

Day 2

Integrating minority, migrant and refugee children at European schools and society



Today's Learning Objectives

Today we will learn about;

Policies and Measures at schools and other Educational Establishments

1. The teacher – student relationship
2. Organizational Adaptions
3. The school and its environment
4. Relations to parents and communities of migrants and refugees
5. Desegregation Policies and measures

ICEBREAKER



The Teacher - Student Relationship

- It's almost impossible for teachers to respond in culturally and sensitive ways to all the cultures they have in their classrooms.
 - *(Trumbull, Culture and Language Programme, Oakland)*
- ***In Los Angeles alone, there are 80 spoken languages, each representing a group of children who are brought up with particular cultural and behavioral traits.***
- In Pairs, please think back to yesterday to list the differences, aside from race and linguistics.

The Teacher- Student relationship

Religious Differences

Gender-Equity issues

Children with disabilities

Children from single-parent households

Children from Same- sex Households

Deportation policies

Family stability

School Finances

Training of the teacher

Class size



Building **Positive** Teacher-Student **Relationships**

P Praise

O Openness

S Support

I Interest

T Trustworthiness

I Interact

V Validate

E Enjoyment

R Respect

E Empathize

L Listen

A Accept

T Teaching

I Individualize

O Observe

N Non-judgmental

S Share

H Help

I Imitate

P Play

S Sensitivity



By Dr. Phyllis S. Ohr

Organizational Adaptations in Schools

- Early starting, intense, long term approaches
- Multi-systematic approach
- Human Rights
- Equal Chances for all
- Policies, Programmes and measures (including Anti-discrimination policies)
- Continual Teacher Training
- Community Liaison Co-ordinators and other professional bodies involvement



Organizational Adaptations in Society

- Delegate Authority appropriately:
- Involve non-governmental organizations:
- Promote integration policies that acknowledge diversity:
- Understand the importance of Urban areas:



BREAK



Your / Their Culture 1



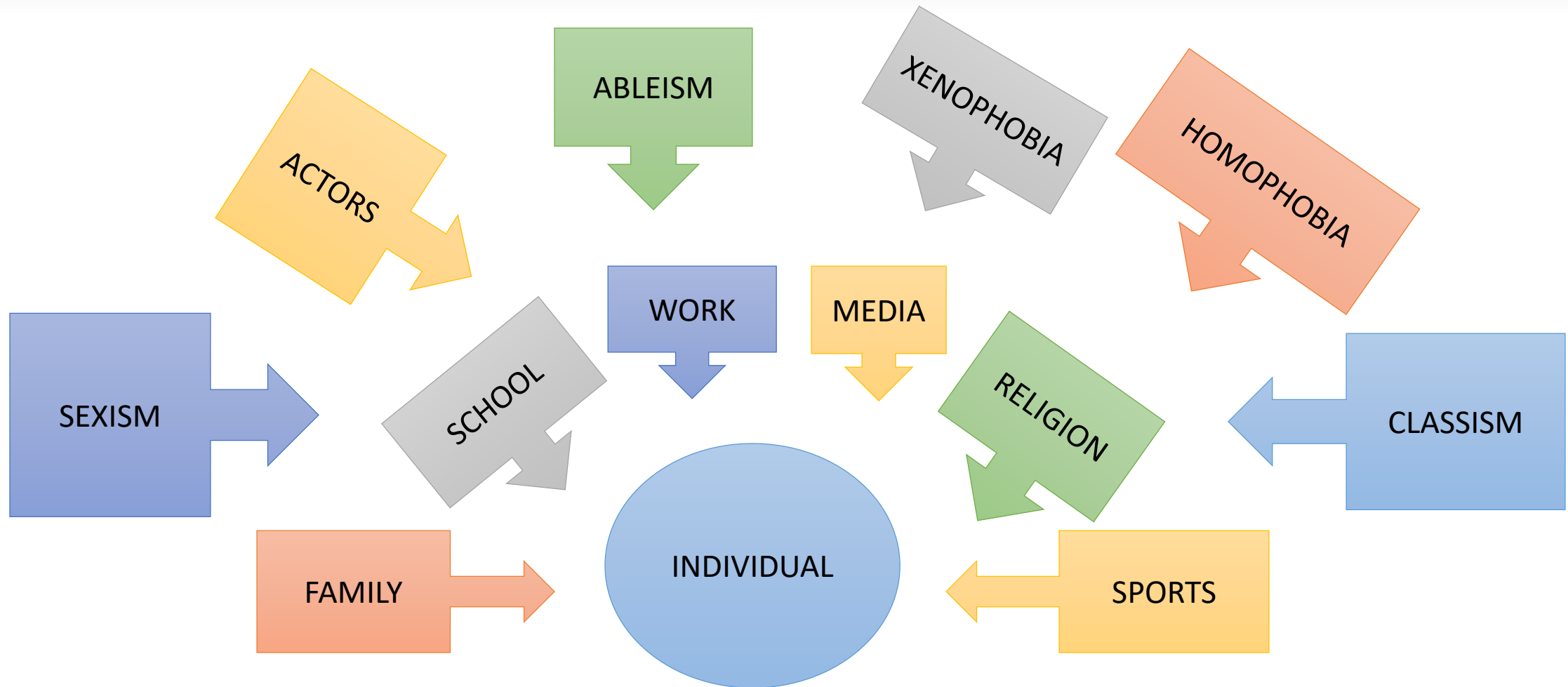
The School and Its Environment

Schools are a stabilising feature in the unsettled lives of refugee and migrant students. They provide;

- Safe space for new encounters
- Deliver literacy, (the key to educational success)
- Post-school options
- Life choices
- Social participation
- Settlement



Society and the Individual



Integrating Refugees and Migrants through Education

Recent Refugee and migrant arrivals in Europe hit an unprecedented high in 2015.

More than a million people made the hazardous journey into Europe

Making it the most complex refugee crisis Europe had experienced since WW2 – when Europe was left with the challenge of resettling 40 million people.



(Integration through education, 2016)

The 1951 Refugee Convention

- Is the key legal document that was ratified by every single Member state of the European Union.
- It adopted its Humanitarian values as well as agreeing to protect persons under refugee status
- Also agreed to increase efforts to;

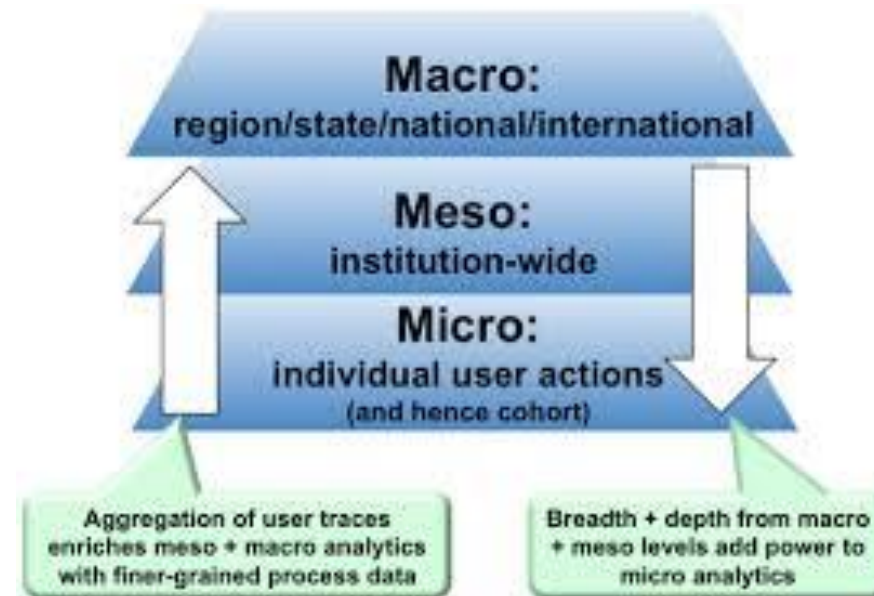
“increase efforts to integrate and empower these people in host communities that will eventually become their homes.”

The School and Its Environment

School research in many countries has shown that whether within a national, federal state or municipal school system, the single school as an organisation and its environment matters tremendously. (OECD 2006)

- Levels of approaches:

1. Macro level
2. Meso level
3. Micro level



Explanation of approaches



Education is a right for all.....

- Education is a right for all, not a privilege for some.
- Education is a public good and a human right.
- Education needs to be inclusive, equitable and good quality, providing opportunities and assistance for all learners of any age.
- **Why?**
- **How?**
- In pairs, think about and discuss these statements and form your own opinions which we will discuss together.

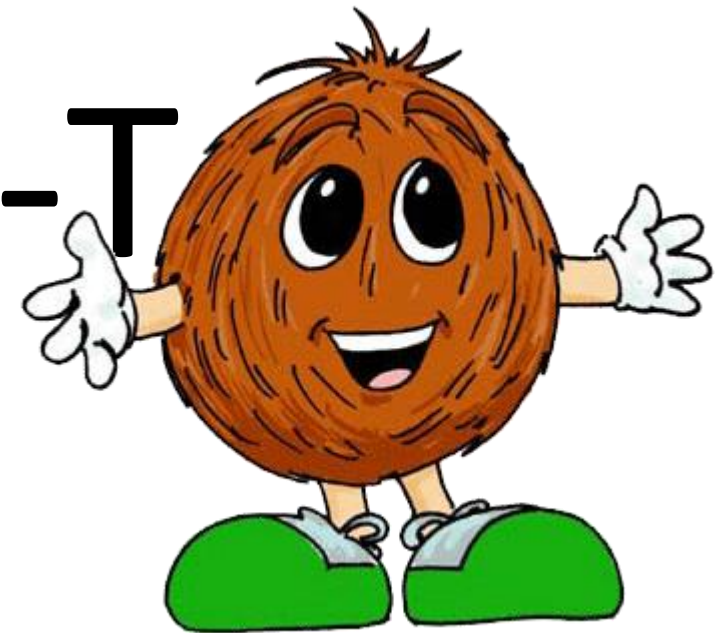
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ENERGIZER

C-O-C-O-N-U-T



Relations to Parents and Communities of Migrants and Refugees

- Most Migrant and Refugee families come from societies with either totally missing or scarcely developed welfare state systems.
- They usually rely on family and kinship as a central locus of solidarity.
- Therefore this impacts enormously on what parents and children mean to each other, what they expect from each other and how they value each other.



Relations to Parents and Communities

The involvement of Parents in Educational Establishments is essential for **all** parents and **all** schools.

But.....

Since the central motivation for migration is to improve the quality of life for oneself and the family – which was judged not to be possible at home – the parents are in principle, highly interested in the educational and social mobility of their children.

So.....as professionals,

Why do we need to support these families and how do we do it?

Work in small groups to compare the two photographs.
Discuss, then list the concerns and feelings these two families have when arriving in Europe.



Syrian Refugees



Floating Life.... Chinese

Rich or Poor

Syrians

- Lack knowledge about society and education systems
- Alienated
- Powerless
- Culturally estranged
- Embarrassed at lacking communication skills
- Poverty line

Chinese

- Greater knowledge of culture
- Understand rights and conditions
- Affluent
- Professional
- Advantaged education
- Multi-lingual

Inequalities are a reality, but so is potential!

(Lifelong Learning Platform, Sep 2016)



- Despite the high (and frequently unrealistic) aspirations for their children's career, often hardly any parental involvement is observed.

(Stanat et al 2007)

- This is due to the factors discussed already.

“in fact it is common for immigrant, minority and low-income parents to feel alienated, powerless and culturally estranged from their children's school and avoid involvement in them. In addition, they have different ideas about the proper roles of schools.....especially if they lack fluency in the language of the host country or have little education themselves.”

(Scholfield 2006)

Tackling Segregated Educational Institutions

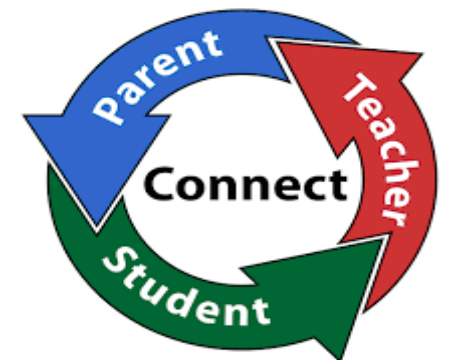


“Segregated educational institutions in many cities not only reflect our divided societies, but represent the entrance door into a vicious circle of inequalities.”

(LLL Platform Sep 2016)

Desegregation Measures

- Parents have to be mobilized: Family involvement is positively related to achievement regardless of socioeconomic status or ethnicity.
- Role of Community Liaison Coordinators: communicate with parents in the parents' language, home visits and involvement of migrant associations.
- Good quality teaching and continual training of teachers and professionals involved.
- Assessment and tracking of children and their progress
- APTT (Academic Parent –Teacher Teams)



Desegregation Measures

- Put children in grade classes rather than ability classes to increase social skills and self-esteem.
- Extra-curricular learning and All-day teaching
- Teacher – Parent expectations



Tackling Segregation


- Providing buses to drive minority students out of disadvantaged urban areas to better schools but providing non-immigrant students a specialized curriculum in urban areas, eg sports or science. (Magnet Schools)
- The spreading of social housing around cities and the financing only of the smaller housing units could combat segregation. Smaller housing units will reduce concentration of vulnerable groups in a particular area and school.
- LLL Platform Sep 2016- ***“ it is important to attract more advantaged students to less advantaged schools through different incentives.”***

Tomorrow – Learning programme

- Individual support of minority, migrant and refugee children;
- Early childhood programmes for the support of general development
 - Support for schools achievement outside the school system
 - Mentoring: Actors and Methods
 - Supplementary Schooling in immigrant communities



Thank you for participating today



THANK YOU

UNITED STATES · ENGLISH

EUROPE ASIA EURASIA AFRICA S. AMERICA N. AMERICA

The languages included in this map are those with existing Living Language courses. The countries representing each language were selected based on population.

Country	Language	Expression
FRANCE	FRENCH	Merci.
GERMANY	GERMAN	Danke.
ITALY	ITALIAN	Grazie.
CZECH REPUBLIC	CZECH	Děkuji.
GREECE	GREEK	Ευχαριστώ.
CROATIA	CROATIAN	Hvala.
NETHERLANDS	DUTCH	Dankjewel.
HUNGARY	HUNGARIAN	Köszönöm.
SWEDEN	SWEDISH	Tack.
POLAND	POLISH	Dziękuję.
JAPAN	JAPANESE	arigatoo gozaimasu. ありがとうございます.
N&S KOREA	KOREAN	gamsahamnida. 감사합니다.
CHINA	CHINESE	xièxiè. 谢谢。
ISRAEL	HEBREW	toda. תודה.
INDIA	HINDI	dhanyavad. धन्यवाद।
VIETNAM	VIETNAMESE	Cám ơn bạn.
TURKEY	TURKISH	Teşekkür ederim.
RUSSIA	RUSSIAN	spah-SEE-bah. Спасибо.
EGYPT	ARABIC	shukran. شكراً.
TANZANIA	SWAHILI	Asante.
BRAZIL	PORTUGUESE	Obrigado/Obrigada. (male/female)
MEXICO	SPANISH	Gracias.

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