ANNUAL POLICY CONFERENCE 2017
Report

Prepared by Aldo Xhani (MPG), Monique Denkelaar (Fryshuset), Tomislav Tudjman (Risbo), Hanna Siarova (PPMI) & Fred Anderson (HIOF)

Contents

SIRIUS - Policy Network on Migrant Education - Rue Belliard, 205 - 1040 - Brussels - Belgium - www.sirius-migrationeducation.org

2

OPENING OF THE CONFERENCE

Thomas Huddleston (MPG) welcomed the participants on behalf of the network and provided the general framework of the activity. SIRIUS has been monitoring and tracking the situation of newly arrived migrants in enrolling and throughout their transition in the education system. The network has developed and proposed tools to be used by a wide range of stakeholders while students', teachers' and parents' groups have stepped up their practices.

The Policy Conference had therefore the objective of reflecting on what has changed across the EU' education systems with regard to the reception of refugees and new comer pupils, how the different actors have responded and what has been achieved in the past 2 years. Thomas also stressed some of the key measures adopted, such as the EC's Action Plan on the Integration of third-country nationals where education has been recognised as a powerful tool for integration.

KEYNOTE SPEAKERS

- Michalis Kakos, Senior Lecturer, Carnegie School of Education, Leeds Beckett University

Michalis Kakos showcased the main outcomes of the PARAE project, a SIRIUS-initiated action addressing the issue of inadequate access to quality education for asylum-seeking and refugee youth throughout the EU. Please refer to Annex 1 – Michalis Kakos's presentation.

- José-Lorenzo Vallés, Head of Unit, Strategy and Investments, DG EAC

José-Lorenzo Vallés recognised the relevant contribution that the SIRIUS network provides in terms of guidance for policies and practices promoting inclusive high-quality education for everyone.

Mr Vallés stressed that despite the successful practices identified by researchers and practitioners, policy makers and key stakeholders in European education systems are still struggling with the inclusion of migrant in education.

The EU is currently focussed on 2 key areas: tackling the root causes of migration and working for the social inclusion of refugees and migrants who came to Europe. In the Action plan on the integration of third country nationals published in 2016, education is a cornerstone of the strategy. Nonetheless, education systems across the EU do not always promote equity and social fairness. Social background is still a key element in education performance, and this is particularly true for students with migrant background. Language, segregation of migrant pupils, low or too high expectations from schools are all issues that influence how well migrant students perform. Specific support is particularly beneficial for migrant and refugee children.

The EC Action plan identified 3 priorities for refugee and migrant integration in education: quick access to mainstream; tailor support to help them succeed; and opportunities to participate in community life and wider society. Reinforcing teacher training, promoting more diversity in the teaching profession and strengthening the recognition of qualifications are key actions the EC is supporting. Moreover, the EC will make a proposal to education ministers early 2018 on promoting common values through education. It has also readapted and mobilised its funding programmes such as Erasmus+, Creative Europe, Horizon2020 and the European Voluntary Service towards the integration of refugees and migrants. Bringing Member States together to learn from each other continues to be a key support the EC is providing. In 2018, it will organise 3 Peer Learning activities and SIRIUS has been invited to contribute as key expert in the area.

Mr Vallés concluded his speech by inviting the consortium to further expand its Policy Advisory Board so as to engage policy makers in inclusive debates with practitioners and researchers.

SIRIUS - Policy Network on Migrant Education - Rue Belliard, 205 - 1040 - Brussels - Belgium - www.sirius-migrationeducation.org

3

PANEL DISCUSSION

•   Daniel Pop, Senior Team Manager, Education Support Programme - Open Society Foundations

Daniel Pop addressed the topic of migrant integration from the perspective of a private American philanthropy. He moved from the evidence that there is a populist rebellion against holding any discussion on what should be done with the arrival of refugees and migrants and their integration in the education system. Some governments in Europe started to challenge the basic tenants that there are other sources of legitimacy in society than only election outcomes. The enactment of legislation that limits the ability of civil society organisations to operate, the ability of universities to develop independent research and the ability of schools to act independently are all elements that portray a general trend in Europe that do not characterise only a few EU countries.

In Daniel's vision, this stems from previous problems and half measures adopted across Europe and in the European construction, in particular the market approach for promoting development. In this context, civil society was given the opportunity to access public funding but its agenda is ultimately shaped by the funder. This led civil society, schools and other non-state actors to actually work on the agenda of decision makers rather than on their own agenda.

The debate on how dangerous the competition for public resources is for schools becomes therefore key. OSF's research on the previous Comenius programme, for instance, has shown a correlation between the competition for grants and needs: the stronger the need and the higher the competition for that grant. The schools that are better structured, better prepared and with better teachers tend to attract more resources. This is a mechanism that penalises those schools and groups in society that are less prepared and less competitive, it is therefore a structural problem. European schemes are market based and put schools in a highly competitive framework where it is difficult to secure the financial support, but there is no debate on this in Europe.

It is in a system like this that migrant arrivals are inscribed. The question therefore becomes "why do we apply market-based approaches to teachers support schemes working on increasingly diverse school contexts?". Markets segregate based on ability and talent and it is a tool that contradicts the objective of promoting more cohesive and inclusive school systems.

•   Lina Varela, Head of Pre-school, Primary and Lower Secondary Education Division, Directorate General for Education, Portugal

Lina Varela showcased the context, the educational measures for school inclusion and the newly implemented reforms in Portugal. Please refer to Anne 2 – Lina Varela's presentation.

•   Nihad Bunar, Professor of Child and Youth Studies, Stockholm University

Nihad Bunar's scientific position on migration and education is that educational needs cannot be solely reduced to a language acquisition issue for newly arrived students. These have to be recognised as learners and not only as language learners which implies access to a wide range of subject areas. We also have to pay attention to native language, as students' strongest resource and a pre-requisite for their success at school. The obstacles cannot be solely located in inadequate and interrupted schooling, the age of migration, parents' social and economic background. These are independent variables, what we can affect though to improve migrant students' outcomes at school are our education systems and the way we work with these students. The rights cannot be solely ideological declarations of equity. Newly arrived students hold previous knowledge that must be recognised.

Although Sweden remains a positive model in Europe in terms of reception and inclusion, some gaps still remain when it comes to practice. Until 2013-2014, migrant students were invisible in the public discourse and in research. Everything was reduced to language

SIRIUS - Policy Network on Migrant Education - Rue Belliard, 205 - 1040 - Brussels - Belgium - www.sirius-migrationeducation.org

4

acquisition and only now we know that there is so much more at stake. Dr Bunar also stressed the need to have more qualitative approaches when providing the evidence and the conditions for transferability of certain practices, as the one often showcased in Sweden.

National Policy Frameworks for reception and inclusion of newly arrived students in elementary schools (compulsory) and in secondary education show a growing interest in the Swedish education system to support migrant students, which represents a relevant change compared to the invisibility of the pre-2014 phase. The Swedish government has allocated additional resources for professional development of teachers in the area of multicultural education and on how to work in the classroom with student that do not have a sufficient knowledge in Swedish language. Also, sub-national authorities and stakeholders have been involved in the framework of action and have their specific roles.

The recognition of young refugees as knowledgeable subjects, the formalised assessment of previous school and life experiences, the role of multi-lingual classrooms assistants are additional relevant practices adopted in Sweden, under the condition of better assessing them through more qualitative approaches.

• Thomas Huddleston, Programme Director Migration and Integration

Thomas Huddleston underlined that there still are significant divergences across Europe and some policies are setting children even further behind in countries like Greece, Turkey, Hungary. But also in Italy, where the support is left to individual schools that lack the funds and experience. In other countries like France, the Netherlands and Germany there is a time-limited support issue that raises.

The accumulation of delays in migration policy creation, in enrolling children in schools and getting them in the mainstream classroom and the lack of targeted support has led to an expanded period of lack of education. Moreover, the opportunities offered by the EU Action Plan are not fully taken up by national educational ministries. EU funding at national level, in particular under the Erasmus+ programme, are not always allocated to refugees' and migrants' inclusion which has been identified as a priority; skills assessment policies are still missing in many Member States and skills assessment is left to individual schools receiving no support; the school and education gateway of the EC offers a lot in terms of training for teachers but they do not receive enough training by national systems; the Linguistic Online Support has been extended to refugees and migrants but without a relevant supporting infrastructure its capacity to be used is significantly reduced, as also showed by a JRC study; despite the EC pushing for including migrant and refugees in all working groups on education with the Member states, many ministries have not appointed any contact person yet.

There is therefore a strong need to draw attention on these gaps. SIRIUS has partnered with the European Parliament and will launch a campaign to raise awareness on the still existing major gaps in in the education sector of Member States. MPG is also working on bringing together more education stakeholders around a European Citizen Initiative to be launched in 2018 calling for European citizens to have the right to help. Thomas invited participants to join and support the two actions.

WORKING GROUP 1: CONTENT QUALITY OF TEACHING FOR NEWLY ARRIVED MIGRANT STUDENTS

Teachers should be able to meet the diverse needs of all students and foster tolerance, respect for diversity and civic responsibility. Whereas most European countries already faced challenges in matching teaching methods and quality with the needs of diverse classrooms, the challenges intensified with the arrival of large numbers of refugee students and their particular needs. According to the OECD (2014, in: Public Policy Management Institute, 2017, p.12) working with multicultural and multilingual students is one of the areas that teachers *feel the least prepared* for.

SIRIUS - Policy Network on Migrant Education - Rue Belliard, 205 - 1040 - Brussels - Belgium - www.sirius-migrationeducation.org

5

In several EU countries, for example Belgium (Flanders), Bulgaria, Germany, Greece, the UK, Sweden, Finland, Italy and the Netherlands, many teachers are not trained or have no experience with general issues of migration and diversity, to work with refugee students and their particular needs, to teach the national language as a second language, to provide psychosocial guidance, and to enable connections with students' prior knowledge (Crul et al., 2016 et al., p. 11; Koehler et al., forthcoming, Fundamental Rights Agency, 2017, p. 11, Grigt, 2017, p. 27-28).

In the Erasmus+ project NAOS (2014 -2017) Five areas of expertise needed for teachers in diverse classrooms where identified:

1. **Language diversity**

2. **Pedagogy/didactics**

3. **Social psychology and identity**

4. **Parental involvement**

5. **Community-school relationships**

During the project, both initial teacher training institutes as primary and secondary schools were visited. Quite remarkable are the results found in 9 EU countries:

Within Initial teacher training for primary education most attention was given on **social psychology**, a little less on **pedagogy** and **language diversity**, still less on **parental involvement** and hardly any on **community-school relationships.**

Within schools on in-service training on professional development one half spoke about standalone courses, peer learning, integral programs and collaboration with universities. But the other half just learned by doing, committed teachers putting in the extra hours.

I. <u>**From the PPMI report in 'Preparing Teachers for Diversity' key findings were:**</u>

Key findings:

➢ The increasing diversity of European societies represents societal and educational opportunities. If valued and utilized effectively, diversity can function as a rich educational resource in classrooms, to enrich the competences and creativity of all pupils, promote inter-group contact, opportunities for reflection and peer-learning.

➢ In spite of this diversity, the teaching population remains largely homogenous and lacks experience in teaching in diverse schooling environments. Teachers feel ill-prepared to teach students from diverse socioeconomic, cultural and linguistic backgrounds.

➢ To address the challenges faced by all pupils in schools, education systems across Europe must equip teachers with relevant intercultural competences, including valuing and adapting to diversity as well as being culturally self-aware, are key to effectively teach diverse pupils.

➢ 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.

➢ Raising the attainment level of children without the language of schooling implies that teachers in all subject matters need to be effectively prepared to be part of the language learning process. Promoting and valorizing non-dominant languages (and cultures) can enable pupils with a migrant and/or minority background to develop and gain recognition of linguistic skills of equal value

SIRIUS - Policy Network on Migrant Education - Rue Belliard, 205 - 1040 - Brussels - Belgium - www.sirius-migrationeducation.org

6

> There is an increasing need to prepare future teachers to build on the benefits of diversity, shifting from compensatory to inclusive learning approaches. A comprehensive system of teacher education is crucial to equip teachers with the intercultural competences necessary to respond to and manage the evolving diverse school environment.

A few examples of DIFFICULTIES:

- In Belgium and the Netherlands, frequent changes in class composition due to students being moved between locations contribute to the difficulties. An integrated and personalized approach that enables connections with the different life domains and prior knowledge of newcomers is often missing and special teachers who are trained to deal with the increasing number of unschooled and illiterate students are lacking (Ravn et al., forthcoming).
- In Italy, the insufficient training of teachers is often linked to the difficulties of schools in integrating refugee and UM pupils. There is a lack of teachers to teach in multicultural environments, to evaluate pupils' competences independently from language skills, and to teach Italian as a second language.
- In Germany, there are no modified sets of teaching methods and tools for classes with non-native German speakers among the students. Teachers rarely use other languages in class than German – not even English – to ensure that all students understand and can follow. Peer learning and tutoring are not incorporated in any systematic way, so that it is widely up to the students (and their families) to manage their ways and find help.
- In Finland, teacher education, including programmes on multicultural, intercultural, social justice or global teacher education, prepares teachers for working with migrant students, and are among the core values of the department of teacher education. At the same time, the lack of a coherent national agreement on the meaning of multicultural education for teachers and students leads to different ideological teaching approaches that may indirectly lead to new forms of social injustice

GOOD examples:

- The Teacher Training Institute in Hamburg is a good practice example for the training of 'intercultural mediators' and 'cultural actors' which contributes to diversity competences of schools. Similarly, in Malmö, staff were trained for intercultural competences to facilitate their work with pupils and parents (Eurocities, 2017, p. 7-8). The National Centre for Multicultural Education (NAFO) in Norway conducted the project 'Education for newly arrived youth' in 26 municipalities in seven countries. Goals included the increase of competences of school managers and teachers to deal with newly arrived youths (Public Policy Management Institute, 2017, p. 75).
- Belgium (Flanders) and Spain have introduced self-assessment tools for trainers and teachers: An online screening instrument on diversity in teacher education enables ITE providers in Belgium (Flanders) to screen their policies. Another online tool in Spain enables teachers to review their perspectives on diversity and provides practical resources for diversity in schools.
- A project focused on bilingual education was organised in in-service teacher training institutes and consisted of the development of a curriculum and textbooks. The adopted model ensures the preservation of students' mother tongue as well as the successful acquisition of the language of instruction.
- **"Fast Track":** The Government wants newly arrived immigrants in Sweden to quickly find a workplace that is relevant to the individual's education and experience. At the same time, there is a shortage of labour in many industries; these are now being helped with the provision of skills through the creation of fast tracks by the Swedish Public Employment Service and the industries, to make it easier for newly arrived immigrants to establish themselves in the labour market.

II. **Four statements, four tables:**
1. Is *language teaching* supportive in migrant learning outcomes?

SIRIUS - Policy Network on Migrant Education - Rue Belliard, 205 - 1040 - Brussels - Belgium - www.sirius-migrationeducation.org

7

2. How can teachers enable connections with *prior learning* of NAMS?
3. How could teachers be *better qualified* for the diverse needs of NAMS?
4. How to build on *inclusive learning approaches*?

III.   **Let's get started, each statement has the following questions:**

- Define the problem, what is lacking?

- How to tackle it?

- Give examples of good practices

IV.   **Reactions and discussions of the participants:**

The following reactions from the participants occur on the statements using the World Café methodology.

A world café is a structured conversational process for knowledge sharing in which groups of people discuss a topic at several tables, with individuals switching tables periodically and getting introduced to the previous discussion at their new table by a "table host".

Is *language teaching* supportive in migrant learning outcomes?

- Using the language of the pupils as a resource
- Mother tongue teachers/ assistance
- Training national language courses as a second language for all teachers.
- Multilingual knowledge sharing among educational professionals + mutual language learning.
- Permanent linguistics support needed
- Develop the mother tongue language while learning the instruction language.

How can teachers enable connections with *prior learning* of NAMS?

- Arising awareness (it is useful)
- Need training for 'thinking' skills (metacognitive awareness)
- Needs knowledge of educational culture.
- Teachers should try to communicate with different tools: draws, music, films, photo's: so not only writing/ reading.
- Extracurricular activities to be planned.
- Respect the individual approach
- Availability of tests in mother tongue language

How could teachers be *better qualified* for the diverse needs of NAMS?

- Ethnocentricity: our students have rights. Training in human rights. Recognition and enhancement of the teaching profession.
- Give tools to teachers to help them better understand NAMS
- Find teachers from different cultures

SIRIUS - Policy Network on Migrant Education - Rue Belliard, 205 - 1040 - Brussels - Belgium - www.sirius-migrationeducation.org

8

- Teachers are open for otherness.
- Awareness of social justice and power relations. Intersectional approach: gender and so on.
- Peer learning creates better teaching professionals.
- And it is good to learn in *teams of teachers* to become even better.
- Experience teaching culture abroad: peer learning in another context
- Adjust teacher's training to contemporary needs.
- Longer period needed of practical training and in diverse and complex contexts
- Making intercultural competences compulsory in teacher training.
- Use more practical experiences and diverse methodology.
- Develop 'empathy' and self-awareness of prejudices and misconceptions
- Develop competences and knowledge on managing multilingualism and diversified methodologies.

How to build on *inclusive learning approaches*?

- Diversity is positive and not a deficit: it is not limited to migrant issues.
- What is *Inclusion*?:
  o Methodology is open
  o Everyone is included in a way that they can follow, learn, play in their own specific way together with their peer children.
  o Participation needed of many professionals in education
  o Collaborative learning
  o Teachers should be trained during their initial teacher training.
- Participatory practices in classroom
- Diversify knowledge via the sources of information: audio / video / newspapers / tv / and so on...
- Recognise and use the students' cultural diverse backgrounds to build and enhance learning (including language).

WORKING GROUP 2: SCHOOL LEADERSHIP AND GOVERNANCE

The aim of the group discussion was to go deeper on the recommendations/key roles of school leaders in diverse classrooms identified in SIRIUS policy brief.

Key roles

- Creating and supporting inclusive school culture
- Supporting teaching and learning
- Outreach to parents and communities
- Use and attainment of additional funding

SIRIUS - Policy Network on Migrant Education - Rue Belliard, 205 - 1040 - Brussels - Belgium - www.sirius-migrationeducation.org

9

Recommendations:

- **Ensure adequate and accessible professional development** provision to school leaders on developing inclusive school cultures, diversity, intercultural education, social justice and effective engagement with parents and local communities.
- Organize and support **peer learning between school leaders though exchanges**, study visits and job shadowing on national, regional and EU level.
- Provide **support to school leaders for accessing and managing available funds for special programmes** at national, municipality, EU level as well as knowledge about project implementation and evaluation
- **Ensure school leaders have the autonomy to implement context specific measures**, such as offering language support, providing teacher training or hiring assistant teachers.
- **Empower school leaders to be involved in the process of policy development**. School leaders should be more influential than they are in the process of policy development and not only in implementation of the policy, however they are often unaware of the process they are in and their knowledge and experience is not utilized to the fullest in policy development.

Input

In the beginning of the session, the lead speaker Fred Carlo Andersen made an introductory presentation on the essence of school leadership and introduced a new concept 'Diversity leadership'.
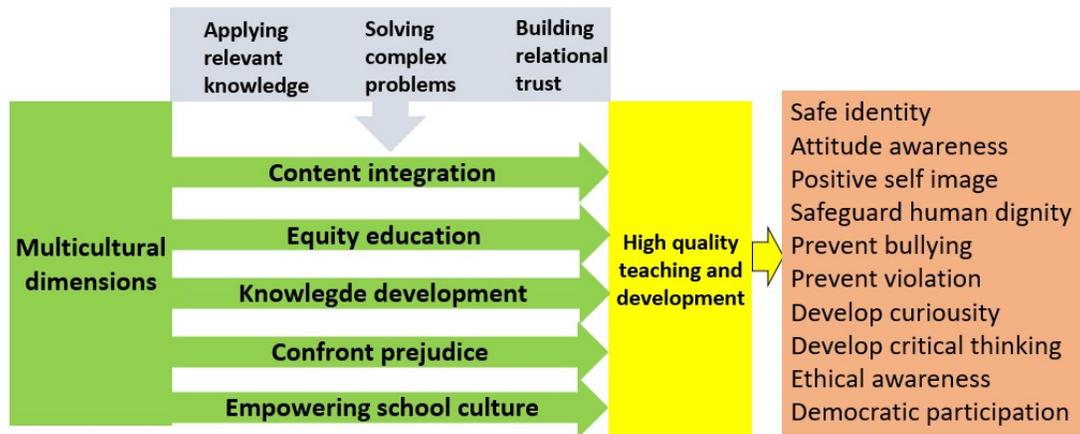
Andersen, 2017 (Banks, 2004, Robinson 2014)

Figure 1. Concept «Mangfoldsledelse» (diversity leadership)

For schools to be able to effectively manage diversity in their classrooms there is a need to promote diversity leadership. Promoting diversity leadership implies development of the shared leadership culture at school, introducing multicultural dimensions into schooling process (incl. curricula, pedagogy, school climate and school culture, democratic values and empathy, confronting prejudices).

SIRIUS policy brief has already identified key policy recommendations on how such leadership can be ensured:

- ensure adequate and accessible professional development for school leaders;

- support networking and PLA for school leaders;

SIRIUS - Policy Network on Migrant Education - Rue Belliard, 205 - 1040 - Brussels - Belgium - www.sirius-migrationeducation.org

10

- support in accessing and managing available funds;

- ensure school leaders have appropriate autonomy to implement context specific measures;

- empower school leaders and involve them into policy development.

During the session participants aimed to understand better how come of these recommendations can be taken further and what concrete steps Ministries and municipalities can take in these areas.

Conclusions and small groups

During the group discussion the following key issues were identified as important to consider in order to ensure diversity leadership:

- **Importance of overarching framework of diversity leadership**, clarifying specific elements, activities and guidelines on how schools can promote leadership for diversity. Such a framework needs to be developed based on existent evidence and experiences of schools. Such a framework will help not only to raise awareness on the importance of diversity leadership, but also deliver knowledge on what such leadership entails and how each school can adjust it to its particular context.

- **Need to combat residential and school segregation.** Numerous research (see e.g., EDUMIGROM project) proves that mixed schools promote better outcomes for children with migrant and ethnic background, and do not negatively influence the outcomes of native children. Furthermore, mixed schools promote development of attitudes of empathy and tolerance, as well as combat prejudice and stereotypes. However, school segregation can be often the result of residential segregation and housing policies, and therefore, a broader policy view is necessary to tackle the issue comprehensively.
  Examples of how municipalities try to avoid school segregation include 'bussing' and schools dispersal policies.

- **Schools have different capacities for change.** We often observe that schools that are failing have a bigger motivation to change their schooling approach and organisation, as mere cosmetic fixing' does not work anymore. On the other hand, average performing schools are much harder to change, due to the lack of external triggers.
  At the same time, schools have different recourses and knowledge to implement change.
  The potential solutions to guide schools in the process of change (towards better diversity leadership) include:
  - School inspectorates and counsellors can provide direct recommendations (following the framework for diversity leadership);
  - Supporting school networks (e.g., NAFO supports focus schools in each Norwegian municipality, which in turn provide guidance and advice to the rest of the schools in municipality).

- **Development of sensitive school curriculum.** Diversity leadership framework implies the ability of schools to integrate diversity content and intercultural knowledge into school practices and teaching. In the systems, where schools have less autonomy in terms of curricula, schools have less capacity and incentives to integrate such content; therefore, it is important that national curricula framework is flexible enough and provides guidance to schools on specific learning outcomes related to diversity.

- **Professional development to teachers and school leaders.** In this area, policy makers need to address the following gaps:
  - Ensure availability of relevant training programmes related to diversity leadership, both for schools leaders and teachers;
  - Promote teachers and leaders' competences of self-development, self-reflection and constant learning to empower them to make relevant choices about their professional development;
  - Ensure sufficient working conditions that allow teachers and leaders devote part of their working time for training (external or internal).

SIRIUS - Policy Network on Migrant Education - Rue Belliard, 205 - 1040 - Brussels - Belgium - www.sirius-migrationeducation.org

11

- **Support school initiatives for change**, with additional funding, recognition, guidance and networking possibilities: e.g., Refugee Welcome School concept, developed by Saint Gabriel's College in South London and supported by Citizens UK (community movement) and NASUWT (The Teachers' Union). The key success factors of such school initiatives are: internal commitment of the school and its community; collaboration between school stakeholders, existence of the clear action plan and in-built feedback mechanisms, as well as possibility to get additional funding.

- **School autonomy in managing their budgets**

WORKING GROUP 3: SOCIO-EMOTIONAL LEARNING IN PROMOTING MIGRANT EDUCATION

Please refer to Annex 3 – Paul Downes' presentation to review all inputs of the group.

Key proposals coming up from participants' exchanges:

- Support students to listen to each other and share their stories. More extra-curricular activities should be promoted for students to share their stories from a "kid perspective" and not a "refugee kid perspective";
- Involve parents in schools' decision-making mechanisms;
- Promote an environment making refugee families feel welcome at school;
- Invest into multi-lingual books and curriculum materials;
- Develop more culturally-sensitive curricula.

ANNEXES

- **Annex 1 – Michalis Kakos' presentation**
- **Annex 2 – Lina Varela's presentation**
- **Annex 3 – Paul Downes' presentation**

SIRIUS - Policy Network on Migrant Education - Rue Belliard, 205 - 1040 - Brussels - Belgium - www.sirius-migrationeducation.org

12

SIRIUS – Policy Network on Migrant Education

Multi-country Partnership to Enhance the Education of Refugee and Asylum-seeking Youth in Europe

Main findings – complemented by relevant international studies

PERAE Partners

- European forum for migration studies (efms), Germany (coordinator)
- Leeds Beckett University, United Kingdom
- Centre for Migration and Intercultural Studies (CeMIS), Belgium
- Fryshuset, Sweden
- Risbo, the Netherlands
- University of Western Macedonia, Greece

- Verikom, Germany
- Multi Kulti Collective, Bulgaria

Methods

- Desk research (policy)
- Individual and Focus Group interviews with:
  - refugee students,
  - School principals
  - teachers,
  - NGOs and social workers,
  - policy makers involved in refugee education.

Relevant EU directives and frameworks

- **Article 14 (1) of the Directive 2013/33/EU of the European Parliament and of the Council** (replacing Directive 2003/9/CE): children of asylum seekers and minor asylum seekers should be granted access to the education system 'under similar conditions as nationals of the host Member State'

- **Article 27 of the Council Directive 2011/95/EU**: minors granted refugee or subsidiary protection status should be granted access to education 'under the same conditions as nationals'.

- **Article 14 (2), Directive 2013/33/EU**: children entering a Member State should be included in education within 3 months and 'preparatory classes, including language classes, shall be provided to minors where it is necessary to facilitate their access to and participation in the education system'.

- **European Agenda for Migration** (relocation and resettlement framework): integrate into EU societies those refugees and asylum seekers who are eligible for protection (European Commission, 2015).

- **EU Action Plan on the integration of third country nationals** (2016): Member States should provide language learning and prevent educational segregation, ensure that teachers have the skills to manage diversity, to promote the recruitment of teachers with a migrant background, to promote the participation of migrants' children in early childhood education and care, to enable access to vocational training, and to assess, validate and recognise skills and qualifications of third country nationals (EC, 2016).

- **Commission Communication on the protection of children in migration:** prioritise safe access to formal and non-formal education, reducing length of time that the education of minor asylum seekers is disrupted; early and effective access to inclusive, formal education is one of the most important and powerful tools for the integration of children, fostering language skills, social cohesion and mutual understanding and is crucial for ensuring durable solutions (COM 211 final, 2017).

Relevant international conventions

- **Article 26 of the Universal Declaration of Human Rights (UDHR)**, 1948: 'everyone has the right to education'. 'Development of the human personality' and the 'strengthening of respect for human rights and fundamental freedoms' shall be core elements of education (United Nations, 2015a, p. 54).

- **Article 13 of the International Covenant on Economic, Social and Cultural Rights**, 1966: right of education with the same understanding as Art. 26 of the UDHR , free and compulsory primary education for all, general availability and accessibility of secondary education to all (OHCHR, 2016b).

- **Refugee Convention** of 1951, Article 22: access of refugees to elementary, secondary, higher and other education, recognition of foreign school certificates, diplomas and degrees, financial support for education , quality of teaching (OHCHR, 2016a).

- **Article 28 of the Convention on the Rights of the Child**, 1989: application of above rights to children, particular emphasis on regular school attendance, reduction of dropout rates, 'access to scientific and technical knowledge and modern teaching methods' (OHCHR, 2016c).

- **UNHCR Education Strategy 2012-2016**: calls for receiving countries to promote the inclusion of refugee and stateless children in national education systems or to develop responsive, quality education opportunities where this is not possible (UNHCR, 2012).

- **Goal 4 of the United Nation's (UN) Sustainable Development Goals (SDGs)**: 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' (UN, 2015b).

Refugees

- Those who owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, are outside the country of their nationality and are unable or, owing to such fear, are unwilling to avail themselves of the protection of that country; or, who are outside their country of nationality or habitual residence and unable to return there owing to serious and indiscriminate threats to life, physical integrity or freedom resulting from generalized violence or events seriously disturbing public order.

  Article 2, the 1951 Convention related to the Status of Refugees and UNHCR, 2011, p. 19.

- 'I didn't *come,* I *left'*

  Interview with S (father, Y9, male)

- Education is key for socio-economic success and for overcoming disadvantages in European societies. Education fosters social inclusion, economic growth and innovation.

- Notwithstanding the efforts made by EU Member States in recent years, third-country nationals continue to be placed at a disadvantage regarding employment, education and social inclusion compared to EU citizens (OECD/European Union, 2015)

- Generally, the complexity of inclusion in education is not taken account of in policies and support measures for young refugees and asylum seekers in Europe.

INCLUSION IN EDUCATION

Past educational experiences

Teachers and school staff

Imagining self in future

Educational profile

Aspirations

Safety and stability

Emotional needs

Friends

INDIVIDUAL

Family

Social skills

Belonging and participation

Achievements

Understanding and accepting expectations

Wider society, social support workers, etc.

Language and communication

Understanding of systems, opportunities, rights, roles and rules

Main challenges identified

Issues identified (1)

- Difficulties in recognising students' academic abilities: Refugee students, similarly to other students who are not fluent in the language of provision are often placed in 'low ability' groups / classes.

- Tracking and hierarchic school systems push refugee students to non-academic subjects, to vocational training or to school drop-out;

- There are significant shortcomings and inconsistencies within and across educational systems in EU in interpretation and implementation of individualised educational provision (processes for identification of individuals' needs and design of individualised educational programmes);

Issues identified (2)

- The continuity of refugee students' education:
  - There is often very little information about students' educational profile when they arrive in host country.
  - Instability in students' settlement, especially in the first months / years after arrival resulting in change of schools.

- Placements often reflect social / economic segregation of catchment areas and lead to ghettoisation of schools.

- Age of arrival is crucial for almost all aspects of students' experience in education and determine their successful inclusion and academic achievement.

Access to education

- Limited or no access to education for children (including UM) in **detention and reception centres** in some countries > inhibits timely integration into education processes

  Good practice:
  - 'Family locations' as alternatives to detention facilities where families can move around freely within the municipality of the location and children in some locations being able to attend a regular nearby primary school (Netherlands);
  - No detention of asylum-seeking children (Italy, Spain)

- Accommodation in **distant and rural locations >** limits school choice and in many cases hinders school attention

- **Instability in settlement**, especially in the first months / years after arrival > frequent change of schools or no school attendance > hinders settling into educational setting

Opportunities to succeed in education: Enabling informed choices

- Functioning **structures for informing refugees about the school system and available educational opportunities and potential trajectories** - not in place in most countries > hinders refugees from making informed choices about educational pathways and makes them subject to the decisions (and agendas) of others

Good practices:

  - Group session or 'network days' to inform refugees about the education system (some schools in Belgium (Flanders), Leipzig, Germany, Sweden);
  - Family liaison officers, offering advice on education and other public services to migrant and refugee families (England)

Opportunities to succeed in education: connecting with prior knowledge and education

- Functioning **procedures and structures of assessing refugees' prior education and connecting their education with their prior knowledge and educational attainments** (e.g. through individualized learning plans) - not in place in a comprehensive way in many countries

  > Difficulties in recognising students' academic abilities > refugee students often placed in 'low ability' groups / classes

  > No functioning systems to respond to gaps in education (due to missed years during conflict and flight) > allocation according to age is often inappropriate, age limits keep refugees from attending and graduating from certain schools

  Good practice:
  - Parents, teachers, city staff, students and interpreters together assessing students' prior knowledge (Sweden);
  - Designing individual curriculum or learning plans for each student (Finland, UK, some schools in the Netherlands)

Opportunities to succeed in education: Enabling the successful transition from reception to mainstream education - teacher qualification

- **Teachers lack the training, competences and experience** with general issues of migration and diversity, to work with refugee students and their particular needs, to teach the national language as a second language, to provide psychosocial guidance, and to enable connections with the prior education of students in most countries.

Good practice:

- Training of teachers for migration and diversity issues and for the particular needs of refugee students, especially regarding language teaching, responding to psychosocial needs, enabling connections with prior learning (relevant programs can be found in Greece, Teacher Training Institute Hamburg, city of Malmö, NAFO project, online tools in Belgium (Flanders), Italy , Spain);

Opportunities to succeed in education: Enabling the successful transition from reception to mainstream education – policy approach and funding

- Absence of a **coordinated central policy approach** on reception education, bureaucratic procedures, and the reluctance of education systems to adapt to changing needs represent obstacles to smooth processes of integration.
- **Shortage of funds** is a major barrier for a coordinated approach for integrating new arrivals and for meeting refugees' needs in most countries

Good practice:
  - Flexible funding that allows municipalities and schools to allocate funds according to contextual needs (regional governments in Belgium);
  - Provision of funds for additional classes and teachers and support staff (Finland, Germany, Netherlands, Sweden, UK);
  - Provision of funds for L1 language teaching (Helsinki, Finland)

Opportunities to succeed in education: Enabling the successful transition from reception to mainstream education – multi-stakeholder cooperation

- Coherent **cooperation between multiple stakeholders** involved in the education of refugees on different levels (schools, municipalities, communities, NGOs, labour market, social actors etc.) is lacking in most countries > barrier to the effective support and integration of newcomers.

  Good practice:
  - Cities or districts taking the lead in coordinating the municipal and local actors (Ghent, The Hague, Antwerp, the Netherlands; Munich, Nuremberg, Berlin, Germany);
  - Cooperation between the municipality, NGOs and volunteers for the provision of information and informal education (Antwerp, Ghent, Belgium (Flanders); Gothenburg, Sweden; Helsinki, Finland; Hamburg, Germany);
  - Cooperation between the Ministry of Education, schools, NGOs and UNHCR in order to identify and meet refugee students' needs (Bulgaria);
  - Communication and cooperation with communities and parents for alleviating fears and prejudice and creating welcoming structures (Antwerp, Belgium (Flanders), The Hague, Netherlands; Edinburgh, UK; Nuremberg, Berlin, Germany; Athens, Greece)

Opportunities to succeed in education: Enabling the successful transition from reception to mainstream education - Tracking

- **Tracking and hierarchic systems**, especially early tracking, in several EU countries > place refugee children at a disadvantage, hamper their access to higher secondary trajectories, and push them to non-academic subjects, to vocational training or to school drop-out

  Good practice:
  - Late or no tracking (Finland, Sweden, UK)

Opportunities to succeed in education: Enabling the successful transition from reception to mainstream education – Additional support

- **Quantity and quality of additional support at schools** (e.g. for psychosocial needs , support for school work) for refugees - not sufficient in most cases, especially in countries where it is not obligatory to assign a support person to each school

  Good practice:
  - Additional language support after entering mainstream education (Sweden);
  - Obligatory assignment of a qualified support person in each school (Sweden);
  - Diverse types of assistance and support for schoolwork (Helsinki, Finland);
  - Cooperation among multiple stakeholders for the identification and meeting of refugee students' needs (Bulgaria);
  - Rituals and programmes for welcoming new students at school (Belgium (Flanders), Netherlands, Italy, Germany, Sweden);
  - Particular support mechanisms for UM (Leeds, UK)

Opportunities to succeed in education: Enabling the successful transition from reception to mainstream education – Reception classes

- Advantages and disadvantages of **different models of reception classes** - often insufficient support in the acquisition of the national language > hampers smooth transition from reception to mainstream education - particularly the case for secondary education and particularly for higher secondary tracks

  Good practice:
  - The option to enrol directly in mainstream classes while benefitting from introductory classes and language support (Austria, Italy, parts of Germany, Greece, Sweden, Poland);
  - Coaching teachers facilitating the transition from preparation to mainstream classes (Flanders);
  - The option to enrol in certified courses and tests for the national language as second language (Sweden) and for the native language as a second foreign language (some schools in Hamburg, Germany);
  - Facilitation of the entry into higher secondary education through a prolonged and more intensive preparatory system (some schools in Hamburg)

Opportunities to succeed in education: Enabling the successful transition from reception to mainstream education – Accommodation / segregation

- **Adverse conditions in accommodation centres -** often inappropriate to support students' academic work **>** hamper refugee children's ability to study, focus on school, and achieve academic progress

- Refugee children are subject to **school segregation** in some countries > impacts their educational outcomes negatively, hinders their integration, and results in labelling, and stigma.

- School placements often reflect **social / economic segregation** of catchment areas > ghettoisation of schools

Opportunities to succeed in education: Enabling successful trajectories after compulsory education

- Policies for the education of refugees after compulsory education mostly favour vocational pathways > limits their opportunities to enter higher education pathways
- Strict entry requirements and a lack of information about higher education opportunities > hinder refugees from accessing universities in many Member States.

  Good practice:
  - Targeted measures of preparation for vocational training with strong practical and labour market related approaches (Germany, Helsinki, Finland, Vienna, Austria, Sweden) and with subsequent subsidised employment (Bulgaria);
  - Cooperation with companies in order to encourage them to train refugees (Hungarian Association for Migrants);
  - Identification of the optimal trajectory for each student by qualified agencies (Hamburg, Germany);
  - Combining vocational training and language teaching (Stockholm, Sweden, Germany);
  - Temporary residence permits for refugees who found apprenticeship positions (Hamburg, Germany);
  - Vocational training or adult education as an intermediate step towards higher education (Germany, Sweden);
  - Informing refugees about higher education in the receiving country and facilitating prior degree recognition (Finland, Italy);
  - Free (preparation and language) courses and free entry at university for refugees (Amsterdam, Ghent, Netherlands; Stockholm, Sweden, Germany)

Themes

- There is a tension between educational inclusion and (schools' attempts to provide a form of) individualised support. Some countries prioritise inclusion (England) and place students in mainstream classes; other countries place refugee students in reception classes to support the development of language skills and improve their understanding of educational system / curriculum of the host country (Netherlands, Germany, Belgium).

- Refugee students' needs which relate to access to language of provision are similar to those of migrant students. However, refugee students may have also multiple and complex emotional needs which schools are often unprepared to address. This relates also to the general lack of teacher competences for diversity and for meeting the particular needs of refugees.

- The quality of educational provision and the educational experiences of refugee students are closely related to factors that are not directly controlled by the school. These include their legal status, family circumstances and wider social aspects of their lives.

- The lack of cooperation and coordination between different stakeholders and the absence of a coordinated central policy approach often compromise a coherent and effective approach to refugee education.

General suggestions

- There is no ideal system to support refugee students. Effective systems of support are flexible and allow multidisciplinary collaboration / input by professionals from different fields and adjustment of practices to suit the needs of individual students.

- Fluency in language of educational provision is sufficiently recognised as key factor for the successful educational inclusion of refugee students - but it is not the only factor.

- International and EU conventions should serve as the guiding principles, or as minimum standard, but in many areas and many countries are not fully implemented (information and awareness is necessary).

Suggestions to those involved in reception of refugee children and placement in schools

- Attention to educational provision during the period from arrival until placement:
  - Consider developing flexible, home-based or community-based provision prioritising language skills and familiarisation with educational system. This is crucial in order for refugee students and families to make informed choices;
  - Planning for discreet and professional identification of emotional, psychological and social needs of children and families; design and implementation of plans aiming to address those.

- Consideration of social / economic segregation reflected in school and housing placements.

Suggestions to educational practitioners

- Consider complexity of needs. These cannot be covered by the policies relating to language support;

- Consider the social aspect of educational inclusion: This requires the acceptance / inclusion of (refugee) students in social/peer groups, out-of school communication with peers/friends, etc.;

- Consider the significance of parents' involvement;

- Evaluate the quality of in-school support;

- Involve students and parents in designing of provision.

Suggestions to policy makers

- Measures that guarantee the implementation of international and EU conventions in the national context;

- Review and revise entrance requirements and age limits of school types to enable access for refugees with different education trajectories;

- The dependency of access to education on fluency in language of provision disadvantages older refugee students. Design of educational provision in native language for older students should be considered;

- Admission policy and school placements: need for communication with schools and scrutiny of relevant practices in order to avoid or to disrupt social segregation.
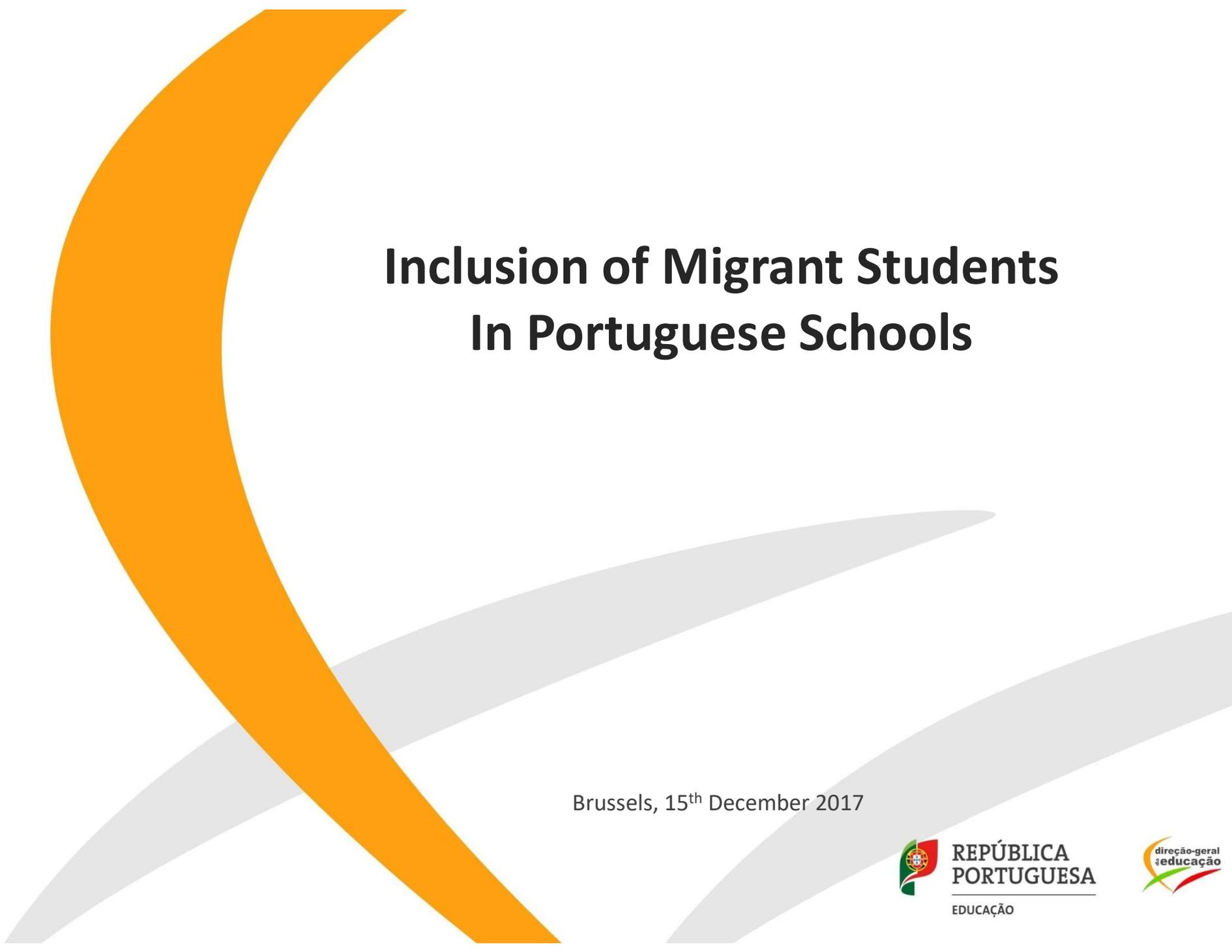
Inclusion of Migrant Students
In Portuguese Schools

Brussels, 15th December 2017

REPÚBLICA PORTUGUESA

EDUCAÇÃO

direção-geral da educação

1. Context

2. Educational measures for school inclusion

3. Newly implemented reforms

REPÚBLICA PORTUGUESA
EDUCAÇÃO

direção-geral da educação

The Portuguese Education System
Compulsory (and non compulsory) education

Fig. 1

Age

| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |

Compulsory education

Optional attendance	Compulsory education		Higher Education
Childhood education (pre-school)	*Ensino Básico* (Primary & lower secondary education)	*Ensino Secundário* (Upper secondary education)	University Polytechnics
	1st cycle	2nd cycle (primary)	3rd cycle (lower secondary)	
Kindergarten	Years 1-4 (4 years)	Years 5-6 (2 years)	Years 7-9 (3 years)	Years 10 -12 (3 years)	Higher Education

Cycles of schooling

Schools

Active life and further studies

Second chance further studies

Courses

- State schools e.g school clusters/schools
- State funded private schools
- Independent private schools

Ensino Básico
General education
Artistic education and training courses e.g. music, dance
Vocational courses
Adult education

Ensino Secundário
Scientific-humanistic courses
Professional courses
Specialised artistic courses
Adult education

3

1. Context

Fig. 2   Migrant movements in Portugal

Multicultural and multilingual context in Portuguese schools

Goals

Inclusion of all students

Students personal development
(building sense of belonging)

Whole school development approach taking advantage of the linguistic and cultural diversity

2. Educational measures for school inclusion

What

Assure equal conditions to all students that are non-native Portuguese speakers so that they achieve educational success, regardless of their first language, culture, social background, origin and age.

How

National curriculum:

Provision of the school subject Portuguese as a second language (Português Língua Não Materna – **PLNM**) in primary and secondary education (ISCED 1, 2 and 3)

Target group – newly arrived students that are non-native Portuguese speakers

Reception

Newly arrived students are integrated in a regular class
(according to their age)

Placement in a CEFR level

Beginner A1/ A2	Intermediate B1	Advanced B2*/ C1
PL2 Curriculum	PL2 Curriculum	Curriculum of Portuguese
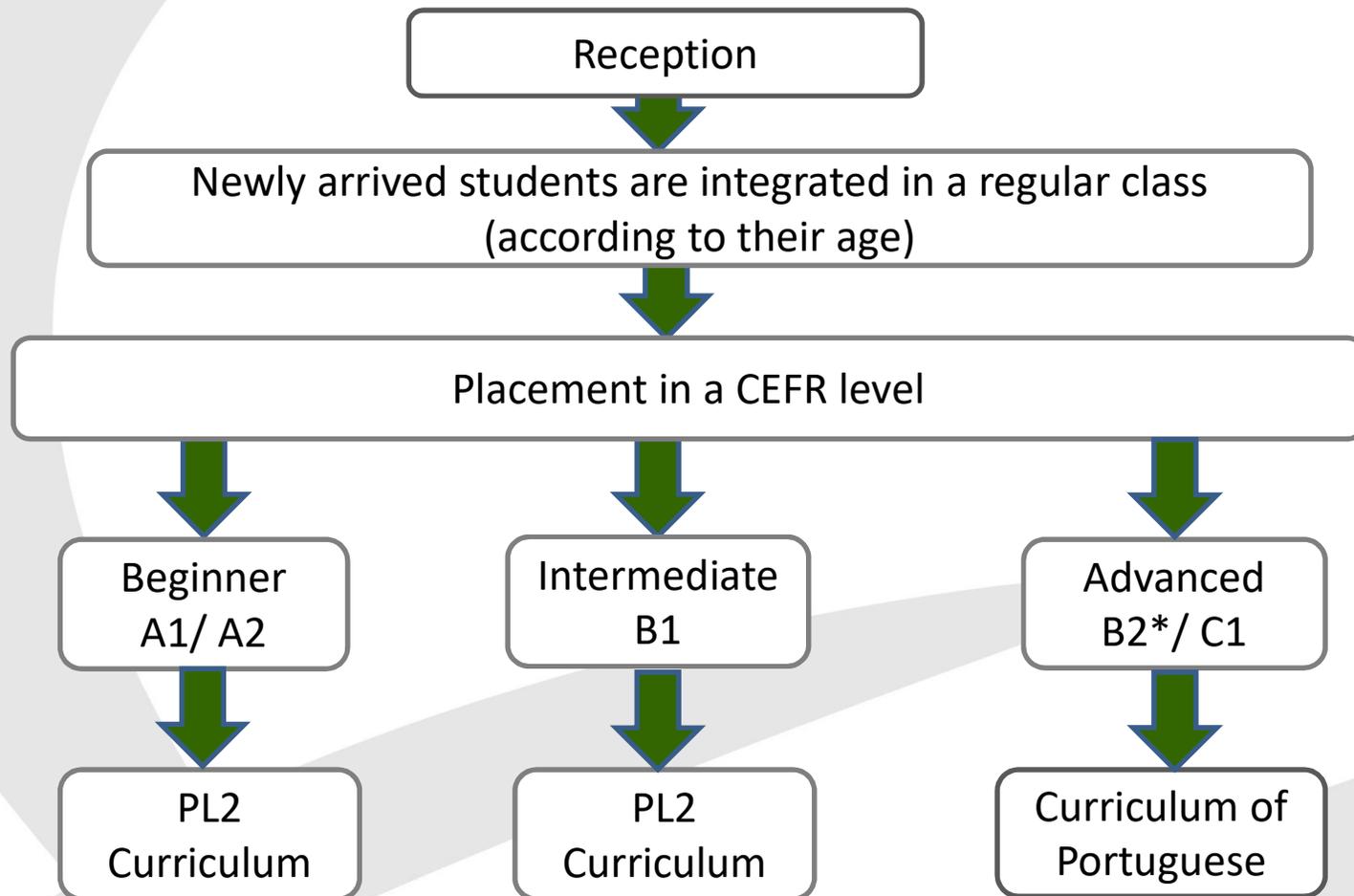
Fig. 3 - PLNM Measures in the Portuguese Education System

REPÚBLICA PORTUGUESA
EDUCAÇÃO

direção-geral da educação

How

Process of sociolinguistic assessment – integration in PLNM

School educational structures and initiatives to facilitate the migrant students integration

coordinator of the PLNM teachers, multidisciplinary teams, coordinator of the teachers council, tutors, peer mentoring …

Reception Tasks

Initial interview when migrant students arrive (verbal and non-verbal aspects are observed)

Fulfilment of a sociolinguistic form by parents or by legal guardians (identification of the languages spoken by the students; identification of students' needs)

Placement tests to determine the students´ language proficiency level in Portuguese (models available at DGE website)

How

– Migrant students placed at PLNM A1/A2 or B1 level

Follow the syllabus of PLNM according to their language proficiency level in the scope of an individual work plan

- Develop the Portuguese language   as an object of study

                             as a language of schooling

Are integrated:

- in the PLNM subject instead of the Portuguese subject (groups of at least 10 students)

       or

- in the Portuguese subject with additional PLNM support language classes

How

Benefit from:

- specific assessment criteria in the subject of PLNM
- final exams of the PLNM subject according to their language level
(instead of the subject of Portuguese)

– Migrant students placed at PLNM B2 or C1 level

Follow the syllabus of the subject of Portuguese and can benefit from additional language support classes whenever necessary

Who
– The coordinator of the PLNM teachers

Conceives and applies reception measures to support the newly arrived students

Promotes in-service training, supporting the PLNM teachers work with the theoretical concepts, specific methodologies and resources of Portuguese as a second language

Promotes collaborative work between teachers towards the development of a community of practice in this subject

Builds communication channels between the teachers of PLNM and the teachers of several subjects, enabling the development of the language of schooling

Coordinates projects and activities that aim at the integration and the academic success of the PLNM students

Who

– **PLNM teachers**

Have a specific profile (expertise training in PLNM/teachers of foreign languages/teachers from ISCED 1 - 1st to 4th grade)

Work together with:
a) Other PLNM teachers planning and producing resources;
b) The teachers of other subjects to develop the language of schooling.

Conceive and develop individual work plans for the PLNM students, monitoring their progress and integration

Results obtained

**External assessment
- High performance in PLNM A1/A2 and B1
final exams
2017**
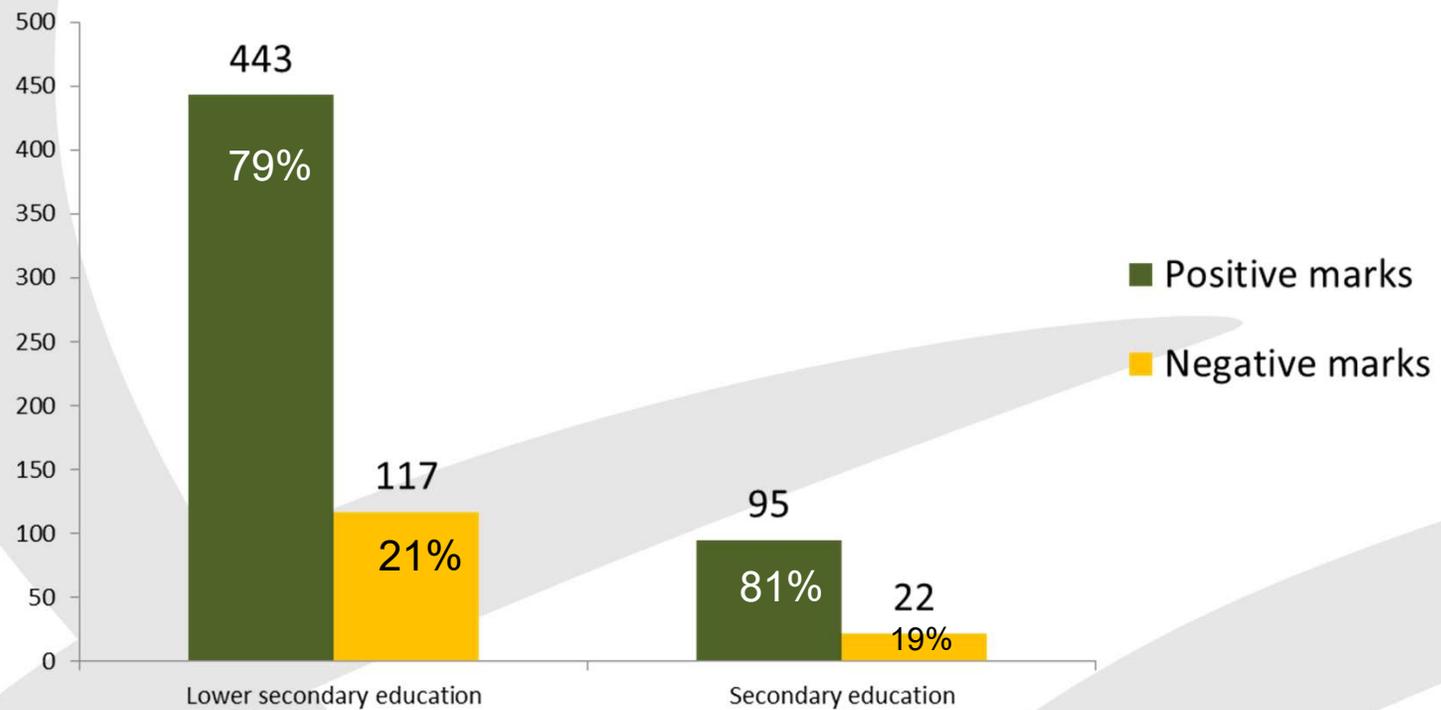
Lessons learned

Evaluation study and recommendations for PLNM at primary and secondary education level conducted in 2012 – 2014 by the Faculty of Social Sciences and Humanities (FCSH/Universidade Nova de Lisboa)
(financed by the European Social Fund and by the DGE)

To be improved:

• More complete guidelines for the reception measures

• Reinforcement of the educational measures for the PLNM students placed at A1 proficiency level

• Constraints in the implementation of the defined measures at school level: the integration of the students in the PLNM subject was not possible in several schools (not enough PLNM students)

Lessons learned

One way of overcoming these constraints:

Online Courses of Portuguese as a Second Language of Ciberescola

PLNM support classes for ISCED 1, 2 and 3 students not integrated in the PLNM subject

REPÚBLICA PORTUGUESA
EDUCAÇÃO

direção-geral da educação

3. Newly implemented reforms - Gradual integration in the national curriculum and reinforcement of Portuguese language learning

European Agenda for Migration ➡ **Action plan at national level**

• A working group integrating:

- representatives of several ministries (foreign affairs, education, border services, health, employment and migration areas), working together with non-governmental organizations, such as the Refugee Support Platform (Plataforma de Apoio aos Refugiados - PAR) or the Portuguese Refugee Council (Conselho Português para os Refugiados – CPR).

• Extraordinary educational measures were defined regarding the reception and inclusion of the students that belong to the refugee contingent, such as:

a) Specific guidelines for the equivalence of studies;
b) A gradual integration in the national curriculum, according to the opinion of the multidisciplinary teams and the school´s pedagogical council, on the basis of the profile of each student;
c) Reinforcement of Portuguese language learning.

• Schools can develop other projects or educational modalities.

• Emphasis will be placed on the quick inclusion of these students in the national curriculum.

• These students can also benefit from the school´s social assistance, provided by the Ministry of Education and the municipality.

3.1. Newly implemented reforms: Supporting schools and teachers

DGE webpage: laws, reception measures, learning Portuguese, resources, useful links

Reception Guide – Preschool, Primary Education, Secondary Education/

Guia de Acolhimento – Educação Pré-Escolar, Ensino Básico, Ensino Secundário

•Specific extraordinary measures
•Guidelines for their implementation
•Portuguese Education System
•Resources

3.2. Learning Portuguese: Resources

• Resources targeted to the learning of Portuguese as a second language some translated to Arabic and Mandarin

3.3. Building empathy to cultural otherness: Projects

• Not Just Numbers (IOM)
Não São Apenas Números

Toolkit for teaching young people about Migration and Asylum in the European Union

• #whatifitwasme
#esefosseeu

Initiative to raise awareness of children and young's for the difficulties felt by refugees

REPÚBLICA PORTUGUESA
EDUCAÇÃO

direção-geral da educação

Thank you!

Lina Varela

**Head of Pre-school, Primary and
Lower Secondary Education Division**

**Directorate-General for Education
Direção-Geral da Educação (DGE)**
lina.varela@dge.mec.pt

REPÚBLICA PORTUGUESA
EDUCAÇÃO

direção-geral da educação

Socio-emotional education in promoting migrant education

Dr Paul Downes
Director, Educational Disadvantage Centre
Associate Professor of Education (Psychology)
Member of the European Commission
Network of Experts on the Social Aspects of
Education and Training (NESET I & II) (2011-
2017) and NESET II Coordinating Committee
(2015-2017)
Institute of Education
Dublin City University, Ireland
paul.downes@dcu.ie

Sirius Network, Annual Policy
Conference, Brussels December 15,
2017

Downes, P., Nairz-Wirth, E., Rusinaite, V. (2017). *Structural Indicators for Inclusive Systems in and around Schools.* Luxembourg: Publications Office of the European Union

Cefai,C., Bartolo, C., Cavioni, P & Downes, P. (2017, forthcoming) *Strengthening Social and Emotional Education as a Core Curriculum across the EU: A review of the international evidence.* Luxembourg: Publications Office of the European Union.

Downes, P. & Cefai, C. (2016*) How to tackle bullying and prevent school violence in Europe: Evidence and practices for strategies for inclusive and safe schools*. Luxembourg: Publications Office of the European Union.

Edwards, A. & Downes, P. (2013) *Alliances for Inclusion: Developing Cross-sector Synergies and Inter-Professional Collaboration in and around Education.* Brussels: European Commission, Directorate General, Education and Culture

Cedefop 2017 – Early Leaving from VET – Selfreflection Tool

Downes, P. (2015). *Early School Leaving Prevention and Engaging Parents from Ethnic Minority and Migrant Backgrounds: Key Issues and Guiding Principles Across 9 European City Municipalities.* European Union, European Regional Development Fund, Urbact Secretariat, Paris

The Paris Declaration 2015

Strengthening the key contribution which education makes to personal development, social inclusion and participation, by imparting the fundamental values and principles which constitute the foundation of our societies ;
2 _ Ensuring inclusive education for all children and young people which combats racism and discrimination on any ground, promotes citizenship and teaches them to understand and to accept differences of opinion, of conviction, of belief and of lifestyle, while respecting the rule of law, diversity and gender equality ;

How can 'imparting' 'fundamental values' avoid accusations of a new colonialism ??

1. The Empirical Argument – Strengths, Promise and Gaps – but not only an empirical issue of what works !
Need clarity on public policy goals of SEE

2. Differentiated System Levels for Emotions in Education generally and for migrants
3. A Universal CrossCultural Spatial Protolanguage of Assumed Connection as Compassion and Trust
4. Cautionary Notes – e.g, Cultural Colonialism
5. Key Questions for the Future

1. A Holistic Curricular Focus on Social and Emotional Learning (SEE) for Bullying Prevention: Emotional Awareness and Students' Voices

A study of more than 213 programs found that if a school implements a quality SEL curriculum, they can expect better student behaviour and an 11 point increase in test scores (Durlak et al., 2011).

The gains that schools see in achievement come from a variety of factors—students feel safer and more connected to school and academic learning, children and teachers build strong relationships.

Durlak et al. (2011) highlight a range of SEE benefits indirectly related to bullying and school violence, for outcomes on SEE skills, Attitudes, Positive Social Behaviour, Conduct Problems, Emotional Distress and Academic Performance.

Durlak et al (2011) classroom teachers and other school staff effectively conducted SEE programs so these can be incorporated into routine educational activities and do not require outside personnel.

Sklad et al.'s (2012) meta-analysis of recent, school-based, universal programs concentrated on ones that promote development rather than prevent specific problems such as bullying.
-SEE programs showed statistically significant effects on social skills, antisocial behaviour, substance abuse, positive self-image, academic achievement and prosocial behaviour.

SEE - Not the same as civic or religious education !

Downes (2010) SEE across curricular areas: empathy in history, language and emotion in English, conflict role play in drama etc.

STORY AND BULLYING PREVENTION: AN EMOTIONAL LITERACY APPROACH

Aber et al. (2011):The 4Rs Program: Reading, Writing, Respect, and Resolution

- The 4Rs Program is a universal, school-based intervention that integrates SEL into the language arts curriculum for kindergarten through Grade 5.

* Evolving from the previous stand-alone conflict resolution program that was RCCP, the 4Rs uses high-quality children's literature as a springboard for helping students gain skills and understanding in several areas including handling anger, listening, cooperation, assertiveness, and negotiation.

After 2 years of exposure to 4Rs, in addition to continued positive changes in children's self-reported hostile attributional biases and depression, positive changes were also found in children's reports of aggressive interpersonal negotiation strategies (i.e., their tendency to select aggressive responses in conflict situations), and teacher reports of children's attention-deficit/hyperactivity disorder (ADHD), social competence, and aggressive behaviour

Aber et al., (2011)

'Our findings to date contribute to the growing evidence that primary prevention strategies designed to address children's social–emotional as well as academic learning can be effectively integrated and become part of standard practice in classrooms and schools. Further, our findings suggest that doing so can significantly improve the quality of key aspects of children's social settings such as the quality of their classroom interactions with teachers and peers, and reduce the risk of aggressive behavior, depression, and ADHD, three of the most ubiquitous forms of psychopathology associated with exposure to trauma and violence.'

Empirical argument – widespread potential benefits of SEE but:

- Predominantly US based studies (see also Durlak et al.'s 2016 Handbook)
- Little focus on migrant or Muslim populations
- No differentiation focus on different kinds and needs of migrants
- Need research with children's voices
- Need research with migrants including Muslim voices regarding SEE and their leadership of SEE
- Risk of pre-packaged programmes not tailored to different cultures or individuals – different levels
- Older students may react against being programmed (Downes & Cefai 2016)
- 10 principles for inclusive systems (Downes, Nairz-Wirth & Rusinaite 2017) – students and minority voices into curricular resources ?
- Recognition in bullying research that not sufficient to 'age-up' materials (Downes & Cefai 2016)

Students' Voices – A Clear Gap in the EU Council and Commission Documents (2011) on Early School Leaving Prevention

EU Commission Thematic Working Group on early school leaving report (2013):

"Ensure children and young people are at the centre of all policies aimed at reducing ESL. Ensure their voices are taken into account when developing and implementing such policies."

shutterstock · 72430033

Article 12 (1) of the UN Convention on the Rights of the Child which declares: 'States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child'

*Children's voices largely absent from US research as they have not ratified the UN Convention on the Rights of the Child

2. Differentiated System Levels for Emotions in Education generally and for migrants

Key Guiding Principles (Downes Nairz-Wirth & Rusinaite 2017)

Holistic - Recognises the social, emotional and physical needs, and not simply the academic and cognitive ones, of both children/young people and their parents

Systemic - Beyond individual resilience to inclusive systems

Differentiated – not one size fits all

Inclusive systems - Beyond Rutter's (1987) resilience in adversity (poverty, early school leaving, bullying, trauma) as Superman or Wonderwoman ! (Downes 2017)

Cultural Cognitive Bias: Individual Foreground Perception Neglects Background System Conditions
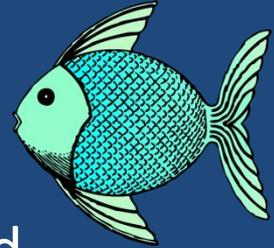
Masuda and Nisbett (2001) presented realistic animated scenes of fish and other underwater objects to Japanese and Americans and asked them to report what they had seen.

*The first statement by American participants usually referred to the focal fish ('there was what looked like a trout swimming to the right') whereas the first statement by Japanese participants usually referred to background elements ('there was a lake or pond').

*Japanese participants made about 70 percent more statements about background aspects of the environment.
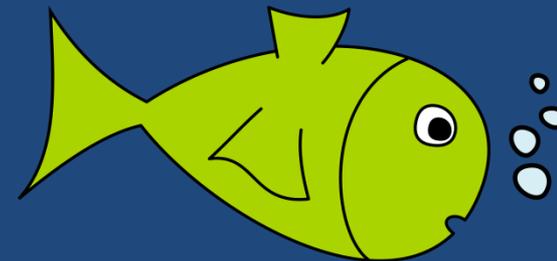
Foreground – Child
Background system - School

Holistic Systemic Issues: Percentage of Socioeconomically Disadvantaged Students who Agree/Disagree with the Following Statements: School Belonging and Feeling Like an Outsider (PISA 2012) (OECD 2012)

Countries	I feel like I belong at school, % Agree (S.E)	I feel like an outsider (or left out of things at school), % Disagree (S.E)
Austria	82 (1.6)	89.9 (1.1)
Belgium	63.5 (1.6)	88.4 (1.0)
Czech Republic	73.6 (1.9)	80.5 (1.6)
Denmark	69.3 (1.6)	90.3 (1.0)
Estonia	78.2 (1.8)	90.0 (1.3)
Finland	80.5 (1.1)	89.2 (1.0)
France	38 (1.7)	73.2 (1.8)
Germany	83.8 (1.6)	89.7 (1.4)
Greece	87.8 (1.2)	83.9 (1.4)
Hungary	83.5 (1.1)	85.6 (1.6)
Ireland	76.7 (1.5)	91.6 (1.0)
Italy	75 (0.9)	89.3 (0.6)
United Kingdom	74.9 (1.5)	86.9 (1.1)
OECD Average	78.1 (0.3)	86.2 (0.2)

Differentiated Strategies in Place - for Meeting Individual Needs at Different Levels of Need/Risk for Transition

Universal – *All*
Selected – *Some, Groups, Moderate Risk*
Indicated – *Individual, Intensive, Chronic Need*
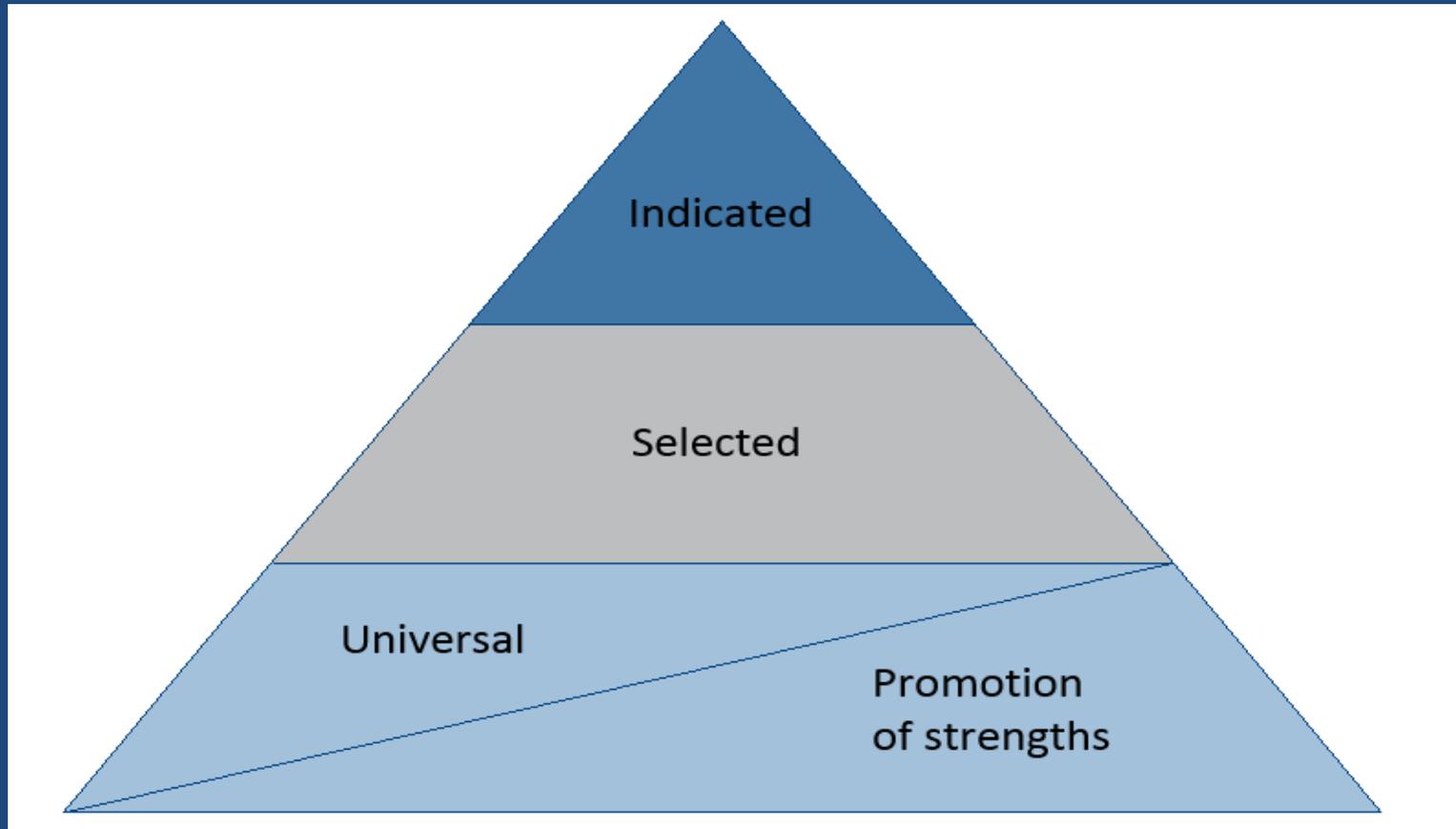
Levels of need – SEE is not to replace supports for trauma

The OECD's *10 Steps to Equity in Education* (2007, 2010) omitted a key range of dimensions with regard to prevention of early school leaving, namely, emotional-relational aspects (Downes 2010, 2011, 2017).

Social and Emotional Education of Students Requires Social and Emotional Education of Teachers !!

WHO (2012) Modifications that appear to have mer include:
• establishing a caring atmosphere that promotes autonomy;
• providing positive feedback;
• not publicly humiliating students who perform poorly;
• identifying and promoting young people's special interests and skills to acknowledge that schools value the diversity they bring

In the EU Commission public consultation 'Schools for the 21st century', classroom management strategies were raised as an issue needing to be better addressed by teacher initial education.

Downes' (2004) student centered research in Ballyfermot, Dublin, 12 focus groups and 173 questionnaire responses from secondary students:

"Have anger management courses for teachers" (female, focus group):

"The teachers shouting at you. That makes me really, really down" (Age 13, F)

"If the teachers didn't roar at you" (Age 13, F)

"Have an equal teaching system and sack ignorant snobby teachers...very harsh teachers usually make me stay out of school" (Age 16, M)

No sunlight ! (Downes & Maunsell 2007)
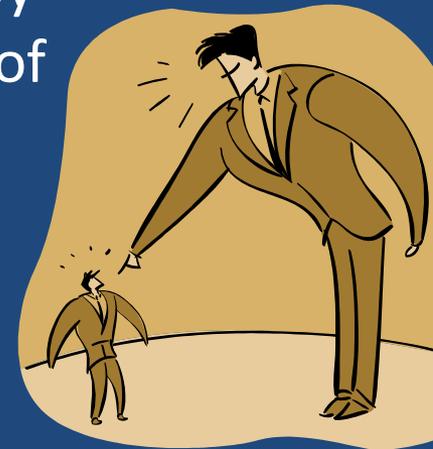
Classroom Climate and Bullying: Discriminatory Bullying

Elamé's (2013) 10 country European study regarding 'the fundamental importance' of teacher influence on discriminatory bullying
-Those immigrant and Roma students who think the teacher exhibits similar behaviour towards 'native' and immigrant and Roma children in the class are those bullied least in the last 3 months.

In contrast, 'those who declare that their teacher favours native children over immigrant/Roma students are more vulnerable to suffer some form of bullying.
Specifically less than half (48 %) of the 123 [immigrant/Roma] children [across the 10 countries] who sense bias in the teachers' attitudes towards native classmates declare to have never been subjected to violence' (Elamé, 2013).

3. A universal crosscultural spatial protolanguage of assumed connection - facilitated by restorative practice questions for compassion

Downes, P. (2012). *The Primordial Dance: Diametric and Concentric Spaces in the Unconscious World*. Oxford/Bern: Peter Lang.

Downes, P. (2017). Reconceptualising Schopenhauer's *Compassion* through Diametric and Concentric Spatial Structures of Relation. *Enrahonar: An International Journal of Theoretical and Practical Reason,* 60, 81-98.
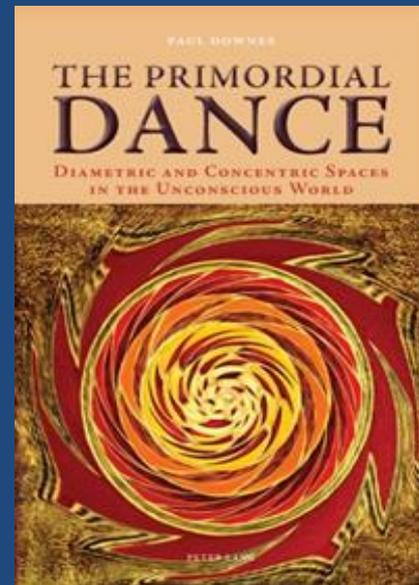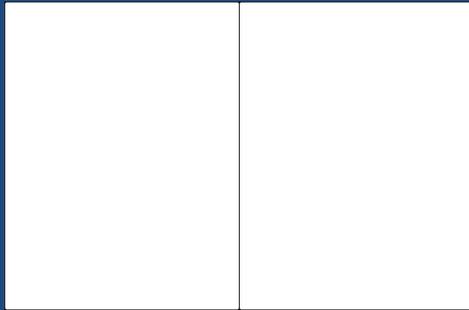
Fig. 1 Diametric Dualism
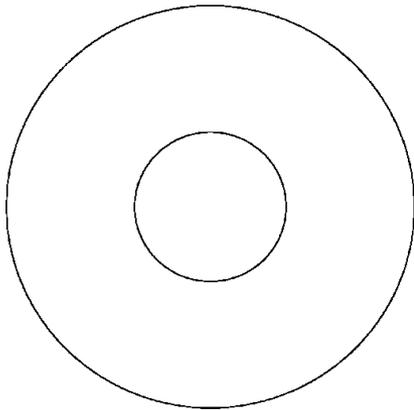
Fig. 2 Concentric Dualism

A diametric spatial structure is one where a circle is split in half by a line which is its diameter or where a square or rectangle is similarly divided into two equal halves (see Fig. 1).

In a concentric spatial structure, one circle is inscribed in another larger circle (or square); in pure form, the circles share a common central point (see Fig. 2). **(**Lévi-Strauss 1962, 1963, 1973**;** Downes 2012)
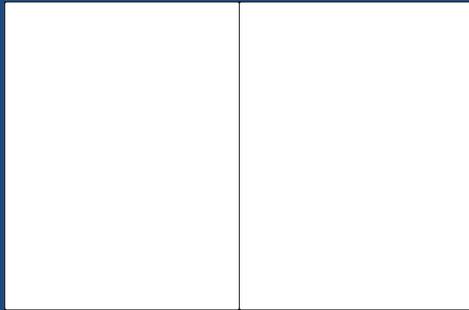
Fig. 1 Diametric Dualism
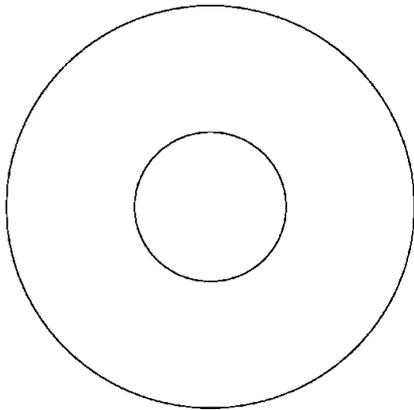
Fig. 2 Concentric Dualism

A Spatial Protolanguage

1) First entailment of the relative differences between concentric and diametric spaces: **Assumed connection and assumed separation**

2) Second entailment of the relative differences between concentric and diametric spatial relation: **Symmetry as unity and mirror image inverted symmetry**

3) Third entailment of the relative differences between concentric and diametric spaces: **Foreground-background interaction versus non interaction (Downes 2012)**

Restorative practice (Holtham 2009) - a mixture of Rogerian empathy/congruence and cognitive constructivist approaches

Why don't you tell me in your words what happened that day ?

Can you tell me what you were thinking about at the time?

Who do you think was affected by your actions and how do you think they were affected ?

How do you suppose X (victim) is feeling about all this ?

If you had to do it again what would you do differently ?

Who was harmed and how were they harmed ?

**Holtham (2009) - A generic reflection questionnaire –
emphasis is on experience not imparting values:**

What happened ?
Who did it affect ?
How did it affect me and the others ?
What was going on just before the incident happened ?
What was I thinking just before and during the time of the
incident ?
Why do I think I behaved the way that I did ?

Did I feel a loss of power before or during the incident ?
What do I lose out on when something like this happens ?
If I had to do it again, what would I do differently?

Conceptual Issues

- Clearly distinguish from citizenship education and ethics

- Distinguish health promotion, stress prevention role for SEE from therapy (Downes 2003)

- SEE in all official curricula in EU – dosage effect – intensity of it on curriculum – examination of this is vital

- SEE not SEL

- Health promotion principles – organic bottom up versus generic prepackaged programmes

- SEE Competences not simply skills ?

3. Cautionary notes for SEE

The cultural conformity and social control concern

- people's personalities are treated in prescriptive, normative terms of success – Fromm's (1957) personality packages

- Boland (2015) highlights that in the 2015 OECD report on social and emotional skills, social and emotional skills (SES) are never defined.

- Boland (2015) asks, 'how is "success" being defined and by whom?': **(p.85)**

- 'Unsurprisingly, OECD defines successful life outcomes as a rise in socio-economic level and access to the labour market: "A successful student becomes one who is conscientious, socially able and has self-control (OECD, 2015 p. 70). Elsewhere, being respectful is mentioned as a factor in helping improve assessment scores **(ibid, p. 76).** All this seems to add up to an image of the successful student as an ideal employee and a keeper of the status quo, someone who does not challenge or rock the boat. The graphics throughout the publication illustrating skill development reinforce this; they show a baby crawling, a toddler, a youth and finally a man with a briefcase' (Boland, p.85)'

A misunderstanding of the benefits of introversion and the need for sensitivity towards cultural differences

In contrast to the OECD report (2015) which takes a one-sided focus on promoting extraversion, Jung sought to develop both polarities of human experience – introversion which was a drawing of energy from within, and extraversion as a drawing of energy from the external world.

This points to the need for social and emotional education to also focus on promoting introverted dimensions of selfhood and to go beyond a prescribed 'happiness' or superficial extolling of 'optimism'.

What is frequently overlooked in accounts of extraversion, drawing from Jung (1921), is that Jung characterised extraverted thinking as 'programmatic', as lacking in conviction as it drew only on the fluctuating outside world. In contrast, Jung perceived introverted thinking as 'rational'.

Again regarding love as a capacity in the individual, Jung characterised extraverted love as preference rather than deep emotional connection, in contrast to the powerful emotional connection and stability of introverted emotion (Downes 2003).

The privacy of the individual is being subverted by the powerful gaze of the state through an emotional well-being agenda

Ecclestone (2007) accentuates the need for vigilance regarding power relations that disempower people, through either condescending attitudes of professionals or a construction of a dependency culture where people are treated as not being able to live independently of professionals. This issue of encroachment of State power upon individuals and families
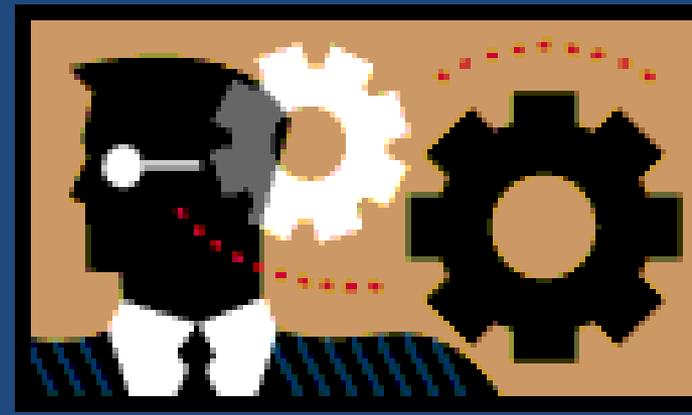
Need to Avoid a Deficit Labelling of Muslim Culture and of Migrants

A new deficit labelling in terms of 'emotional vulnerability' (Ecclestone 2007, p.455) is occurring; this labelling takes place within a framework of 'individual pathology' (Ecclestone 2007,p.467)

- Attachment judgments by teachers and early childhood education professionals
- Confidentiality and multidisciplinary teams (Downes 2004, 2011, Edwards & Downes 2013)

Western colonisation: The 'business bias' (Boland 2015) concern

Boland (2015) continues on OECD 2015:
'This is not a report which offers a vision of social progress towards a more equitable and human-based future. Rather, it advocates skills which are found to leverage productivity at a time of financial uncertainty while maintaining the social status quo, which is that the needs of the global economy are paramount. That social and emotional skills help lead to personal well-being is attractive, but what is stressed most in the report is that they help the economy' (p.86).

Policy issues

- Proportionality argument – large range of significant benefits and economically efficient

- Commission School Policy WG on Quality and Governance - a SEE focus on transitions ?

- Initial teacher education reforms needed ?

- Role for supporting leaders and innovators ?
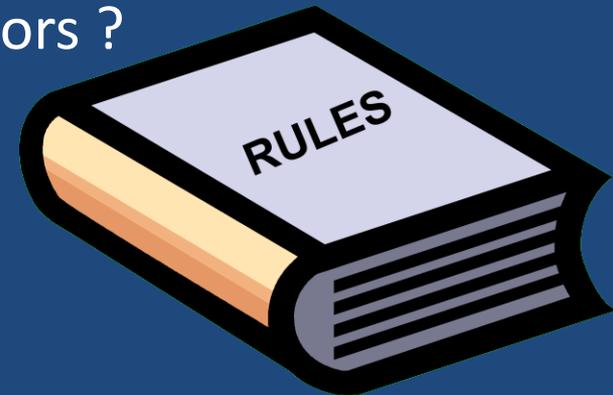
Key Questions

What elements of SEE may be objectionable to Muslim students ?

How to stop migrants being treated as 'the other' (Said 1978) in school and through SEE ?
How to develop Muslim voices into SEE curricular materials ?
How to shift focus from inculcating values to promoting experiences of assumed connection for compassion and trust ?
How to develop a better research agenda to include migrants, especially Muslims experiences, needs and voices ?

What does a strengths based, culturally sensitive, child centred SEE look like beyond restorative practice and input of migrants students voices into curricular materials ?

Aber, L.; Brown, J. L; Jones, S. M.; Berg, J.; Torrente, C., 'School-based strategies to prevent violence, trauma, and psychopathology: The challenges of going to scale', Development and Psychopathology, Vol.23, No2, 2011, pp. 411–421.

Boland, N. (2015) Book review in *International Journal of Emotional Education* Volume 7, Number 1, April 2015 pp 84-89

Communication from the Commission {COM(2011) 18 final} Tackling early school leaving: A key contribution to the Europe 2020 Agenda.

Downes, P. (2003). The new curriculum of Social, Personal and Health Education in Irish primary schools: Self-awareness, introversion and the role of the teacher. *Kwartalnik Pedagogiczny* (International Journal of Education, Poland), 190 (4), 93-112.

Downes, P. (2003). *Living with heroin: HIV, Identity and Social Exclusion among the Russian-speaking minorities in Estonia and Latvia*. Legal Information Centre for Human Rights, Tallinn, Estonia/Educational Disadvantage Centre, St. Patrick's College, Drumcondra, Dublin

Downes, P. (2004) Psychological support services for Ballyfermot: Present and future (Ballyfermot, URBAN).

Downes, P. (2017). Reconceptualising foundational assumptions of resilience: A cross-cultural, spatial systems domain of relevance for agency and phenomenology in resilience. *International Journal of Emotional Education*, 9 (1) 99-120.

Downes, P. (2017). Conceptual Foundations of Inclusive Systems in and around Schools for Early School Leaving Prevention: An Emotional-Relational Focus. *Psihološka istraživanja (Psychological Research), 20 (1)*, 9-26.

Downes, P. & Cefai, C. (2016). *How to tackle bullying and prevent school violence in Europe: Evidence and practices for strategies for inclusive and safe schools.* Analytical Report for European Commission Network of Experts on the Social

Downes, P. (2016). Developing a framework of system change between diametric and concentric spaces for early school leaving prevention. *Educational Philosophy and Theory* 48 (9) 899-914.

Downes, P., Nairz-Wirth, E., Rusinaite, V. (2017). *Structural Indicators for Developing Inclusive Systems in and around Schools in Europe.* Analytical Report for European Commission Network of Experts on the Social Aspects of Education and Training (NESET II). Luxembourg: Publications Office of the European Union.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. & Schellinger, K. B. (2011), The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child Development, 82, 405–432.

Durlak, J A., Domitrovich, C E., Weissberg, R P and Thomas P. Gullotta (Eds) (2016) Handbook of Social and Emotional Learning: Research and Practice. New York: Guilford Press

Ecclestone, K. (2007). Resisting images of the 'diminished self': the implications of emotional well-being and emotional engagement in educational policy. *Journal of Education Policy*, *22* (4), 455-470.

Edwards, A. & Downes, P. (2013).   *Alliances for Inclusion: Developing Cross-sector Synergies and Inter-Professional Collaboration in and around Education.* Commissioned Research Report for EU Commission NESET (Network of Experts on Social Aspects of Education and Training). Foreword to report by Jan Truszczynski, Director-General of DG EAC

Elamé, E. (2013). Discriminatory bullying: A new intercultural dialogue. Berlin: Springer Verlag.

European Commission (2013). *Reducing early school leaving: Key messages and policy support.* Final Report of the Thematic Working Group on Early School Leaving. Brussels: European Union.

Holtham, J. (2009). Taking Restorative Justice to Schools: A Doorway to Discipline. Colorado Springs, CO: Homestead Press.

Lévi-Strauss, C. (1962). *The savage mind*. Trans. G. Weidenfeld, 1966 Nicolson Ltd. Chicago: Chicago University Press.

Lévi-Strauss, C. (1963). *Structural anthropology: Vol. 1*. Trans. C. Jacobsen & B. Grundfest Schoepf. Allen Lane: Penguin.

Lévi-Strauss, C. (1973). *Structural anthropology: Vol. 2.* Trans. M. Layton, 1977. Allen Lane: Penguin Books.

Masuda, T., & Nisbett, R.E. (2001). Attending holistically vs. analytically: Comparing the context sensitivity of Japanese and Americans. Journal of Personality and Social Psychology, 81, 922–934.

OECD (2015), *Skills for Social Progress: The Power of Social and Emotional Skills*, OECD Publishing, Paris.

PISA 2012 Results: Ready to Learn (Volume III) Students' Engagement, Drive and Self-Beliefs. OECD

Rutter, M. 1987. Psychosocial resilience and protective mechanisms. American Journal of Orthopsychiatry 57(3):316–331.

Said, E. (1978). *Orientalism.* London and Henley: Routledge & Kegan Paul

World Health Organisation WHO (2012). Social determinants of health and well-being among young people. Health Behaviour in School-Aged Children (HBSC) Study: INTERNATIONAL REPORT FROM THE 2009/2010 SURVEY