

Day 3 - Individual support of minority, migrant and refugee children

Integrating Minority, migrant and refugee children at European Schools and society



Day 3 – Individual support of minority, migrant and refugee children

Today we will learn about;

- Early childhood programmes for the support of general development
- Support for school achievement outside the school system
- Mentoring: Actors and methods
- Supplementary schooling in immigrant communities



ICEBREAKER

Your / Their Culture 2



Early Childhood programmes for the support of general development

Early educational programmes, (EEP's) whether home or school based, have proven essential compensatory educational tools for migrant children. (OECD 2006)

Providing opportunities for:

- Cognitive development
- Linguistic development
- Socio-emotional development
- Health and nutritional support
- “One study found that attending Kindergarten in Germany, substantially increased the likelihood of migrant children attending higher-level secondary schools.” (Spies, Buchel and Wagner 2003)



EEP's

- Furthermore, the age and the duration of compulsory schooling is also very significant for migrant children.
- Quality teaching has a tremendous influence on student outcomes.
- Migrant children may benefit from increased numbers of migrant and minority teachers. (Nusche 2009)
- Formative assessments and differentiated teaching will meet individual children's needs.



Early Childhood Programmes

- Poor, minority and immigrant children often start school well behind their peers knowledge and skills so ECP's should be introduced as soon as possible, however screening must be carried out first.
- Often, EEP's emphasize age appropriate educational experiences but are also designed to promote children's health and nutrition, social and emotional development.
- PSHE (Personal, Social and Health Education)
- Every Child Matters (UK)



Early Childhood Programmes

One Home Visit programme is called: ***The Parents as Teachers*** (PAT)

- Developed for the Pre-school period
- Designed for general development
- Addresses children between 0-3 and their parents
- It includes health and development screenings
- But also Group meetings, in which parent educators and parents meet to exchange knowledge and experiences in child development
- Ideal for families of different socio-economic levels, from rural and suburban communities, but effective for low-income and minority families.
- Developed in the US (PAT Inc.)



CARE “Great start in Life”

- CARE is a collaborative Project funded by the EU to address the issues related to quality, inclusiveness, individual, social and economic benefits of Early Childhood education and care in Europe.
- The Project started in January 2014 and continued until December 2016
- CARE’s central goal is to develop an evidence based and culture-sensitive European framework of developmental goals, quality assessment, curriculum approaches and policy measures for improving the quality and effectiveness of early childhood education and care

What does Child Well-being mean to you?

- In line with the EU strategies for 2020
- Recognised the need for a systematic and integrated approach to ECEC.
- Raising the professional competencies of staff
- Monitoring and assuring quality
- Increasing the inclusiveness of all children
- The need for innovative European indicators of children's wellbeing
- Develop a set of indicators that is sensitive to cultural variation and to the differences in countries.

#GreatStartInLife

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THE CARE-PROJECT
IS IN 11 COUNTRIES
ACROSS EUROPE



A FRAMEWORK
FOR DEFINING,
IMPLEMENTING &
ASSESSING
QUALITY & WELLBEING

WE ANALYSED
THE

CURRICULUM
GUIDE-
LINES

OF 11 COUNTRIES

WE APPARENTLY...
...HAVE A...
...SHARED LANGUAGE...
...FOR EXPRESSING
...OUR VIEWS

GUIDELINES ARE WELL ELABORATED
REGARDING
HARD SKILLS

... BUT LESS WELL
FOR
SOFT SKILLS

32 CLASSROOMS
WERE
SELECTED

... AND ASSESSED USING

CLASS
ASSESSMENT
SCORING
SYSTEM

HIGH AGREEMENT = HIGH QUALITY

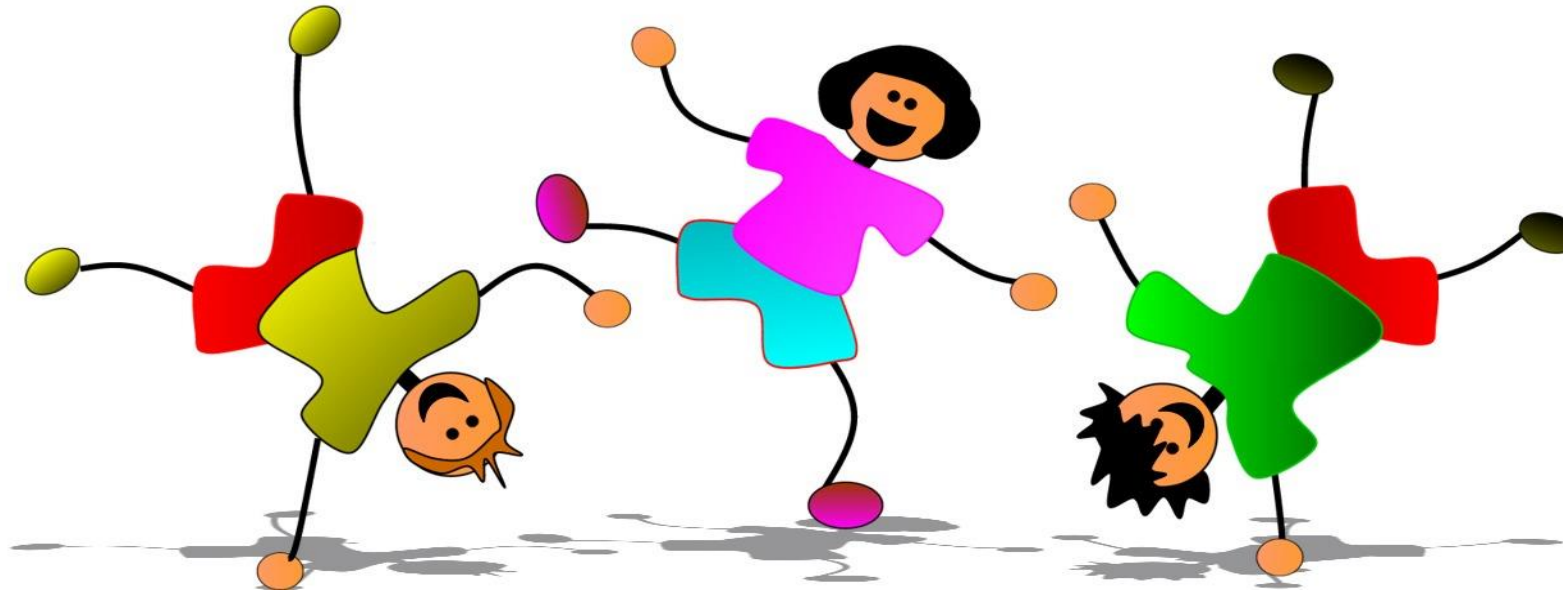
EDUCATOR-CHILD
RELATIONS NEED
TO BE
COMPLEMENTED
WITH...

... COLLABORATING
GROUP ACTIVITIES

PLEASE
LOOK AT OUR
VIDEO
LIBRARY!

CARE ECEC

- Video



BREAK



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Paper and straws



ECP

- However, these activities usually operate after school
- In turn can compromise academic, cultural and sports activities
- Impact Family commitments



Programmes outside school

- Summer camps
- Girl Guides
- Scouts
- Drop in Center's
- Youth Clubs
- After school Private Mentoring
- Sports clubs
- Libraries



Low, Medium, High Outside school Support

- Norway – Information on plurilingualism for migrant parents (LOW)
- Germany - Drop- in (klusive) (LOW)
- Switzerland – Tamil meeting place MaKly (LOW)
- Italy – Programme ZeroSei (MED)
- Switzerland – “Schenk mir eine Geschichte” (*Give me a story as a present*) (MED)
- Israel – HIPPIY (now operates in ten countries on 5 continents (MED)
- Germany – MEN (Migranten Eltern Netzwerk Niedersachsen (HIGH)
- Switzerland – QUIMS (HIGH)

Mentoring: actors and methods

Individual and small group mentoring:

- Teachers and educators
- Voluntary Associations
- Welfare groups
- Social Workers
- Community Hubs
- Religious Institutions



Mentoring: actors and methods

“Involving all actors to work on a common vision!” LLL Platform 2016

- EU Member States: ensure that legal frameworks provide access to education for all regardless of the migration or residence status
- Support the Role of education in promoting an Inclusive and Democratic Society (EU Wide Campaign)
- Send positive messages to tackle living together in ever more diverse and complex societies
- Invest in quality teaching and resources

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TIDES IN, TIDES OUT



CASE STUDY



Supplementary Schooling in Immigrant Communities

What is Supplementary Education?

“Supplementary Education is provision for children and young people in a setting outside mainstream education. It is usually funded by the local community and may include a range of cultural, academic and religious activities.”

(Badwal, NRC Director, 2009)

(National Resource Centre for Supplementary Education)



When?

- Before / After school
- In the evenings
- Saturday school
- Sunday school
- School Holidays



Where?

- Mainstream school
- Community Centres
- After-school clubs
- Youth Centres
- Sports grounds
- Church Halls
- Places of Worship



Why?

- Common Ground
- To offer a range of learning experiences, including National Curriculum Subjects, e.g., English, Maths, Science, Art
- Religious studies
- Mother–tongue classes
- Cultural studies
- Sport
- Art
- Music
- Dance
- Drama



How?

- Funding from the Local government
- Volunteers
- Funding from Charities and organizations
- Parents pay a contribution
- Parents Pay privately



To good to be true!!

- In Pairs, discuss if you foresee any issues relating to Supplementary schooling from either, personal experiences or professional experiences, or you may just have an opinion against this type of schooling.



Common Challenges

- Lack of Funding
- Profile
- Safeguarding Children
- ‘Drop-off Shop’
- Shoestring Budget
- Many clubs are not acknowledged or celebrated by LA
- On site and in social relationships
- Suspicion and mistrust on the part of social services,
- Different cultural attitudes towards physical chastisement or abuse
- Parents using the school for their own needs. Especially the fee paying ones.

Local Partnerships between Schools

Mainstream Education

- Often tension because mainstream schools are reluctant to admit that supplementary schooling is necessary.
- Working in partnership would acknowledge that mainstream schools are failing migrant children.

Supplementary Education

- Supplementary schools are often not credited for the improvement of underachieving children.
- Sustainability due to cuts in funding. Need to find alternative ways of raising money.

Drivers for Interaction

- Supplementary schools are drivers for interaction for migrant children
- Preserve the language and culture identities of their communities
- Bilingualism to be celebrated rather than be skeptical
- Argument that they can keep children safer
- The children can have fun, socialize, learn from peers, keep safe, have a different experience and become a team-player



Tomorrow – Language and Integration

- Relevance and importance of national language
- Individual conditions of national language acquisition
- Best practices and policies of national language acquisition across Europe



Thank you for participating today

