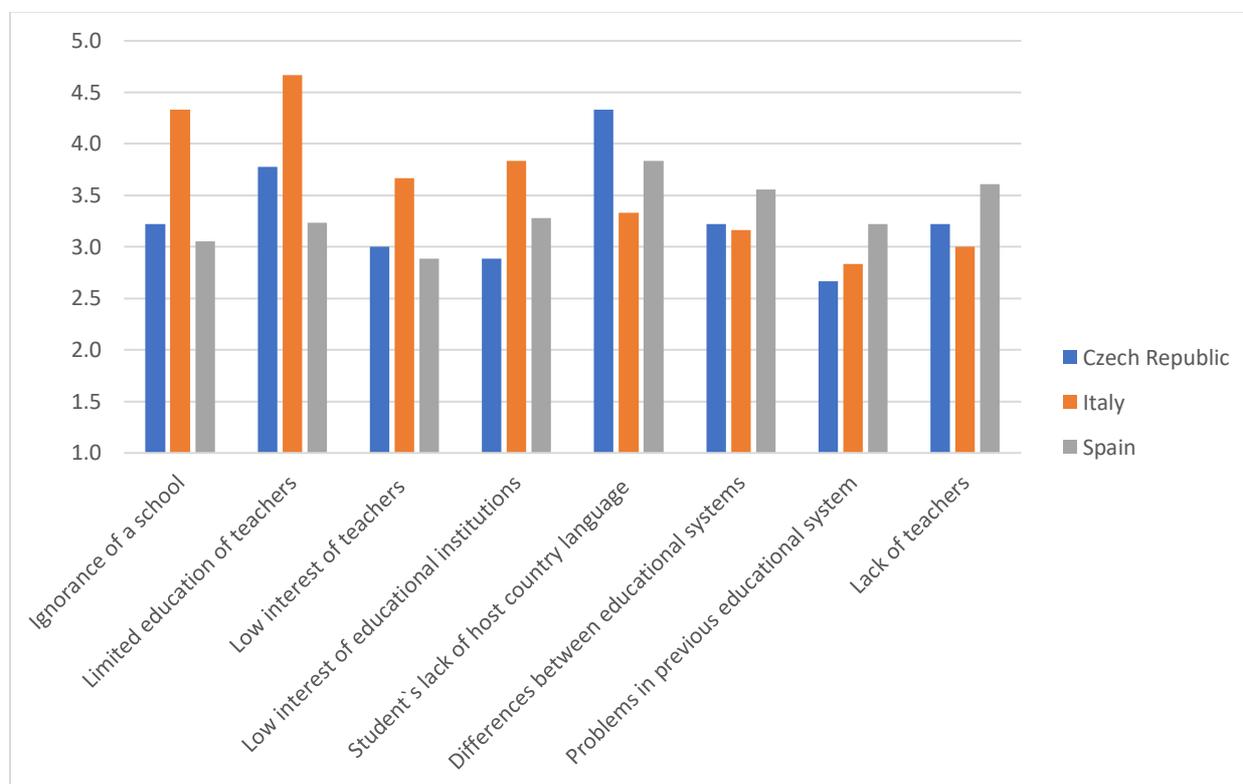
Note. NPOs were asked to indicate their opinion, on the scale from 1 to 5 where 1= no impact, 2= low impact, 3 = middle impact, 4 = high impact, 5= very high impact. Source: Made by author.

Analyse NPOs' views on efficiency of existing cooperation with education institutions; and compare results among examined countries.

On the scale from 1 to 5 (where 1 is very satisfied, 5 very unsatisfied) we asked NPOs to express their satisfaction with current cooperation with schools. We have received 33 answers to this question, i.e. one Spanish NPO did not respond. As Table 52 shows, the least satisfied of all countries reveals to be Spain (M=3,6). As you can see in the detailed table below (see Table 53), 9 Spanish NPOs assessed their satisfaction as low and 2 Spanish NPOs were even very unsatisfied with the cooperation. Italian NPOs are somehow satisfied (M=3,3) with the current cooperation but according to this score, there is still space for improvement. Most of Czech NPOs evaluated the cooperation with number 3 (middle satisfaction) with the overall mean 2,9. To summarize, our sample is rather unsatisfied with the constant practice they have with schools.

Table 52 *Level of satisfaction of cooperation with other educational institutions – Mean*

Country	Mean	N	Std. Deviation
Spain	3,6111	18	,84984
Czech Republic	2,8889	9	,60093
Italy	3,3333	6	,81650
Total	3,3636	33	,82228

Note. NPOs were asked to indicate their level of satisfaction on the scale from 1 to 5 where 1 is very satisfied, 5 very unsatisfied. Source: Made by author.

Table 53 *Level of satisfaction of cooperation with other educational institutions – Scale*

	1	2	3	4	5	Total
Czech Republic		2	6	1		9
Italy		1	2	3		6
Spain		2	5	9	2	18
Total	0	5	13	13	2	33

Note. NPOs were asked to indicate their level of satisfaction on the scale from 1 to 5 where 1 is very satisfied, 5 very unsatisfied. Source: Made by author.

Above all, we searched to find out what NPOs think that can be done to improve above mentioned cooperation with schools. Thus, it was our next open-ended question. According to NPOs responses we were able to create 5 content categories which represent their ideas, namely: (1) exchange of opinions and good practices, (2) wider mutual communication, (3)

update teacher training plans, (4) different funding approaches and strategies, (5) help from public administration authorities (see Figure 42).

Figure 42 *Suggestion of improvement of cooperation between NPOs and schools*
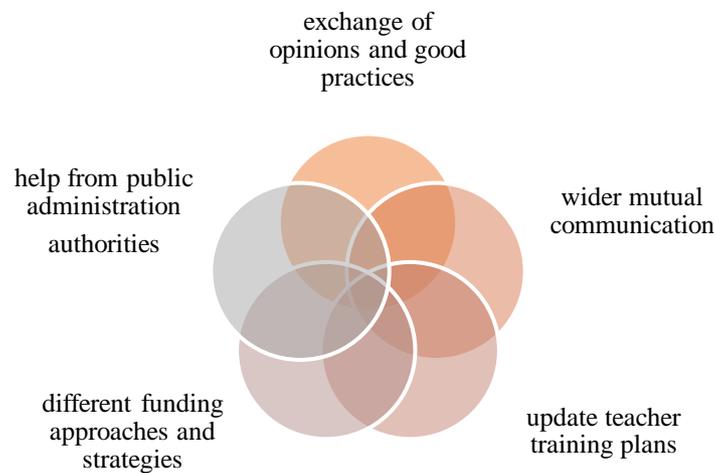
Note. Source: Made by author.

As an example of the group no. 1: *exchange of opinions and good practices*, SNPO16 suggests: "In xxx [name of organization deleted] we involve teachers in the knowledge about these cultures: where they come from, what are their customs, …, coherent needs on both sides, and cultural approach to empathy." SNPO1 specifically states that it is important to "…exchange opinions, practices and start observations among teachers.". In the same line Czech NPO (CNPO2) recommends to "provide support to teachers and … the opportunity to apply for individual education". INPO5 proposes to concentrate on "establishment of thematic tables and wider exchange and openness to collaboration with NGOs in the programming periods".

Within the 2nd *group: wider mutual cooperation*, SNPO3 points out that it is important to communicate "awareness of immigrant communities to schools and teachers" in order to improve the mutual cooperation. Furthermore, SNPO7 adds that "wider mutual communication and awareness" is the way to better collaboration. SNPO8 is more concrete and suggests carrying out "follow-up meetings" to continue the cooperation. Czech NPO (CNPO5) has the idea of "bigger involvement of the management of educational institutions and motivate its staff (teachers) for further education". INPO4 highlights three points "mutual recognition, co-planning, common vision" to reach higher satisfaction from cooperation.

Very original view on improving cooperation with the group 3: *update teacher training plans*, was offered by SNPO5 with the comment that it would be useful to focus on "specific training in social issues, methodologies such as: service and inclusion from the social perspective in the curriculum, so that teachers value collaboration with NPOs and can include the possibilities offered by this relationship within their educational practice. The saturation and overload of work means that, if they cannot recognize and integrate the possibilities of relationship with NPOs in the curriculum, they are not encouraged to participate with them.". SNPO10 also presents an interesting view saying that "the main thing would be that there would be compulsory content on human rights in education at all levels so that for teachers it is not an added burden to work with human rights in the classroom but that it is already part of their education program." Also, Czech NPOs agree with this approach saying that teachers should be prepared for this issue "already at Faculties of Education" (CNPO4), and "this training should be improved" (CNPO7).

Fourth group *different funding approaches and strategies* also brings contributing ideas into the problematics. SNPO9 sees the main obstacle in the fact that "… NPOs do not work for results. If NPO presents a project and is approved, it works to achieve the results. For example, in a month you have to give 10 courses. This will mean that once the training is done in that school, the NPO will no longer work in that school because it needs to go to others to reach the expected quota of results. Calls for projects need to finance medium-term and long-term educational projects to implement process of projects that can have a real impact. This means that the key is not only in the formation but also in the accompaniment. These are two wings and one without the other cannot fly." With this statement agrees another Spanish NPO (SNPO18) when says that it is needed to "…do a continuous planning on cooperation-solidarity and not on time." CNPO6 finds the strategy in communicating "through the education department, to ensure the continuity of NGO services". Whereas INPO2 proposes to "allocate more money" to activities of NPOs to ensure better cooperation between entities.

Last but not least essential element mentioned by several NPOs is *help from public administration authorities*. "We see the state as an important player in this field who can, by various means, encourage (not to command) co-operation. I think it would be useful to improve especially the communication between educational institutions and NPOs. What I am really worried about is the question of time and money that are the issue in both mentioned areas.", explains CNPO8. Italian NPO (INPO3) see the "facilitation of collaboration between institutions" also essential to handle in order to receive better performance of all stakeholders.

In line with Czech and Italian NPOs, SNPO19 declares that "The public administration must promote joint work between schools and NGOs.".

The following graph demonstrates numbers of inputs within individual groups made by NPOs (see Figure 43), divided according to countries (C = Czech Republic, S = Spain, I = Italy).

Figure 43 *Suggestion for better cooperation between NPOs and schools – NPOs'inputs*
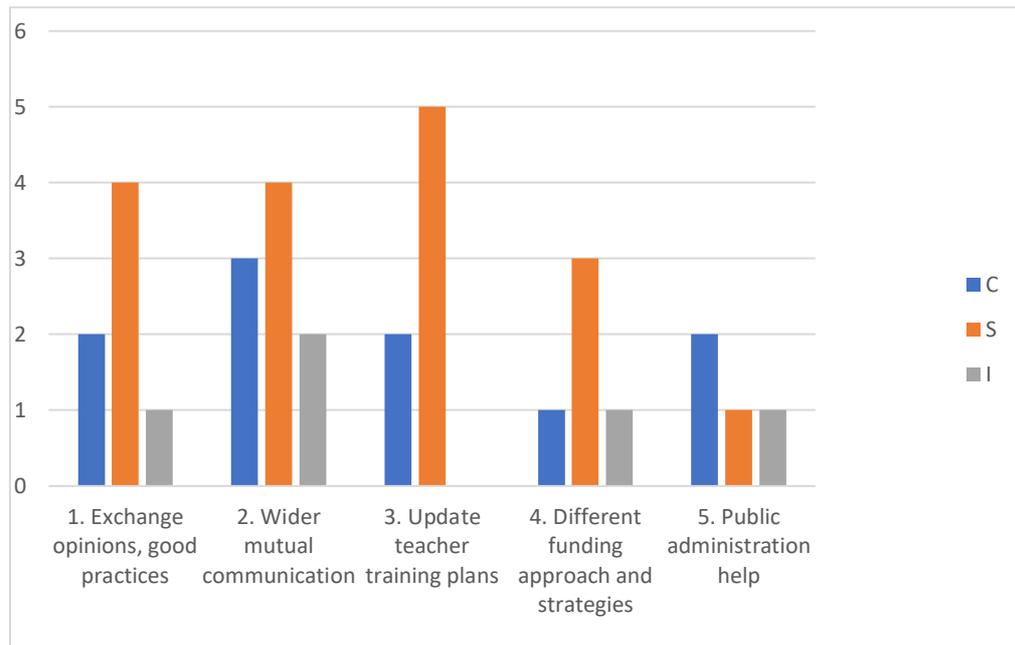
Note. "C" represents non-profits in the Czech Republic, "S" is given to Castilla y León NPOs, and "I" are Sicilian NPOs. Source: Made by author.

6.3.2 Analysis based on teachers' point of view

Analyse teachers' approach to the topic of students with a different mother tongue; and compare results among examined countries.

To identify key issues relating to teachers' approach towards L2 students, we had to analyse three questions asked during an interview: (1) How often do you encounter students with a different mother tongue in your classes? (2) What are the challenges you face while educating these students? And how do you deal with these problems? (3) What problems, do you think, children themselves face?

For its analysis we used OpenCode software which works on basis of creating codes. As the previous lines suggest, we created four main categories based on questions we asked and sub-categories based on teachers' responses. Categories that were created before an

interview, were designed followingly (illustrated by Figure 44): (1) encountering L2 students in classrooms, (2) difficulties faced by teacher (3) difficulties faced by L2 students (4) teachers' solutions to overcome difficulties. In the following paragraph, we will analyse each group individually.

Figure 44 *Teachers' approach to L2 students: main categories*
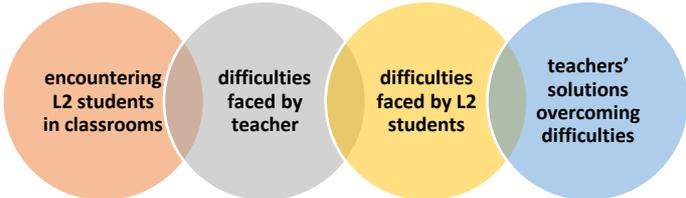
Note. Source: Made by author.

Starting with the first one, we search to know how often teachers encounter problematics of L2 students in their classrooms. The sub-categories that we could create on basis of their responses are the following: (1) never in my whole career; (2) just exceptions; (3) from time to time; (4) very often (as seen in Figure 45).

Figure 45 *Encountering L2 students in classrooms: sub-categories*
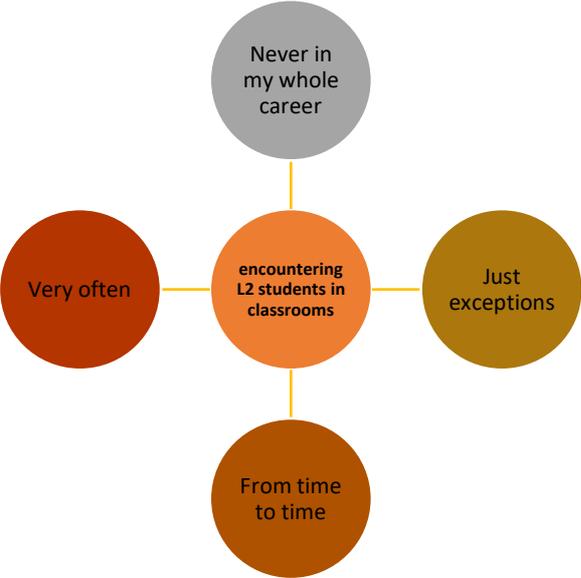
Note. Source: Made by author.

When we consider our sample of 15 teachers, we have to admit that majority of them had none or low pedagogical experience with L2 students (see Table 54). What is surprising is that the interviewed Sicilian teachers scarcely meet L2 students in their classroom even though Italy is recognized a migration country (with approximately 5 million foreigners residing in Italy) with long immigration history, particularly high in Sicily as it is the island with significant demographic relevance (Montanari & Paluzzi, 2017). We would expect similar results as we gained in Castilla-León Region, Spain.

Responses in this part were often reduced into few words such as "Frequently. Sometimes. Not every year." etc., however here are some examples with longer clarifications. ITeacher3, from the category *never in my whole career* explains "In fact, I think, I've never had student [thinking] because I've always been in schools, lets say, very central, with a high economic status.", nevertheless, after some time of thinking, this teacher remembers at least some L2 students at school, saying that "Inside the school, this year, two Arab children arrived. They are little brothers. But in my classes – never.".

Some teachers, on the other hand, recall certain cases in their career, however, as there was no periodical repetition, we called this category *just exceptions*. Czech teacher (CTeacher3) recognizes some cases saying that "Minimally. I had, I would say, it could be counted in individuals.". ITeacher1 remembers one situation 27 years ago and the other which happened recently "So, in my classes, the frequency was not exactly as frequent. I met with the first case at the very beginning of my school career, so almost 27 years ago. It was a girl. But I didn't have any significant difficulties with this child. Absolutely not. However, when, two semesters ago, I had that child from Ukraine [short pause of thinking] with this child, there were more difficulties." Another Italian teacher had also hard time to remember. ITeacher2 firstly thought she had had no such experience but then she recalled some case "Until now, never. [short pause of thinking] Wrong, I am sorry. I had a child, but he was Italian and Arabic. The Arab mother and the Italian father. Practically, this child was the whole summer, starting with May, in Tunisia with his mother and he returned around September, October.". Another Italian teacher adds "So, in the school where I was, I taught almost for the whole professional carrier, I met very few non-Italian mother-language students. And at the moment, for example, I have a child of Chinese nationality. However, he is born in Italy. Although he speaks Chinese with his family, he is born in Italy, he has always attended schools in Italy."

Within the last category *very often*, we can mention responses from all three countries. Starting with a Czech teacher, CTeacher2 describes her situation in an international school "This is a complicated question for me, because I have mainly taught at an international school.

So, I would have to say – very often. I have had different nationalities in the classroom from all over the world." ITeacher4 states that "I would say, that it is an almost annual frequency. Every year, we have an average of one, two, even three non-Italian children in class." In case of Spanish teachers, who had the highest number in this category, STeacher1 with two-years pedagogical practice recognizes that "Quite frequent. This year I have 2 who do not speak and 2 other foreigners with language proficiency. My first year I had a Russian boy who spoke Spanish but not perfect." STeacher adds "It is usual that there is at least 1 student with a mother tongue different than Spanish". STeacher3 admits that she meets these children "Daily. In the classrooms there are currently immigrant students. In my classroom, there are non-Spanish speaking native speakers from Bulgaria, Romania and China.".

Table 54 *Frequency of encountering L2 students in classrooms*

Frequency	Czech Republic	Italy	Spain
Never in my whole career	1	1	0
Just exceptions	2	3	0
From time to time	1	0	1
Very often	1	1	4

Note. Source: Made by author.

We were interested if the frequency of an experience of a teacher with L2 students relates to years of pedagogical practice of a teacher. There could have been prediction that the more years of practice a teacher has, the more frequent she meets L2 students in a classroom. The following chart demonstrates that the prediction failed to materialise. Moreover, the numbers are equal for relatively short practice and long-term experience. For example, there is the same number of teachers (i.e. 3 teachers) who have a pedagogical experience between 2-5 years and teachers who have more than 16 years of practice (see Table 55). Thus, we have to conclude, that according to our sample, the length of pedagogical practice is independent on possibility to meet higher number of L2 students in a classroom.

Table 55 *Frequency vs length of pedagogical practice*

| Frequency	Lenght of pedagogical practice (in years)				
	2-5	6-10	11-15	16-20	more than 21
Never in my whole career	1	0	0	1	0
Just exceptions	2	0	0	2	1
From time to time	1	0	0	1	0

Very often	3	0	0	2	1

Note. Source: Made by author.

In the first round, teachers' answers within category *difficulties faced by teacher* led us to create the following sub-categories: no problems at all, communication difficulties, cultural difficulties, language barrier, difficulties in academic process, difficulties with parents, insufficient support within educational structure. Then we decided to combine communication difficulties and language barrier into one sub-category language difficulties. This is the final division (see Figure 46):

Figure 46 *Difficulties faced by teacher: sub-categories*
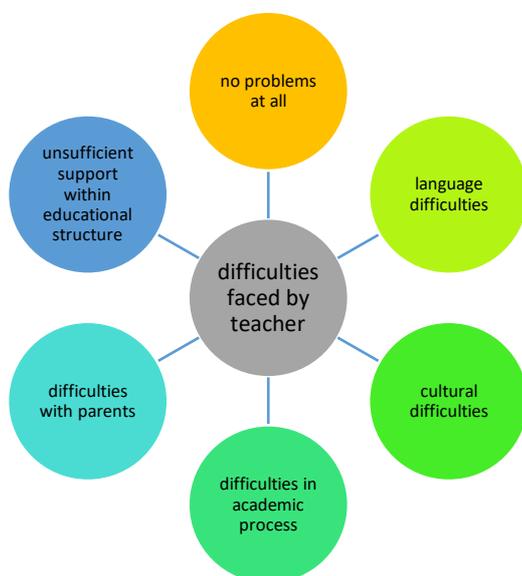
Note. Source: Made by author.

At the first sight (see Table 56), it may seem that Spanish teachers did not respond this question. The opposite is true, however their responses mainly headed to student's troubles than their own and/or they immediately started with suggestions to problem solving activities. Thus, we decided to analyse them within category of students' difficulties and teachers' solutions.

The Table 56 below shows that by far the largest number is attributed to language difficulties by all teachers in the Czech Republic and Sicily who have pedagogical experience in this phenomenon. CTeacher4 said "So, of course it is a language barrier. … Considering it even more when I teach Czech, it is really the biggest problem". Another Czech teacher who teaches Czech language agrees and adds "Well, I had a problem because I taught Czech language. So, there was, let's say, a language barrier. And in a spoken language smaller, in a

written form bigger.". CTeacher also mentions communication obstacles "Of course, the problems were at first, whether communicative ones [interruption of a sentence] because some of them [students] did not know anything from the language in which they were taught. So, at the beginning, it took us some time to find our way and communicate with each other and explain what we want from each other.". ITeacher4 compares her subject to others saying "However, what concerns the subject, and I feel my subject is a bit more complex – Italian, I certainly encounter more difficulties than a math teacher. The numbers are the same for the whole world, the language a little bit less. Thus, difficulties are linked to differences in knowledge of the language of a child who arrives. If he/she already knows at least some Italian, the approach is much easier, if he absolutely doesn't know Italian, the approach is more complex.". Spanish teacher (STeacher4) also emphasizes communication barriers, however notes down that "Logically it is more complicated, but it is a difficulty that in the long run can be a benefit for the class, for the school… for the richness that diversity implies.". ITeacher2 whose experience included a child who spoke Italian as a mother tongue due to having two nationalities, describe as an obstacle different habits in expressing the language of a child and she argues that "These are the challenges. The need of more time for better understanding and adaptation of expression".

CTeacher1 of chemistry did not find any particular problems she would meet while educating students with a different mother tongue. She stated that "For me he did not represent the problem. I was not his class teacher. I had him twice a week and chemistry which is not a subject that would be of a vital importance for someone. Actually, rather for no one.", she ended with the sadness in her voice.

Only one teacher mentioned the academic issue of a child as her problem. CTeacher3 said that except the language obstacles "… the problem was to follow the educational program because these children could not keep up." We were expecting this issue to be more frequently represented either within this category or within students' difficulties due to low indicators of achievement and high drop-out rates (MIPEX, 2015a), nevertheless it was registered only once, and it was the case of CTeacher3.

Difficulties with parents was the second most frequent obstacle that teachers mentioned. ITeacher3 expressed that in order to avoid problems, she was searching for help of cultural and linguistic mediators "… because one of the difficulties that is found hard is communicating with a child, especially with parents." Also, STeacher5 admits that there are little problems with L2 students "if the family is a collaborator". Moreover, while describing the situation her colleague had with a L2 student, CTeacher5 said "… very often she [colleague] feels that even

pupil's parents do not understand her, in terms of what she wants them to practise with a child. Because child's parents do not speak Czech themselves.". In this line, ITeacher5 points out that "… the challenge could also be a family. Because family does not always cooperate with an educational institution.".

CTeacher2 claims that "… it may not be just about language, also about cultures of countries from which these students come. And everyone [teacher] has to deal with it in his own way.". This view is supported by ITeacher5 who puts an example of "… Chinese children often having this difficulty of, I would say, perhaps of cultural closure.".

Two teachers see obstacles in connection with inappropriate support within educational structure. ITeacher3 said "I have requested [pause] tried to request both common figures – cultural mediators or linguistic mediators that apparently [thinking] they have almost never appeared. So, we asked for this support figure who still hasn't arrived despite the request. So, the thing you will surely do is to find a way to communicate with the child.". ITeacher5 add to this context "Well, difficulties are often connected to school context. The tools, materials, also… what the school makes available. We often do not have linguistic mediators and therefore all this role awaits teachers of Italian.".

Table 56 *Difficulties faced by a teacher: sub-categories*

Difficulties faced by a teacher	Czech Republic	Italy	Spain
No problem at all	1	0	0
Language difficulties	4	4	1
Cultural difficulties	1	1	0
Difficulties in academic process	1	0	0
Difficulties with parents	1	2	1
Insufficient support within educational structure	0	2	0

Note. Source: Made by author.

Within the category *difficulties faced by L2 students*, we firstly identified 10 sub-categories (bad or no understanding of a language, teacher has no idea, necessity to learn twice more than other students, no problem relating to socializing with other students, language barrier, social problems, expressions, pronunciation difficulties, prejudice, students' lack of effort), however we found some of them too detailed, thus, it was necessary to revise it and connect to more general terms. At the end, we created 7 sub-categories: (1) language obstacles,

(2) double work for a student, (3) different habits/customs, (4) prejudice, (5) student's lack of effort, (6) no socialization problems with other students, (7) teacher has no idea (see Figure 47).

Figure 47 *Difficulties faced by students: sub-categories*
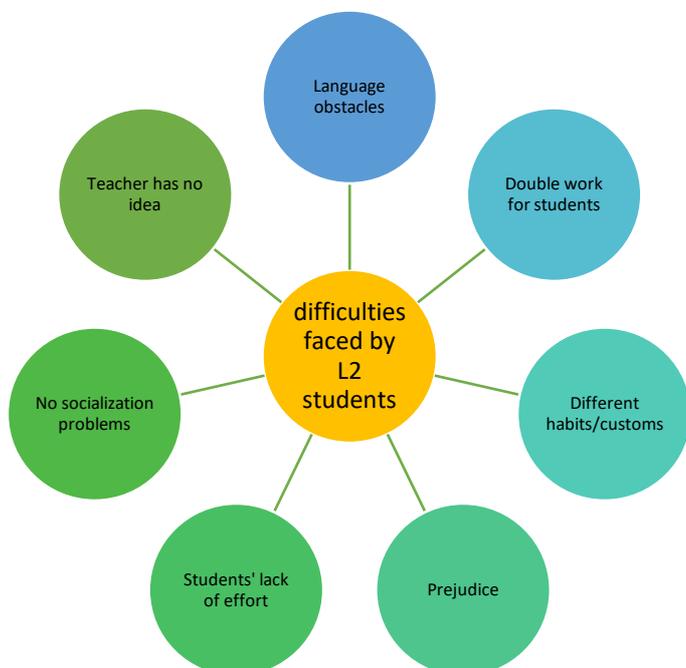
Note. Source: Made by author.

In the same way as teachers believed that the biggest issue is a language barrier for them, they identify language obstacles as the most influential element of troubles that L2 students might experience (see Table 57). For example, CTeacher4 said "Well, I think, it's the same. The language barrier is quite clear. Actually, when all the subjects are in a foreign language, it must be the biggest problem.". ITeacher3 claims that obstacle is "…certainly of a communication. That is, not being understood is frustrating. I can see it, from time to time, a child from kindergarten, when I go to find colleagues during my free hours of non-service, stamping his [child's] feet because he gets nervous as he's not, let's say, he doesn't understand.". STeacher1 see the problem in "not clearly understanding the instructions" and STeacher3 views language weakness in "richness of Spanish vocabulary". ITeacher1 described a situation in which she found her student "… he didn't understand what we were about to do and, naturally, he felt overloaded.". ITeacher3 tries to imagine students' feeling "…it's sad to see children looking at you and not understanding you and you can't make even yourself understand. I mean, it's terrible. I put myself in their shoes like what I experience abroad and in English… [pause] it's not... [pause] it`s slow [meaning learning language]. There are some

who stare at you and don't answer you. And you panic. Then, I think, for these children, it is not only once during a trip but every day at school, they are not understood by companions, by teachers. It must be terrible.". ITeacher4 adds "…sometimes I notice that it comes to be demotivated because some people go ahead with their programs, with their conversations and they [L2 students] are trying to listen but find it hard to follow.". STeacher1 and STeacher2 identify language barrier as a base from which other problems might arise and STeacher1 adds that "In many occasions the typical failures are associated with a language. They [L2 students] also have a hard time structuring the sentences.", and STeacher2 sees difficulties in "the acquisition of the proper phonological awareness of Spanish.".

"They had to learn both the communication language and the terms required for each subject. So, the work was actually double-sized. Whether for me, as for preparation, as well as for them as learning", clarifies the situation relating to *double work for students' sub-category* CTeacher2 claiming that L2 students have to put more energy into learning as their work is doubled. ITeacher2 highlights "…more like strategies [are necessary for L2 students] because they must rightly create all those strategies that are duplicated compared to an Italian student. Also, because our language is much more complex as a structure. So, it's harder.". The same opinion is expressed by STeacher5 who says that "periods of adaptation to school cost them [L2 students] more.", however according to a teacher "as they are small, they adapt quickly.".

One teacher from Sicily remembers that her student had various different habits, for example "…he wanted to have a snack at the time which was not appropriate. … I had to teach him to understand that the moment of a snack has to be the same for everyone, that it cannot be done individually.". STeacher3 pointed out that "in some sectors of society also prejudice" plays its role, because "some tend to think that these students do not have intellectual abilities, however, they simple do not understand. On the contrary, many of them try hard and work. Others get frustrated and give up.". The same teacher also stated that "Hispanic American students tend to give more problems because of their lack of personal effort".

Interesting was that 6 teachers noted (even though they were not explicitly asked about it) that students with a different mother tongue do not have problems with integration among their peers. CTeacher2 explained "Acclimatization is always challenging. But they [L2 students] can find their way to each other. They are in a way simpler than adults. In addition, they catch up with the new language really quick." Another Czech teacher (CTeacher3) adds "it seemed to me that when it came to socialization with other children or integration, it was more or less without problems because, on the contrary, children – I mean Czech children – were significantly curious. They tried to help them and make friends.". Italian teachers had the

same view. ITeacher1 noticed that "… schoolmates accepted him [L2 student in her classroom] immediately. Also, because we, in these cases, have always had the process of preparing children for a new insertion. … We knew that this child had not known the language, so once you prepare them [other children in the classroom], they can adapt with a great capacity for adaptation.". In the same way, ITeacher4 adds "In a sense, they slowly begin to play together and welcome the newcomer even with the language barrier.". Two Spanish teachers also observed the same behaviour among their students. STeacher1 said that "there are no relationship problems with their peers", and STeacher4 highlighted that "there are children and families who quickly learn the language and customs and have no problems". Two Czech teachers claimed that had had no idea because they did not have their own experience and they did not want to guess.

Table 57 *Difficulties faced by student: sub-categories*

Difficulties faced by a student	Czech Republic	Italy	Spain
Language obstacles	2	5	5
Double work for students	1	1	1
Different habits/customs	0	1	0
Prejudice	0	0	1
Students' lack of effort	0	0	1
No socialization problems with other students	2	2	2
Teacher has no idea	2	0	0

Note. Source: Made by author.

What are teacher's solutions to overcome difficulties that someone might face during educational process of students with a different mother tongue? In general, we collected the following teachers' good practices: extra hours of language of schooling, different types of exercises, different assessment strategies, help of colleague – language teacher, customizing language of instruction, matching idea with correspondent senses, be ready for insertion of a newcomer, clear instructions to parents, practicing, to acquire at least minimum of language of schooling, make sure students make friends. At a later stage, we analysed these initial groups and we reorganised them into 6 main sub-categories: (1) usage of special methodology, (2) extra hours of language of schooling, (3) readiness for insertion of a newcomer, (4) clear

instruction to parents, (5) help of a colleague: language teacher, (6) relationships with classmates. The frequency of answers can be seen in Table 58 below.

Figure 48 *Teachers' solutions overcoming difficulties: sub-categories*
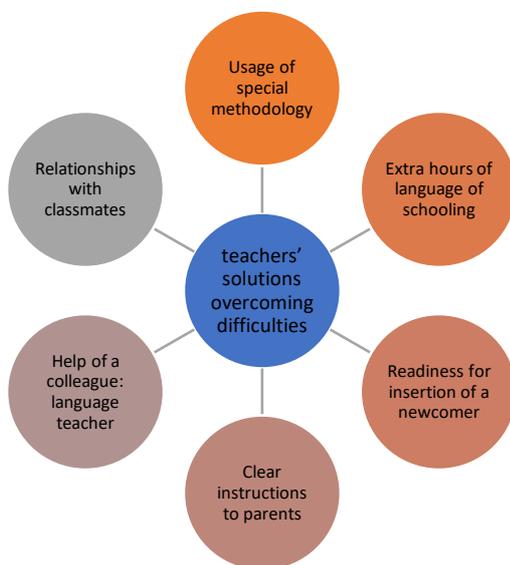
Note. Source: Made by author.

Usage of special methodology sub-category includes several methods, instruments, tools mentioned by teachers which help them to organise communication with L2 students. Our table reveals that this approach was mentioned by far the most. STeacher3 admitted that these students "require a lot of personalized work and accompaniment". CTeacher3 named few strategies that she had been using during her lessons "The children were given different versions of an exercise. I was preparing it separately. They did not get dictate exercises." The same teacher also remembers "I did not test them in the same way as the rest of a class, and they got some reasonable compensations according to how they were able to handle the language.". ITeacher4 describes her strategy from the first entrance of a student "My only goal, at least initially, is to make a way in which a child understands the language. Beyond the rules of grammar. This comes subsequently. We do not care [about grammar]. But to know how to connect with Italian language, this Yes [teachers do care]. So, to be able to understand and be understood. The rest comes later.". STeacher2 in her response pointed out "We try to solve them [problems] by practicing, practicing and practicing.". In this line, Italian teacher (ITeacher1) says "I also made him repeat it. So, slowly, step by step, he began to understand the issue." CTeacher who did not have her own expertise remembered that her colleague "… has to repeat things. She simplifies the language." Another important aspect which teachers

mentioned as a good method was to match the idea with appropriate senses: visual, auditory, tactile etc. "I have to use gestural language and pictograms" said STeacher1. The same was stated by ITeacher3 "…in fact for now, especially with this child, we use pictures. Because in this way, it helps.". Another mentioned solution was using games "If a child is able to understand a bit, even the ability to play is more complete. Otherwise, it is limited to football-type games. There is no dialogue. You just have to run after the ball. So, if there are football-type games or a lot of movement-type games, then you can see that a child is included in a game.".

Two teachers believe that extra hours of language of schooling is a great help. CTeacher2 reveals that the school itself offers extra hours "If I taught these extra classes myself as a class teacher, it was an advantage. It was basically an individual lesson, it was not like in groups, it was basically taught individually. And if it was taught by someone else than me, then, there had to be a very close cooperation in order to keep the language training related to what we do in those subjects. For example, not to teach colours when we do not need to talk about colours during our class. Simply put." CTeacher4 also remembers foreign children attending courses of Czech language "most of them [L2 students] were going for extra lessons of Czech language. Somewhere. Sideways. To understand better.".

According to 3 teachers' readiness for insertion of a newcomer is the key. "So, the first reception, I'd say that, it comes precisely from students and companions. And then also from us, as teachers. Clearly, a teacher must be very ready for this kind of reception. If a teacher, in my opinion, is ready, he/she lets himself be seen, let's say, active in this welcome; and students, as a consequence, will certainly imitate a teacher.", claims ITeacher1. To this point, STeacher3 adds "Without doubts, everything depends on your effort [teacher's], the individual support you can give them, your socialization in the group and your individual abilities.". In the same line, STeacher5 complements "I think that if there is an intention to collaborate and help the student, there are no difficulties.".

The last three sub-categories were not so frequently mentioned, however, given that our sample is represented by 15 teachers, we think that all of them worth mentioning. STeacher2 suggest overcoming difficulties by "…reading aloud and instructions for parents", and STeacher4 adds that it is necessary to "let their [students'] families know about the projects" which are handled at school.

In some parts of an interview (especially within question no. 7), teachers noted the cooperation with language teachers, who can speak some language which a student can understands, to be of a great help. "What we had, were students from Russia or Ukraine. So,

everything went through a Russian teacher. Somehow.", describes CTeacher4. The last to be pointed is the relationship among students, STeacher4 believes that it is essential to "understand their [L2 students'] needs and make sure they make friends.". Table 58 illustrates these responses in numbers.

Table 58 *Teachers' solutions overcoming difficulties: sub-categories*

Teachers` solutions to difficulties	Czech Republic	Italy	Spain
Usage of special methodology	3	5	5
Extra hours of language of schooling	2	0	0
Readiness for insertion of a newcomer	0	1	2
Clear instructions to parents	0	0	2
Help of a colleague: language teacher	1	0	0
Relationships with classmates	0	0	1

Note. Source: Made by author.

After having discussed obstacles which influence teachers and students during educational process, we were keen to know if special teacher training in this area should be done and if they have ever undertaken some courses during their whole teaching career. The results are shown within the charts below (see Table 59 and Table 60). Table 59 represents formal education and Table 60 includes other forms of training.

None of interviewed teachers remembered that she would have been ever prepared for teaching L2 students during university time; few of these teachers pointed out that when they had been at university some decades ago, L2 students had not been on the agenda as this topic had not been as hot as today. Numbers in in-service training seem a bit better. "This new situation came with new training courses…, work more on the conceptual maps, on the schemes, deepen knowledge of English, knowledge of other realities…, so updating courses came later.", explains ITeacher4. CTeacher1 remembers "… I remember we had a training and most of teachers were very pissed off that they must be there. So, it has two sides. If you are interested… [one of mentioned sides] …but when some training was done, most people did not care [second mentioned side].". Another Italian teacher reveals "I did the CLIL course to try because I think it's a beautiful thing. In fact, in my class we already apply it. When I took this course, I realized how beautiful and fundamental it is because children do English in science, they have it in history, we can say that they have a lot of fun and acquire the language without

even noticing.". On the other hand, two teachers claimed that there had been no formal education in this line.

Table 59 *Training teachers received within formal education*

Formal education	Czech Republic	Italy	Spain
Some formal education in general	0	0	2
Pre-service education	0	0	0
No pre-service education	1	2	0
In-service education	1	2	0
No formal education	1	1	0

Note. Source: Made by author.

Apart from the significant number of 3 teachers who were not educated and did not educate themselves in this area, 6 teachers stated that tried to improve their knowledge and skills on their own and other 2 teacher consulted their approach with others, more experienced colleagues. "Obviously, it was a challenge for my professionalism and so when I found myself in a situation of this kind, I had to, do more than anything else, self-training or have a look for materials to help me with this challenge", described the situation ITeacher5. ITeacher2 concretes "I did self-training. Self-training on methodologies, on strategies, on how to learn a different language, etc." STeacher3 recalls her situation saying "During my working life, facing the need, I had to educate myself and I participated in working groups to give an effective response to these students.". Czech teacher (CTeacher3) also mentions a course which she did voluntiery "I participated, but from my own decision and for my own finances, at a course of how to teach Czech language for foreigners in Poděbrady.

Table 60 *Training attended by teachers in other forms of education*

Other forms of training	Czech Republic	Italy	Spain
Self-training	1	4	1
Exchange of experiences with colleagues	1	0	1
No education at all	3	0	0

Note. Source: Made by author.

All 15 interviewed teachers agree that education in this area is important. Sicilian teachers stated that without any doubt this topic should be included into teacher training plans. In cases of Czech teachers, 2 of them said that education is needed when the need arises, and 1

Czech teacher would leave this education on voluntary basis stating "Necessary probably not. It's probably a volunteer matter. I think that if there were more foreigners, I would probably be forced but I have not had the need yet. I do not think so. Yet. But I believe that teachers in city schools have a bigger need.". We believe that one important thing was expressed by CTeacher2 who stated "… I think today it is extremely important for teachers to have the opportunity to travel. At least for a moment. At least for a moment to see what it looks like elsewhere, at least in schools, if not in the country as such. At least in schools elsewhere in the world. Because we still live in our bubble. The experience, which we have from the time we were at school, is transferred by us to today's education. Which, of course, is not right. And today's teacher should have a greater insight into how it works elsewhere. … I am for travelling of teachers.". Four teachers from Castilla-León region suggested to be trained in this issue without hesitation, teacher STeacher5 felt rather sceptical pointing to a language aspect "I think it is very difficult or impossible to be trained in each language, dialect that can appear in the classroom.".

To conclude, this part served us to understand better what is teachers' view and their approach towards students with a different mother tongue. We discovered that even though some teachers did not have their own pedagogical experience, they all understand the importance of special education in this issue. Teachers clearly described difficulties that either they, as pedagogical staff, or L2 students may encounter and they also suggested strategies to avoid or overcome these obstacles.

Another important purpose of this discussion was to prepare teachers for the following questions. We wanted them to critically think and realize how deep this topic is for them and on these bases and with this awareness continue responding our subsequent items.

Analyse teachers' approach to cooperation with non-profit organization; and compare results among examined countries.

Before placing questions closely connected to NPOs, we asked teachers who they might address in case of difficulties for a pedagogical advice. We organized their responses into 5 content categories: (1) responsible people at school, (2) colleagues, (3) parents, (4) outside-school stakeholders, (5) nobody to ask to (see Table 61).

Starting with the first category, ITeacher5 describes her situation saying "Yes sure. First of all, I should talk about it with my head teacher who is the first institutional person I work with. And then it should be me to help myself to put all the other channels into operation with linguistic mediators or cultural mediators.". In the same line, STeacher2 names some specialists

at school who should be of a hand and STeacher5 suggests informing and searching for some guidance at the management of a school. However, ITeacher3 argues that even though there are some specialists, they do not work very well. She explains "What usually happens here, when we have problems of this kind, we come back to the authority under which competence particular school belongs to. There are psycho-pedagogical operators who have a task of taking charge of a case and help us see how to handle it or how not to handle it. So, this network exists and…[pause] but then the experts who really serve, as for example the mediators, are not there… [pause] then one gets lost. One tries to handle it, if it is the one who really tries because there are also teachers that… we say… they do not want to see the problem. Unfortunately, the situation is also like this. But when you use the service, not always the support brings the desired results.".

Relating to colleagues, one Italian teacher (ITeacher4) was very excited about the support from a school which she gets "We certainly have a great team in this school. I feel like being in a bilingual school. We have several language teachers. It is easier to ask a colleague to give me a moment and act as an intermediary; at least if there are important needs that I might have not understood. … Even in preparing lessons, I can compare mine with the ones of my colleagues." In fact, also other two teachers highlighted colleagues - language teachers as a source of help. CTeacher4 said "Well, of course. Sure. Still the same as I said – language teachers, whether English or Russian. Because, it is true, that they [students] sometimes understand English, so it is possible to communicate through English. … So, the help surely comes from colleagues who teach foreign languages.". ITeacher4 adds "There are some programs which are valuated with various colleagues and we always have a connection of a language colleague who besides English knows also Chinese. So, I talk to her about how to set things up or ask guys [L2 students] what they know or don't know. So, it goes well.". In contrary, ITeacher1 argues that at school there is no extra help but "we give ourselves [among teachers] a little help between us.".

Three teachers mentioned parents as an element in which they can find support. CTeacher2 who worked in an international school explains "We were always in a very close contact with parents. It also comes out of that nature because these parents were used to traveling with their children and were accustomed to the fact that these children are constantly coming into a new environment. So, I was always glad when I had a room to talk with parents, right from the beginning. I asked how the child is ready. What I should expect. What they expect. … parents have always been for me the greatest source of information.". ITeacher2 has the same view "So, mainly, I would address a family. Because in any case a family is

experienced in this context… firstly, the family is able to catch it.". ITeacher5 is in accordance and she explains "Obviously a primary role is covered by families of children because they have to collaborate since the very beginning of their entrance in the Italian school.".

Teachers from Castilla y León Region see the source of help in external stakeholders. STeacher3 replied "Through the guidance team, it is easy to contact interpreters and NGOs that help us, as well as Caritas, Red Cross, CEAS… that carry out workshops and activities.". STeacher4 shortly outlines "I would try asking in associations in the guidance department.".

Three teachers, one teacher from each country, could not think of any partner that would serve this purpose. CTeacher3 clarified "… older colleagues, they have perhaps even worse presupposition to solve these situations then I do. This issue was just as new as for me as for them, and I was able to approach it, I might say, in more innovative way than they did. And specific specialist? There is none among those who teach languages. I would not say that there would be someone who could advise how to teach Czech language to a person who does not know Czech. Maybe practically. But in crisis situation, I'm not sure if they could solve it anyhow. So, I would say, no, there is nobody." Italian teacher (ITeacher2) hesitates a while thinking about language teachers and then she says, "I do not know, it also depends on what language we speak about… if we talk about a language like German, Russian, I do not know who to address honestly.". In this line, STeacher1 states her view "Not really. Because every child is different and although you use resources and strategies, they do not always work for everyone, especially when they [students] are so small. It takes a lot of time, that's the key, the time!".

Table 61 *Sources of help: teachers in need*

To who teachers ask for help	Czech Republic	Italy	Spain
Responsible people at school	0	2	2
Colleagues	2	2	0
Parents	1	2	0
Outside-school stakeholders	0	0	2
Nobody to ask to	1	1	1

Note. Source: Made by author.

Once we got to the point of a topic of NPOs, the speed of an interview gained swift momentum. Teachers usually put their answers into few words or few sentences at most. We understood that teachers do not have much to say in this matter.

Our last four questions were: (a) What is your opinion about non-profit organizations as one of the partners in education? (b) Do you have any awareness of non-profit organizations that deal with the topic of educating students with a different mother tongue; and offer co-operation to schools / teachers? How did you learn about these organizations? (c) Have you ever cooperated with a non-profit organization? If so, what is your experience? (d) Would you take the opportunity to collaborate with non-profit sector? Why?

To begin with analysis of responses, we start with what teacher think about NPOs in general. There responses in numbers are illustrated by Table 62. Apart from 2 Czech and 1 Italian teacher who did not feel confident to answer this question because of a lack of experience, the rest of teachers had positive attitude to NPOs. Their usual answer was that any help that a teacher can get, is a good and appreciated thing. Here are their longest and the most concrete answers. CTeacher1 described her view on the basis of her previous experience "I'm definitely in favour. When I was teaching, a long time ago, at school where there was a very large Roma ethnic group, we cooperated with big non-profits. And it helped me a lot understand why they [Roma children] do things which they do. When I have the opportunity to talk to people who grew up in this environment, it's completely different view.". On the other hand, there were some teachers who named some conditions under which the cooperation can be beneficial. For example, ITeacher4 stated "I have no problem. … In respect to the roles, there is no problem. The non-profit should be a bridge to help a teacher, to understand, at a particular moment, the members of a community, the community itself, learn the history of a situation, talk with a child… but it is clear that everyone has its role. Then, there is also didactics, that is, of course, our didactics [in sense of teachers' job] … so I am open to this cooperation but within rules that are in Italian schools.". Spanish teachers agreed that activities that NPOs undertake are important and thus, NPOs play an essential role in education. STeacher2 said "I see it well. In many cases they play necessary role for certain families to access basic resources that they, otherwise, would not have.", STeacher3 added "They are very important and certainly they do what the Ministry of Education does not consider as its own.".

Table 62 *Teachers' opinion about NPOs as a partner in education*

Opinion about NPOs	Czech Republic	Italy	Spain
In favour	2	2	4
Positive but ...	1	2	1
No opinion	2	1	0

Note. Source: Made by author.

When we asked our teachers if they have some awareness of NPOs who work in the field of students with a different mother tongue, we were surprised that majority of them said that they did. 9 teachers out of 15 answered YES to our question, of which 7 teachers clarified or commented more on their response, and 2 teachers did not add any extra information. In contrary, 6 teachers admitted that they had no idea of NPOs in this sector (see Table 63). We can mention few answers of teachers who put more concrete information in this issue, for example, CTeacher3 stated "Well, I know that there are two or three places in Pardubice where they focus on work and education of foreigners, but now I'm not sure what their names are. But I know where they are.". ITeacher5 tried to recall some names saying "I think yes. *Safe the children* organization gives some support.". STeacher1 described her own experience "Yes. *Atalaya* is an organization of the Jesuits that helps students with their homework. I was two years volunteer there." Another Spanish teacher (STeacher3) names more organizations "Caritas, Cruz Roja, Lesmes Foundation… they work very well and over the years I have been getting to know them and cooperating with them. Some families go directly to these centres, and they already come with interpreters to schools.".

Table 63 *Teachers' knowledge of concrete NPO in field of L2 students*

Knowledge of concrete NPO	Czech Republic	Italy	Spain
Yes. No clarification.	1	1	0
Yes. With clarification.	1	3	3
No	3	1	2

Note. Source: Made by author.

Within this question we also tried to find out how teachers come to knowledge of this organization. Those teachers who answered this question (only 4 teachers) identified the following ways: (1) through management of a school, (2) by accident, (3) through students/families, (4) through friends.

We continued our interview questioning if teachers have ever cooperated with some NPO and if yes, what is their feeling about this collaboration. As results show (see Table 64), 11 teachers confessed that they had never cooperated with any NPO. These findings relate to all Sicilian teachers, 3 Czech and 3 Castilla-León teachers. From positive answers, only 2 Czech teachers further briefly outlined their satisfaction. CTeacher1 said "I would evaluate this

cooperation positively.", and CTeacher4 added "I have an experience, but from another area. And it was good… that collaboration.".

Table 64 *Teachers' experience with cooperation with NPO*

Cooperation with NPO	Czech Republic	Italy	Spain
YES	2	0	2
NO	3	5	3

Note. Source: Made by author.

What we found interesting was that teachers, who earlier mentioned outside-school stakeholders as those who they would ask for help in crisis situation, had not experienced any cooperation with NPOs so far. Alongside, 1 teacher who already had collaborated with NPO stated, that there had been no one to ask for help in case of need. See Table 65.

Table 65 *Comparing responses from questions no. 7 and no. 10*

To who teacher addresses in case of need	Collaboration with NPO	
	YES	NO
Nobody to ask to	1	2
Outside-school stakeholders	0	2

Note. Source: Made by author.

The last question of our interview was if teachers would be willing to cooperate with NPOs and if they would accept their help. In general, we can say that we received only positive answers, all teachers were likely to cooperate with NPOs. In some responses we registered signs of hesitation or "yes, but…" answers, hence, at the end, we created two groups within this category: (1) yes, definitely, (2) rather yes, as illustrated in Table 66.

Starting with the first group, CTeacher1 stated "Yeah. I like working with someone who lives on a topic. So, I think that if someone works in the non-profit, he/she is really interested in the topic." Another Czech teacher noted that she would want to know the conditions but "Surely. A teacher has so much work and duties and everything, thus, if there is, above all, a language barrier or a cultural one, it doesn't matter which, so anybody who becomes a linking part is a huge relief, and a huge time and energy saver. That's without discussion.". To add more from Czech environment, CTeacher4 claimed "Sure. I think I would. If I can add an experience from that another area. I think that could be certainly helpful. I certainly would not

reject it.". In the same way, also Italian teachers were open to cooperation. ITeacher3 put children on the first place saying "I would use the help as in the end, we must reach the goal that helps children, in any way including organizations of this kind. They are welcomed.". With this idea totally corresponds the response of ITeacher4, she reported "Absolutely yes. Because we are looking for interest and growth of a child. The growth of a school, the growth of society and my professional growth. Whatever makes you grow, that's fine.". Spanish teachers were a bit shorter in their opinions, however STeacher3 claimed "Without a doubt, the efficiency always emerges from cooperation. I would like them to make social awareness in cities as classist as Burgos is, to begin viewing diversity like a great wealth." STeacher5 shortly noted "Yes, definitely. Any of whose purposes coincide with my idea of help.",

What concerns 2 hesitating teachers, ITeacher1 considered it in a way "I think so" and she stopped her speech; and Spanish teacher (STeacher2) noted that "Any help would be accepted if needed. I would not like any above the another.".

Table 66 *Teachers' willingness of future cooperation with NPOs*

Answers	Czech Republic	Italy	Spain
Yes, definitely.	5	4	4
Rather yes.	0	1	1

Note. Source: Made by author.

6.3.2 Conclusion

To summarize, the main aim of this chapter was to meet research objectives that we determined in the first stage of a research to help us answering our research questions. Above we analysed quantitative data from questionnaire answered by NPOs and qualitative data from the same questionnaire plus structural interview which was conducted with teachers.

Based on responses of NPOs, we found out that Castilla y León NPOs mainly cooperate with secondary schools, whereas Sicilian NPOs with upper-secondary schools and Czech NPOs with primary schools. NPOs from all countries cooperate with teachers on frequent or very frequent level. This finding was very important for us as it assures that data, which we collected, have relevant value. Given these results and keeping in mind the fact that this thesis deals with teacher training we were naturally driven to gain more information about cooperation with

teachers. Thus, we sought to know the intensity of collaboration with future teacher, in-service teachers and teacher educators. Responses of NPOs showed that Czech and Sicilian NPOs mainly cooperate with in-service teachers whereas Castilla y León NPOS with future teachers. Henceforth, Czech NPOs view communication skills as a priority topic which teachers miss in their education and should acquire in order to handle L2 students. However, Sicilian NPOs do not share this view and think that Italian teachers should be more trained in intercultural education. Castilla y León NPOs highlighted three areas of teacher training: development of equal opportunities; overcoming prejudices; and communication and collaboration with parents. When we get back to results of parts of general cooperation of NPOs with schools, we can observe that while collaboration in Castilla y León Region concentrates mainly on organization of events, in the Czech Republic these stakeholders work on projects and counselling services. That is also valid for Sicilian environment, where is, by far highest, involvement in projects. Apart from in which activities the real cooperation can be found, we also searched to know what forms of activities NPOs offer for schools at most. We found out that in case of Sicilian and Castilla-León NPOs, it is the organization of workshops and counselling services for Czech NPOs. Equally important is the discovery that some activities that NPOs offer, no matter what country, are accredited by higher Authority, which might be a benefit for a teacher while considering his/her training schedule. As has been noted within our findings, intercultural activities take generally the first place in the list of topics which NPOs offer to schools. Furthermore, on the basis of an experience of NPOs, we were able to analyse reasons for L2 students' academic failure. To make an example, for Castilla-León and Czech NPOs, students' lack of host country language significantly plays the role. However, Sicilian NPOs see the ground in limited education of teachers. Our findings also revealed that NPOs, in general, feel rather unsatisfied with the current cooperation with schools. Hence, there is still a lot of space for its improvement. Processing data from qualitative part of a questionnaire, we were able to clarify areas of such improvement and we correspondingly created 5 content categories of NPOs' ideas: (1) exchange of opinions and good practices, (2) wider mutual communication, (3) update teacher training plans, (4) different funding approaches and strategies, (5) help from public administration authorities. In addition, we identified that Czech, Sicilian and Castilla-León NPOs use emails at most as a means of communication with their (potential) clients.

Within qualitative part based on teachers' point of view, we defined two aims: (1) to analyse teacher's approach to the topic of L2 students, and (2) to analyse teachers' approach to cooperation with non-profit organizations. We found out that, in contrary to our hypothesis,

teachers' experience with students of a different mother tongue is very limited and this result is not influenced by length of a teachers' pedagogical practice. Teachers also identified difficulties that they either faced during their career or were aware of. Language barrier and the resulting issues were considered as the most frequent ones. According to teachers' opinion, also students' greatest obstacle lies in language difficulties. Furthermore, teachers suggested solutions overcoming potential troubles which we summarized into 6 content categories. Our findings showed that teachers were very scarcely prepared for teaching L2 students during their formal training, however they were ready to undertake self-education when the need arose. Apart from 3 teachers, our sample was able to name entities who they can reach in case of crisis situations. 2 out of 15 teachers involved external stakeholders into the group of potential partners in case of crisis. The greater part of teachers expressed positive feelings about NPOs who work in the area of education and some of them were able to remember NPOs particularly focusing on L2 students. Our results also showed that 11 teachers had never experienced cooperation with NPOs, nevertheless, all 15 teachers were in favour of future cooperation, in particular because of every help that ease teachers' life counts and is appreciated.

The findings from conducted analysis will further help to answer our research questions.

6.4 Research questions

This sub-chapter is structured according to research questions which keep the central role of the research and which served us as the lead and linkage during the whole process. Findings which we obtained from 6.2 and 6.3 sub-chapters will be now further discussed and combined in order to answer our questions. In case of need for further analysis we used the same tools like in sub-chapters mentioned above.

6.4.1 How do NPOs see the current situation in education of students with a different mother tongue in relation to teachers?

Within the question relating to failure of students with a different mother tongue, we found out that all our suggested reasons (ignorance of a school; limited education of teachers; low interest of teachers; low interest of educational institutions; students' lack of host country

language; differences between educational systems; problems in previous education system; lack of teachers) represent significant obstacles in education according to our sample of NPOs. The research nature of this thesis leads us to explore results of *limited education of teachers'* item more. Our findings reveal that from 32 NPOs who answered this question, 21 of them see teachers' insufficient preparedness as having high or very high impact on students' academic performance and 4 non-profits recognize middle impact of this element (see Table 45). According to these results, adequate preparedness of pedagogical staff proves to be of a substantial contributor to academic well-being of L2 students. Nevertheless, to confirm or rebut this presumption; and at the same time not to influence non-profits with our pre-prepared answers; and/or to get more concrete view in this issue, we placed very similar question as an open-ended question at the end of a questionnaire. We searched to know what are, according to NPOs, obstacles that prevent L2 students to full inclusion. Data which we collected were divided into 4 groups according to an element which represents the main obstacle: (1) students themselves, (2) teachers, (3) school, and (4) state (see Table 67). To clarify individual groups, we outline few examples. Into *students' settings* were included: level of language of schooling, cultural background, different educational background; whereas *teachers' settings* contained: insufficient teacher training, teacher's lack of some important knowledge or skill, low or none awareness of a topic, reluctance of a teacher to deal with a topic etc.; into *school's settings* we put: lack of human resources, lack of money, reluctance to cooperate with other partners in education (such as NPOs), high number of students in classrooms etc.; and finally *state' settings* involved: political and public administration reluctance, errors in educational policy, insufficient educational inclusive environment. Findings of this part confirmed results of previously mentioned question and in absolute accordance with proportions of individual countries, demonstrate that Sicilian and Czech NPOs view teachers' part stronger than NPOs from Castilla y León Region, nevertheless even for them the figure of a teacher and his/her education has a significant impact. Exact numbers can be seen in the following Table 67 and Figure 49.

Table 67 *Obstacles preventing full inclusion of L2 students*

Group	Total responses	Students	% STs	Teachers	% T	School	% SC	State	% ST
C	8	2	25%	3	38%	2	25%	1	13%
S	19	7	37%	5	26%	4	21%	3	16%
I	4	1	25%	2	50%	1	25%	0	0%
Total	31	10	32%	10	32%	7	23%	4	13%

Figure 49 *Obstacles preventing full inclusion of L2 students: number of responses within individual groups*

Once having confirmed the cause, we started to look for solutions. Considering that our sample of NPOs are experts who have broad experience with collaboration with teachers, we asked for their recommendations/suggestions of areas which can help to improve and/or empower training for teachers. Based on their responses we identified the following areas of teacher training: (a) comparing education system of both countries; (b) acquire appropriate methodology; (c) learn other languages; (d) learn how to teach a second language for a student; (e) have knowledge and competences in intercultural education; (f) change approach towards diversity; and (g) learn to cooperate with other colleagues. When we compared this list of suggested areas for teachers' improvement with the list of topics which we designed and asked NPOs to evaluate (see Table 36), we realized that they coincide in some topics which NPOs already cover in their offer of services prepared for schools.

To summarize, NPOs identified training for teachers as one of the most influential factors that significantly influences academic success of L2 students. Moreover, they believe

that teachers are not sufficiently prepared to handle situation thereby during their career. Due to their frequent cooperation with teachers, NPOs were able to propose topics and areas in which teachers miss and need more training (see Table 41). Some of these activities are already covered in NPOs' portfolio (see Table 36) and approximately half of them have the certification/accreditation of some educational Authority (e.g. Ministry of Education) which might help teachers in their professional growth (see Tables 34, 35).

6.4.2 What services do NPOs offer for teachers/schools? And how do they see the current cooperation?

We found out that Czech non-profit organizations mainly collaborate with primary schools and kindergartens. However, Sicilian non-profits very frequently cooperate with secondary and upper-secondary sector, and NPOs from Castilla y León Autonomous Community frequently operate in primary and secondary schools (see Figure 32). All NPOs identified such cooperation at least on frequent basis, thus, we consider collected data relevant.

The offer of services provided by NPOs to schools also differs from country to country (see Table 32). Whereas in the Czech Republic the first three positions are occupied by language courses, counselling services and participation in projects, Sicilian NPOs cooperate with Italian schools on projects, teacher training and research activities and organization of events. NPOs and schools from Castilla y León Region prefer, within their cooperation, to organize events, undertake teacher training activities and use counselling services. In case of Czech settlement, teacher training activities stand on 4th position. These services can have a form of seminars, workshops, conferences or counselling in school environment (see Table 33). Czech schools seem to rather choose the help in form of counselling. Sicilian and Castilla-León cooperation runs mainly within workshop context (as also illustrated in Figure 35) Moreover, NPOs themselves brought to light other two forms of cooperation: projects and campaigns, which corresponds with NPOs' responses from areas of cooperation described above.

Our findings gained from a scale question relating to NPOs' satisfaction from cooperation with schools, revealed that NPOs are rather unsatisfied with current collaboration. The data show that the most unsatisfied of all are Castilla-León non-profits and the least ones are Czech NPOs whose satisfaction appears to almost gain the middle value (see Tables 52 and 53). To identify obstacles and at the same time receive recommendation for the improvement of a situation we designed open-ended question to which we overall received answers of 28

NPOs. In essence, we were able to create 5 content categories that represent their ideas: (1) exchange of opinions and good practices, (2) wider mutual communication, (3) update teacher training plans, (4) different funding approaches and strategies, (5) help from public administration authorities (see Figures 42, 43).

All things considered, this research question could be answered in brief: NPOs offer broad offer of services in various forms and each country has its specific approach and preferences of cooperation. The satisfaction with current collaboration is rather low and leaves a lot of space for improvement. Our sample of NPOs suggested 5 areas which, if followed, can contribute to more efficient work of both parties.

6.4.3 How do teachers see the current situation in education of students with a different mother tongue?

Our sample of teachers consists of teachers with experience in kindergartens, primary school and secondary school with a professional practice ranged from 2 to 33 years (see Table 27). Majority of them had none or low pedagogical experience with students with a different mother tongue (see Table 54). Only 6 teachers meet frequently these students in their classrooms. Nevertheless, they were able to determine difficulties which they either faced or might face during their teaching performance; and which L2 students might meet in the integration process. Teachers identified language difficulties, cultural difficulties, difficulties in academic results, difficulties with parents, insufficient support within educational structure (see Figure 45). Furthermore, on contrary, one teacher argued that there had been no troubles she would have registered. Relating to L2 students' obstacles, we managed to list the following (based on teachers' responses): language obstacles, double work for a student, different habits/customs, prejudice, student's lack of effort (see Figure 47). Without being specifically questioned, teachers very often mentioned that there had not been any socialization problems of L2 students with other students in a classroom.

Due to noticing obstacles in an educational reality, teachers suggested ways which might help overcoming problems or avoid them. According to them it is essential to know and use special methodology, be ready for insertion of a newcomer, give clear instruction to parents, ask for help to a colleague (especially to language teachers), make sure that students create friendly relationships with other peers and provide students with extra hours of language of schooling (see Figure 48).

All 15 interviewed teachers agreed that teacher training is important in this field. However, not all of them thought that it should be compulsory. For example, Czech teacher expressed an idea that it is essential if there is a need and another Czech teacher saw much more important for teachers to travel abroad and get the real experience in this way (for more info, see sub-chapter 6.3.2).

None of our teachers specifically stated that they would have been ever educated during university time, in contrary 3 teachers were convinced that there was no education in this topic during their initial education and 2 other felt that there was no formal education and 3 teachers did not get any education (neither formal or informal) during their whole career (see Table 59 and Table 60). To finish positively, 6 teachers described that when they encountered L2 students in a classroom they started to look for information and materials to meet students' needs.

Once the situation comes and teachers are not confident (for any reason) to handle it, is there anyone teachers can ask for help? According to our results, teachers would address: responsible people at school, colleagues, parents, outside-school stakeholders; and some teachers expressed that there is nobody to ask to (see Table 61). Within individual answers, we found out that even though there is a structure of pedagogical support (e.g. in form of cultural or language mediator), it does not usually work well. What teachers found particular useful was the assistance of parents and exchange of experiences or help of colleagues (especially of those colleagues who teach foreign languages).

To conclude, our findings prove that teachers find topic of students with a different mother tongue as the one which deserves special attention and further education. At the same time, they admit that they were not educated properly and when they seek for help, not always they receive what they need. Further, they identified difficulties which might arise in educational performance either on theirs or students' side. Above all, they suggest solutions which help overcome or avoid these obstacles.

6.4.4 Do teachers/schools know about the existence of NPOs in this area and are they interested in such cooperation at all?

Once we got to the point of a topic of NPOs, the speed of an interview gained swift momentum. Teachers usually put their answers into few words or few sentences at most. We understood that teachers do not have much to say in this matter. Nevertheless, we collected enough data to answer also this research question.

General opinion of teachers relating to non-profit organizations was positive (see Table 62). There were 3 teachers who did not feel competent to answer this question because of lack of experience. The rest of teachers thought positively about activities which NPOs conduct. Few teachers also expressed their feelings based on a real experience and some noted that it is necessary to be sure that activities of NPOs fulfils certain conditions (such as clear distribution of responsibilities).

 9 out of 15 teachers were convinced that they know or heard about non-profit organizations which are focused on the topic of L2 students (see Table 63). Moreover, 7 of them provided us with some clarification about these NPOs. These clarifications enabled us to identify ways due to which they learnt about these NPOs, namely: management of a school, by accident, students/families of students, through friends.

Only 4 teachers (i.e. 2 Czech and 2 Castilla-León) experienced real cooperation with non-profits and all of them agreed that collaboration went well (see Table 64). When we asked teachers if they would cooperate with NPOs or accept their help, they unanimously confirmed that such collaboration would be welcomed and appreciated (see Table 66).

In essence, teachers generally have positive attitude towards non-profit organization, however for some teachers each part has to play its role in order to establish the functional cooperation. The majority of interviewed teachers recognizes NPOs in the field of L2 students but only the minority of teachers experienced it in a real. All teachers would accept some form of help from NPO if it is constructive and leads to the common goal which is the well-being of a student.

6.4.5 Conclusion

Main question of our research *How do non-profit organizations contribute as educational institutions to a cooperation with teachers/schools in the field of inclusion of students with a different mother tongue?* has been answered in detail within separate analysis, descriptions and interpretations of the quantitative and qualitative part of the research. In relation to theoretical starting points and on the basis of empirical findings we obtained, it is possible to make following conclusions. Obtained results confirmed wide-range potential of non-profit organizations as partners in education and show their contribution in several spheres. Collected data prove that NPOs can play a role of: (1) teacher training institution, (2) mediator between school/teacher and family/student, (3) counsellor, (4) source of professionals (e.g. translators,

interpreters, psychologists etc.), (5) source of inspiration for teachers (e.g. including dictionaries, handouts, methodical materials etc.), (6) co-partner in projects or organization of events, (7) provider of language courses for pedagogical staff/ students/ parents, (8) provider of informal education and free-time activities for students and their families (9) awareness-raising facilitator. The scope of topics, forms and areas appears to be broad and the exact framework which is offered to schools or teachers is contingent and/or determined by demand. Our results show that the final choice of topics, areas and forms which schools or/and teachers make, slightly differs from country to country. However, no matter what geographical area we examined, we found out that non-profit organisations, in the field of our interest, cover important themes from intercultural education. As all teachers, who were interviewed within this research, were in favour of cooperation with non-profit sector, one would say that nothing stymie creating partnership. Nevertheless, the majority of examined teachers have never come into a contact with NPOs, even though they have faced pedagogical reality of L2 students in classroom and they were not prepared to handle it. Starting to search for help within NPOs was a case of only 2 teachers, the rest of teachers looked for different options. NPOs confess that the collaboration with teachers/schools is not ideal and suggest strategies which might empower this partnership. Why teachers do not create networks with outside-school stakeholders such as non-profit organizations, if NPOs' potential is high and teacher seem to be open to it, can be surely the theme for further investigation.

6.5 Discussion

As being mentioned, to our current knowledge, there were few similar notable investigations conducted. In general, the contribution of non-profit non-governmental organizations on teacher training activities for students with a different mother tongue is not commonly in the centre of interest of researchers. However, there are several studies that explore the cooperation between non-profit sector and formal educational institutions which might be confronted with results we obtained.

The significant and active importance of non-profits in education for all is indisputable. Findings of our research confirm conclusions of previous studies of other authors (see e.g. Nishimuko, 2009; O'Donovan, Berman & Wierenga, 2015; Rollan & Somerton, 2019) claiming that non-profit organizations serve implementing the principles of inclusive education and examining their role is essential in order to find effective and sustainable development

outcomes towards education for all. Furthermore, it is evident that partnership of various stakeholders in education, including non-profits, supports the main principle of lifelong learning education to actively search, evaluate and update people's knowledge and skills throughout the whole life.

Our research focused on collaboration of schools with non-profit organizations, with particular interest in teacher training activities provided for teachers. In accordance to a case study by Rollan and Somerton (2019) focused on a role of NPOs in educational policy towards inclusion conducted in Kazakhstan, we found out that all investigated non-profits were engaged in several practices of which the most highlighted ones were "working on projects" and "training specialists, educators and personnel from educational institutions". Therefore "building competence of specialists is another strong contribution of the civil society" (Rollan & Somerton, 2019, p. 12) in "education for all" strategy. The same approaches of NPOs were described in investigation held in third countries where non-profit organizations rank and are recognized highly in this field (Mundy, Haggerty, Cherry, Maclure & Sivasubramaniam, 2008). Moreover, as already being mentioned, our results acknowledge that the attention to cooperation highly concentrates on collaborative action research projects, as being claimed by Avalos (2011).

In the theoretical part, we underpinned the importance of intercultural competences which every person should possess, and every teacher should be able to spread on his/her students. To do so, teachers need to be trained in such competences during their whole professional career. Within intercultural competences for teachers, the didactics of language of schooling as a second language plays an important role. Interviewed teachers of our research, scarcely admitted receiving any training to be ready to deal with linguistically diverse students in their classes, even though, almost all of them had at least some experience with such students in their classrooms; which implies hardly any of them actively searched for further education. This result is not just the matter of our investigation, in contrary, and regrettably, such practices might be found also elsewhere (Álvarez Valdivia & González Montoto, 2018).

In the United States, Del Rosal, Roman and Basaraba (2018) investigated 12 bilingual candidates during their preparatory training phase organized together by university, urban school and non-profit organization. This collaboration proved to be efficient (although some negative affordances were also identified) especially in obtaining relevant training; which resulted in promotion of equity in schools by teachers and teachers' advocacy for students. In the same line as previous researches (Del Rosal, Roman & Basaraba, 2018; Nishimuko, 2009; Waitoller & Artiles, 2016; Waitoller & Kozleski, 2013), our findings confirm that smooth and

effective partnership between stakeholders depends on various factors which needs to be still work on to maintain and/or strengthen the partnership. Our sample of non-profit organizations has also identified some of them such as better redistribution of finances, help of government to raise awareness about the third sector etc..

We believe that our research contributed to presented and similar investigations and shed light on forms of partnerships, its strong and weak points while suggesting ways of more efficient cooperation based on NPOs' perception. Nevertheless, further studies need to be conducted to clarify some points which our research just touched upon.

6.6 Limitations of the research

Last but not least, it is necessary to consider limitations of this research that might influence its realization and subsequent interpretation of data and results. We find potential limitations in an amount of non-profit organizations we examined. Even though the overall response rate was satisfactory, in some cases (especially within open-ended questions of the questionnaire), we did not collect sufficient data enabling us to generalise our findings to the whole investigated geographical areas. Another aspect which limited us while interpreting data was the design of a questionnaire, specifically the absence of some questions which could allow us to understand better and in more depth some numbers we obtained. However, it appeared to have its importance once we collected the data, and since our objective was to map and describe the situation, we consider our objective to be reached.

6.7 Recommendations

Based on description, analysis and interpretation of data of individual objectives, we propose some practical recommendations which can be addressed to several subjects, namely: (1) NPOs, (2) schools, (3) teachers, (4) education authority.

Non-profit organization should focus on dissemination of awareness of their existence and services they provide to their target group – schools. They should probably reconsider the way they contact their potential clients because the form of email communication which they identified as the most frequently used mean, does not seem to be very effective. Projects which are designed in cooperation with schools or for schools should be more systematic, i.e. focus on reinforcing already running cooperation to create sustainable networks.

Schools should support teachers in establishing contacts with outside-school stakeholders. If the management of a school receives an offer from NPO, it should be passed to teachers. Schools also can determine one person from pedagogical staff who can serve as an expert and who keeps himself/herself updating in a particular area of expertise and can spread information to other colleagues. Above all, schools should create such environment which welcomes diversity and eliminates violence, prejudice and stereotypes.

Teachers should have desire to educate themselves during their whole life. They should be not just open to create structures with external stakeholders but also actively searching them. Moreover, sharing good practices among other colleagues in school and outside school (including NPOs) helps to all.

Education authorities play very important role. They fund activities of schools and, in some cases, also activities of non-profit organizations. In this light, their support should be meaningful, effective and very well considered and discussed with all stakeholders. They should reflect on current needs in education and ensure that teacher training plans are up-to-date. They can also raise awareness of NPOs as a possible partner in education among schools. Moreover, as well as in case of schools, they should create such environment which welcomes diversity and eliminates violence, prejudice and stereotypes.

7. CONCLUSION

The dissertation thesis sought to map a situation in three European countries relating to potential of non-profit organizations to cooperate with teachers in education of students with different mother tongue. This work was created in a period of rapid and dramatic changes resulting from geo-political transformations around the world, to which it is necessary to react flexibly, however to which the state administration may give a slow response. Steadily increasing migration leads to tensions in a society and non-profit sector with its flexible and independent policy may contribute to stabilization of a situation.

The theoretical part summarizes theoretical knowledge relevant to the theme and the focus of the research, and gradually elaborates on topics: non-profit organizations in education, lifelong learning, inclusive education, students with different mother tongue, non-profits and efficient inclusive practices for students with different mother tongue, teacher training for linguistic diversity. All items are approached in general context and also in context of individual examined countries.

In the empirical part of the dissertation thesis, a mixed method research design was applied, particulary QUAN – QUAL → Findings → Interpretation model. Mixed method research was chosen because of benefits of complementarity of quantitative and qualitative approach and characteristics of data obtained. Participants of the research were: non-profit organizations which work in the area of students with different mother tongue in three geographical areas (Czech Republic, Sicily in Italy, Castilla-León Region in Spain); and teachers with experience from kindergarten, primary and secondary schools from the same geographical areas.

The empirical part of the dissertation thesis was realized through on-line questionnaires for non-profits and through interviews with teachers. The methodology part of the thesis determines objectives, research questions, ethical aspects, characteristics of variables and process of retrieving data and further deals with data cleaning, analysis and interpretation of data. Last but not least, interpretation of findings, discussion, recommendations for practice, limits of the thesis are presented and summarize the conducted research.

Our findings reveal that NPOs are ready to play several roles as partners for schools/teachers in education of students with different mother tongue in all three countries. The offer of services is determined by demand arising from the need of their target group and it differs from country to country. Nevertheless, NPOs feel that cooperation with formal education institutions has its weak points and should be streghtened and pursued in greater

depth at various levels. Saying that, they identify strategies which might empower this partnership. An interesting fact is that all interviewed teachers are in favour of activities performed by NPOs and are open to collaboration, however the majority has never come into a contact with NPOs, even though they have faced pedagogical reality of L2 students in class and they were not prepared to handle it. Is it because teachers are not used to look for help outside doors of a school? Is it because they are not very well informed about services that NPOs offer? Is it because of bureaucratic or legislative obstacles? Or is it something else? Reasons why teachers do not create networks with outside-school stakeholders such as non-profit organizations, provided that NPOs' potential is high and teachers seem to be open to it, can be surely a topic for further and in more depth research.

The results of the dissertation thesis may serve as a source of information for non-profit organizations from all three countries to compare data and learn something about approaches of colleagues from abroad working in the same area. Findings also represent a summary of topics, activities and services performed by NPOs which might be interesting for schools and teachers since they are intended and designed for them. Finally, this research might be interesting for professionals in the field and for the general public involved in the issue.

Last but not least, the findings will also serve as grounds for further research of a PhD candidate whose aim is to continue in the introduced area of expertise in her future professional career.

8. PUBLICATIONS OF A PHD CANDIDATE ASSOCIATED WITH THE DISSERTATION

8.1 Journal Articles

Wolf, J., Casado-Muñoz, R. & Pedone. F. (in evaluation process). Partnership of schools and civil society organizations to support education of students with a different mother tongue. Situation in the Czech Republic, Italy and Spain. *International Journal of Inclusive Education*.

8.2 Book Chapters

Wolf, J., Pedone, F. & Casado-Muñoz, R. (accepted, in process). "If both partners are aware of their roles, the cooperation can be efficient". Partnership between non-profit sector and schools in Castilla-y-León, Sicily and the Czech Republic. In K. Laing, K. Otrel-Cass & J. Wolf (Eds.), *Reflecting on risks in partnerships in education.* Springer.

Wolf, J. & Pedone, F. (in evaluation process). *Teacher Training in Linguistic Diversity within Inclusive Education: Cooperation between Non-governmental Non-profit Organizations and Educational Institutions. Situation in Three European Countries.* E-book SIRD.

8.3 Proceedings and Contributions to Conferences

Wolf, J., Korbek, G. & Casado-Muñoz, R. (2019, September). *Non-profit Organizations As Partners In Empowering Inclusive Education Of Students With Different Mother Tongue*. Paper presented and published in Proceedings at ECER 2019 Hamburg – The European Conference on Educational Research. Hamburg: EERA.

Casado-Muñoz, R., Canfarotta D., Korbek G., Lojacono C. & Wolf, J. (2018). La formación del profesorado para la inclusión. Evolución normativa y situación actual en Turquía, República Checa e Italia. *Proceedings of XV Congreso Internacional y XXXV Jornadas de Universidades y Educación Inclusiva*, 1277-1285. Granada (Spain), 21. – 23. 3. 2018.

Casado-Muñoz, R. & Wolf, J. (2018). Teacher training for inclusion of immigrant students. *Proceedings of XV Congreso Internacional y XXXV Jornadas de Universidades y Educación Inclusiva*, 421-429. Granada (Spain), 21. – 23. 3. 2018.

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9. ANNEXES

I Form of a questionnaire

I Demographic Questions
Personal data of a responder
Age:
Sex:
  o   Female
  o   Male

The highest level of education completed:
  o   Basic compulsory education
  o   Upper-secondary education
  o   Higher education – bachelor
  o   Higher education – master
  o   Higher education - PhD

Job placement in the organization (e.g. principal, head of a department, etc.):
Type of contract:
  o   Full-time
  o   Part-time
  o   No contract, I am volunteer

Length of work (in years) for the organization:

Data about the organization/association:
Name of the organization you work for:
Location of the organization (name of a village, town, city):
The organisation is of a scope:
  o   local
  o   provincial
  o   regional
  o   national
  o   international

Size of the organization according to number of employees:
Which tools for digital dissemination your organization uses:
  o   Websites
  o   Facebook
  o   Twitter
  o   Blog
  o   Email

How many employees does your organization have:

	Number of	
	women	man
Full-time		
Part-time		
Volunteers		

II General collaboration - NGO with educational institutions

In all following items, please, indicate the frequency of cooperation.
Please, use the following scale:
1: low or no cooperation
2: random cooperation
3: frequent cooperation
4: very frequent cooperation
5: constant cooperation

1. What is the frequency of cooperation with educational institutions?

	Lowest				Highest
	1	2	3	4	5
Nursery schools					
Kindergartens					
Primary schools					
Lower-secondary schools					
Upper-secondary schools					
Vocational schools					
Higher educational institutions					
Other. Please, specify.					

2. With which professionals does your organization cooperate?

	Lowest				Highest
	1	2	3	4	5
Top management					
Teachers					
Sector teachers (i.e. teachers responsible for some areas – e.g. languages, ICT, inclusion etc.)					
University teachers					
Teacher`s educators					
Educational consultants					
Inspectors					
Translators					
Interpreters					
Other. Please, specify.					

3. In which areas do you collaborate with educational institution(s):

	Lowest				Highest
	1	2	3	4	5
Teacher training					
Language education					
Translations of documents					
Interpretations					
Counselling services					
Research activities					
Educational projects					
Organization of events					
Other. Please, specify.					

4. What activities does your organization cooperate in:

	Lowest			Highest	
	1	2	3	4	5
Seminar(s)					
Workshop(s)					
Conference(s)					
Counselling					
Other. Please, specify.					

5. What topics does your organizations cooperate on:

	Lowest			Highest	
	1	2	3	4	5
Intercultural Education					
Regulations on education of students of foreign origin					
Communication between students with different mother tongue and teachers					
Communication between families of students with different mother tongue and teachers					
Courses of xx (español/italiano/češtiny) for students					
Courses of xx (español/italiano/češtiny) as a second language for teachers					
Other. Please, specify.					

6. In the following activities, please, indicate, the frequency of cooperation with parents of students with different mother tongue:

	Lowest			Highest	
	1	2	3	4	5
Courses of (español/italiano/češtiny) for parents					

Discussions/courses about the education rights					
Courses/workshops about the (Spanish/Italian/Czech) culture					
Translations of educational documents for families					
Other. Please, specify.					

7. In the following activities, please, indicate, the frequency of cooperation relating to training of future teachers (i.e. students of Faculties of Education):

	Lowest			Highest	
	1	2	3	4	5
Intercultural education					
Traineeships					
Participation at conferences/ seminars for university students					
Didactics of (español/italiano/češtiny) as a second language					
Other. Please, specify.					

8. Indicate tools which you use for communication with educational institutions:

	Lowest			Highest	
	1	2	3	4	5
Emails					
Regular post					
Social networks (twitter, facebook, etc.)					
Media campaign (e.g. radio, TV, other websites on Internet, etc.)					
Personal visits and self-promotion					
Organization of events					
Information transferred through other governmental bodies					
Telephone Calls					
Other. Please, specify.					

III Cooperation in the area of teacher training

9. Indicate, how often your organization cooperates on teacher training activities with:

	Lowest			Highest	
	1	2	3	4	5
Future teachers - students					
In-service teachers					
Teacher educators					

Scale

1: low or no cooperation
2: random cooperation
3: frequent cooperation
4: very frequent cooperation
5: constant cooperation

10. Indicate, what priority, according to you, should have the following topics during teacher training:

	Lowest				Highest
	1	2	3	4	5
Intercultural education					
Mediation in conflict resolution					
Promotion of positive conflict management					
Development of equal opportunities					
Communicative skills					
Promotion of community participation					
Facilitation of shared and reflective learning					
Promoting the understanding of differences					
Support in overcoming prejudices.					
Methods and linguistic support resources for students with different mother tongue					
Principles and methods for including students with different mother tongue at school					
Communication with parents and its coordination					

Scale
1: none priority
2: low priority
3: middle priority
4: high priority
5: the highest priority

11. Indicate, what are, according to you, the causes of academic failure of students with different mother tongue:

	Lowest				Highest
	1	2	3	4	5
School ignorance of the new multicultural reality					
Lack of teacher training					
Low sensitivity of teachers to this problem					
Low sensitivity of educational institutions					
Students` lack of the language of schooling					
Different educational culture					
Difficulties in previous schooling					
Lack of teaching staff					

Scale
1: no impact
2: low impact

3: middle impact
4: high impact
5: very high impact

12. Indicate, to what extent is your offer of teacher-training activities accredited by responsible organ (e.g. Ministry of Education)?

1	2	3	4	5

Scale
1: none of them
2: some of them
3: half of them
4: almost all
5: all

13. On the scale from 1 to 5 (where 1 is very satisfied, 5 very unsatisfied) indicate the level of your satisfaction with your current cooperation with schools.

1	2	3	4	5

14. In your opinion, what are the main barriers for inclusion of second-language students in schools?

15. What concerns the area of linguistic diversity, in what topics, according to you, do teachers need more training?

16. In your opinion, what can be done to make cooperation between schools and your NGO more efficient and smoother? (Please, if possible, specify in relation to teacher training.)

If you wish to express any comments or suggestions, please do so below:
_____
Thank you for taking the time to complete this survey. We truly value the information you have provided.
If you want to be informed about the results of this survey, please, fill in your email here: _

II Form of an interview

Years of practice:

Experience at the level of education (e.g. primary school, lower-secondary school etc.):

1. How often do you encounter students with different mother tongue in your classes?

2. What are the challenges you face while educating these students? And how do you deal with these problems?

3. What problems, do you think, children themselves face?

4. How have you been prepared during your career to teach pupils with a different mother tongue?

5. In your opinion, do teachers need to be specially trained in this area? And why?

6. At what point of a career, should be a teacher taught about this issue?

7. Do you have the chance to reach out to someone in crisis situations or situations you do not feel confident to solve alone? To who do you ask for help?

8. What is your opinion about non-profit organizations as one of the partners in education?

9. Do you have any awareness of non-profit organizations that deal with the topic of educating pupils with a different mother tongue and offer co-operation to schools / teachers? How did you learn about these organizations?

10. Have you ever cooperated with a non-profit organization? And if so, what is your experience.

11. Would you make use of help or cooperation from a non-profit institution? And why?

III Database

Collected data were placed to a private google disk. The permission to upload the data can be given upon request. Feel free to address the PhD candidate: zanes.lemonade@gmail.com.

Item	Location
Collected data from a questionnaire - quantitative part	Private google disk
Collected data from a questionnaire - qualitative part	Private google disk
Collected data from interviews - qualitative part	Private google disk