

UPPER Good Practice	
<b>Code</b>	MEDE – 8
<b>Name (title) of the good practice:</b>	Making Friends Bringing Friends Club
<b>Country/region</b>	Malta
<b>UPPER Scope: Fields affected (more than one field may be indicated)</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Policy Making</li> <li><input type="checkbox"/> Teachers Competence Development</li> <li><input type="checkbox"/> Self-Assessment</li> <li>▪ <b><u>Concrete School Practice</u></b></li> <li>▪ <b><u>Community Building</u></b></li> <li><input type="checkbox"/> Mainstreaming</li> </ul> <p><i>Short Description:</i> The Making Friends, Bringing Friends Club is a series of 10 after-school sessions where children are given the opportunity to participate in creative sessions and make friends. Sessions include music, drama, cooking, crafts, art and games.</p>
<b>Full Description</b>	<ul style="list-style-type: none"> <li>– The MAKING FRIENDS, BRINGING FRIENDS CLUB is an initiative of the Migrant Learners’ Unit, MEDE in collaboration with the Foundation for Educational Services (FES). It is being held within the LLAPSI + Project (Asylum, Migration and Integration Fund 2014 – 2020 This project is part-financed by the European Union).</li> <li>– This is an after school club wherein EU nationals and TCNs have the opportunity to meet, socialise, play and have fun together. Each club is made up of 20 students (of which 10 are Maltese and EU nationals and the other 10 are non-EU).</li> <li>– Club parameters: · Fun Creative sessions · Learners from Year 3 to Year 6 (ages 6-10) can apply · Up to twice a week · 2.5 hours of fun · Snack served every session</li> <li>– Snack Time: Each session will start with a short settling in time for the children. During this time, children will have time to eat a typical item of food from different nations or ethnic groups. All snacks produced by the caterer will follow halal principles.</li> <li>– The Making Friends, Bringing Friends Club comprises a series of 10 after-school sessions (2:30pm-5:00pm) where children are given the opportunity to participate in creative sessions and make friends.</li> </ul>

	Sessions include music, drama, cooking, crafts, art and games and are led by experienced animators.				
<b>Why is the case interesting?</b>	<i>Good Practice specific characteristics:</i> <ol style="list-style-type: none"> <li><b>1. <u>Transformative</u></b></li> <li><b>2. <u>Observable results</u></b></li> <li><b>3. <u>Methodologically structured</u></b></li> <li><b>4. <u>Potential for re-contextualisation</u></b></li> <li><b>5. <u>Beneficiaries consider it a GP</u></b></li> </ol>				
<b>Coordinating institution</b>	The Migrant Learners' Unit, Ministry for Education and Employment in collaboration with the Foundation for Educational Services (FES).				
<b>Strategies (more than one strategy may be indicated)</b> Please rank the different strategies in order of importance: 4 max, 1 min)	<ol style="list-style-type: none"> <li><b>1. <u>Avoiding segregation (4)</u></b></li> <li>2. Leadership/governance</li> <li><b>3. <u>Information on diversity (1)</u></b></li> <li>4. Teacher education on diversity</li> <li>5. Diversity in teaching workforce</li> <li>6. Curriculum and pedagogies</li> <li>7. Multilingual education</li> <li><b>8. <u>Interactive, culturally relevant methods (3)</u></b></li> <li><b>9. <u>School-Society relationship (1)</u></b></li> <li>10. Socially responsible ICT</li> <li>11. Involving NGOs and Youth organisations.</li> <li>12. Incentives and reward for GP</li> <li><b>13. <u>Social integration (2)</u></b></li> <li>14. Awareness of injustice</li> <li><b>15. <u>Promotion of Peace Value (1)</u></b></li> <li>16. Other (please specify)</li> </ol>				
<b>Accessibility of data and persons by UPPER Team</b>	<b>Easy</b> – Average –Difficult No report available				
<b>Impact</b>	Short, <b>medium</b> and long term if possible to observe				
<b>Brief description of the context in which the practice was applied</b>	The practice was applied in two schools located in the southern part of Malta (Birzebbugia Primary School and Marsascala Primary School) with a high percentage (approx.. 40%) of Migrant learners, many coming from non-EU countries such as Libya, Siria, Ukraine.				
<b>Re-contextualisation potential (How the following elements of the GP appear to be suitable to be adopted and adapted to other contexts)</b>	(1min to 5max)				
<b>Matrix</b>	1	2	3	4	5
Partnership structure				X	
Methodology				X	
Content of training					

Stakeholders involvement					X
Evaluation approach			X		
Training to practitioners					
Other (please specify)					
<b>Critical aspects in the application of the practice</b>	EU and Non-EU nationals aged 6-10 who wish to attend the after school club.				
<b>Sustainability elements and recommended use in UPPER</b>					
<b>Contact persons</b>	Phyllisienne Vassallo Gauci <a href="mailto:phyllisienne.vassallo.gauci@ilearn.edu.mt">phyllisienne.vassallo.gauci@ilearn.edu.mt</a>				
<b>Web link(s)</b>					
<b>Filled by</b> [name and partner institution]:	Phyllisienne Vassallo Gauci – Migrant Learners’ Unit, Ministry for Education and Employment				