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Educational Integration of Refugees
A Classroom Approach

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A Classroom Approach

Gerald Brennan

(With contributions from project participants)

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Summary

Human history has been marred by conflict and many of these have resulted in the displacement and forced movement of people but the influx of refugees to the European Union and Turkey due to the conflicts in Syria and Afghanistan combined with the attempt by many thousands of refugees to access the European union by crossing the Mediterranean in boats often unsuitable to the task has given rise to increased public and political debate as to how best to cope with the refugees who arrive into the European Union member states. What is clear is that a suitable educational approach must form part of the plan if the refugees are to be integrated as fully functioning members of their host society. This of course will lead to the arrival of refugees into local schools and classrooms. Often teachers receive minimal or no training as to how best to approach the education of these new students. There is sometimes a lack of awareness to the degree of physical and mental trauma these students have suffered, the barriers presented by language and literacy issues, even in cases where the refugee may have had a good level of education from their own country and the fears and misunderstandings the individual refugee may carry to the educational environment. It is from this point that this project begins. Through a series of short term joint training activities we engaged with refugee students, their families, teachers and other stakeholders in order to gain a greater understanding of the educational needs of the refugee students, the potential barriers to meeting these needs and the steps that can be adopted to achieve greater educational integration of the refugees studying in our schools.

The first of these short term joint training activities took place in Regen, Germany and the primary focus of this event was to allow teachers to engage directly with refugee students, to listen to their stories, allow them to describe their experiences of the education system and tell us how they felt the system could be improved. This event also allowed participants to meet with teachers working with refugees, volunteers and government and non governmental organisations who work with refugees. In particular the participants visited BAMF / Federal Office for Migration and Refugees where the German asylum process was explained in great detail and where participants were invited to view the facilities and see the refugee interview process. The group also spent time with refugees who arrived in Germany as minors and many of their stories provided a clear insight into the hardships many refugees endure before arriving into the European Union.

The second short term joint training activity took place in Bacau, Romania, during this event the attention of the group shifted to examining how schools and other educational institutes work towards the integration of minority groups with the purpose of determining if some of these techniques could also be successfully adapted for use with refugees. In particular the role of mediators working in schools with Roma students was particularly interesting as was the emphasis on music, dance and crafts in schools as tools to assist with integration. The training activities included visits to the Inspectorate for National Minorities in Romania, a wide variety of schools and a number of voluntary organisations.



Educational Integration of Refugees

Naples in Italy provided the venue for the third short term joint training activity. The primary purpose of this event was to try out some of the teaching techniques proposed from the previous meetings and to continue our engagement with refugees and the organisations who work with them. To this end each partner country presented one sample class where the use of visual aids or activities supplemented the learning material with a view to moving the classroom emphasis away from just verbal delivery. Here again a number of visits to organisations working with refugees were arranged. These included a full day visit to LESS: impresa sociale Onlus. Participants had an opportunity to hear about the work of this non governmental organisation and to meet refugees staying in the LESS house. These refugees who come from a variety of countries including Gambia and Sierra Leone spoke about their need to send money home to their families and the conflict between the need to earn money now and the need to educate themselves for the future.

The final short term joint training activity took place in Istanbul, Turkey. Here participants saw some of the teaching methods proposed for use with refugees being adopted in practice. There was a visit to the Syrian Temporary School (GEM). Here the students are Syrian as are the majority of teachers. The pros and cons of this approach were examined. Again there was significant time allocated to meeting refugee students and some of these discussions helped to focus attention onto the huge trauma that some of the students had experienced prior to their arrival in Turkey. From this the issue of refugee health and in particular the need for support services was highlighted. This training activity also allowed participants to examine the issue of educational progression for refugee students and to identify barriers that may stand in the way of progression.

Prior to the first short term joint training activity a questionnaire was devised for both refugee students and their teachers to gather some initial information regarding their educational experiences. This provided a useful starting point and to some degree informed the agenda for the training. However from the outset we were aware that the educational facilities and teacher experiences could not be compared directly between the participating partner countries as the number of refugees in each country, the process of arrival and government policy was far from homogenous. To compare for example the current refugee situation in Turkey as against Romania would hardly be fair or productive as of course the former country has a huge number of refugees within its borders where as the latter has a relatively small number.

Following on from each short term joint training activity a number of topics of particular interest or examples of best practice were examined in more detail. These included topics such as the importance of language learning, the role of mediators, the work of non governmental organisations and the benefits of Syrian Schools. Examples of best practice in integrating refugees into the classroom and activities used to promote this integration were also explored. The role and importance of the refugee family in the education process was also highlighted.



Educational Integration of Refugees

Throughout the duration of the project all partners were conscious of the need to disseminate the learning from the training activities to their colleagues and to the wider educational community. A project website was established and reports from each short term joint training activity were made available online. Short film clips were posted onto the projects YouTube channel highlighting interesting classroom activity and performances organised by refugees during visits to various institutes. Articles were published in college newsletters and on the websites of each partner institute. A Facebook group was also set up to allow partners share project information and photographs. Reports were prepared for college management, project presentations given in the participating schools and lectures on the project were delivered at a number of national and international forums. There is no doubt that teachers who work with refugees are very willing to share their experiences and want to learn from the experiences of others. Any activities that facilitate discussion and sharing of best practice between practitioners in this field is to be welcomed and the international nature of the work requires support structures to be put in place to facilitate such communication.

In seeking to provide recommendations that may help to facilitate the Integration of refugees into the school and classroom we were conscious that the overall ethos of the school needs to be examined and inclusive policies put in place to represent and respect the cultural diversity of the students and staff within the educational establishment. Schools should work to meet the needs of the refugee student and should do nothing that may further isolate the student. The issue of recognition of prior learning and indeed the need for reliable validation of such learning as also deemed important. There is a clear need for specialist teacher training for those teachers who work with refugees and an equally clear need for support services for the refugee students who will often present with physical or mental trauma as a result of their past experiences. Issues around attendance and retention need to be addressed and these issues will require communication with and the cooperation of the refugee student's family. Activities that allow the school to engage with the family and build communication channels are consequently very important. Within the classroom teachers need to look for ways to include the refugee student into the learning process, taking account of the language barrier and probable initial isolation of the refugee. It is likely that there will be a greater emphasis on group activity such as project work, dance, music, games and sport so as to allow the refugees to integrate with the general student population and engage in a safe way with their peers. Group activities with low verbal communication requirements such as role play and project work can facilitate learning when language acts as a barrier to more traditional classroom activities. Cultural Integration is a long term process but the integration of the refugee student into the classroom and school is a significant step towards integration within the wider community. Such classroom integration is an enriching process not just for the refugee but for all of the students within the school as it allows non refugee students to engage with different cultures, banishes racism and promotes diversity and as such is worthy of support both in terms of money and time.



Project Coordinator



Cork Education and Training Board – Cork, Ireland

Website: cork.etb.ie

Cork Education and Training Board is the largest Education and Training Board in Ireland providing a comprehensive range of education services

throughout the Cork City and County area. Service encompasses Primary Schools, Second Level Schools, Further Education Colleges, Apprenticeship Training, Adult and Community Education, Literacy Support and Youth Support Services.

Cork Education and Training Board is a driving force of education and training in Cork, providing high quality services which are innovative, responsive and inclusive. Through Cork ETB there is a pathway for every learner. Cork Education and Training Board (CETB) plans, provides, supports and coordinates education, training and youth services in Cork which are recognised internationally as a model of excellence.

Guiding Principals

Cork ETB will always act in the best interests of learners. The following principles underpin our strategic thinking, planning, decision making and our everyday actions as we strive to deliver our services:

- Prioritising the needs of learners
- Being customer focused
- Acting with professional integrity
- Doing the right thing
- Treating people with dignity and respect
- Being fair, open and accountable
- Ensuring value for money
- Operating to the highest ethical, professional, moral and legal standards.
-

Values

- **Brave:** We put our learners needs first and are not afraid to make the hard decisions required to deliver the best possible service.
- **Committed:** We have a clear vision and purpose with which we are fully engaged and on which we are determined to deliver.
- **Positive:** We are optimistic and confident about our opportunities and challenges and believe we can make a positive difference to the lives of the people we serve.



Educational Integration of Refugees

- **Leading:** We expect our people to be leaders – to have a clear vision, take the initiative, and to inspire and motivate learners and colleagues through their example.
- **Innovative:** We are focused on constant improvement and being at the forefront of change and innovation in education and training.
- **Caring:** We adopt an inclusive and respectful approach to our learners and staff and strive to ensure that each person using our services reaches his/her potential.



St. John's Central College – Cork, Ireland

Project Coordinator: Gerald Brennan

Website: <http://www.stjohnscollege.ie>

St. John's Central College is a college of Further Education and Training, run by the Cork Education and Training Board, situated close to the centre of Cork city. We have over twenty five years experience in the Further Education sector. Our reputation has been established as one of the leading educational and training colleges in the South, with a strong focus on the technological, design and services industry sectors. Our range of courses include Veterinary Nursing, a suite of Information Technology Courses, Art and Design, Tourism, Hairdressing, Film / Video Production, Photography, Multimedia studies, Design, Art, Musical Instrument Making, Mechanical Engineering and Motor Maintenance. Our courses are student-centered, dynamic and are designed to meet current market needs. They are a response to the demand for flexible job orientated training and education. Our courses are validated by Quality Qualifications Ireland (QQI) at level 5 and 6, and offer progression on to third level courses as well as directly to employment. Our courses are open to both male and female applicants. Students are 18+ years of age, with approximately 40% of students being over 23 years of age. We have a strong work experience programme that forms an integral part of all college courses. People of all ages and abilities are enrolled at the College. The college also had a significant deal of experience in working with disadvantaged students. Many of our students come from disadvantaged groups including the long term unemployed, early school leavers, lone parents. Some of these students are supported through government schemes such as the Vocational Training Opportunities Scheme and the Back to Education Initiative. The college has strong support services in place to help these students achieve their full educational potential. These support services include study support, disability support, literacy and numeracy support, psychological and career counselling and where required the provision of disability assistants, scribes and readers. We aim to help every student reach their full potential and to broaden their educational and vocational experience. We also pay close attention to the continuous professional development needs of our staff and recognize the importance of this in the provision of high quality Vocational education courses. As part of this dedication to quality provision of Vocational Education we have established strong international partnerships, some stretching back over twenty years and welcome students and teachers from our partners institutes on a regular basis. This has led to a strong awareness by both students and staff of the college of educational, employment and cultural opportunities within the European Union. In turn it has created a demand from our own students to travel to our partner institutes in order to broaden their vocational skills.



Project Partners



Esenler Ilce Milli Eğitim Mudurlugu – Istanbul, Turkey

Partner Coordinator: Burak Gur / Samet Yumak

Website: <https://esenler.meb.gov.tr/>

Esenler District Education Authority includes all the governmental and non-governmental Primary schools and Secondary schools in the district. Furthermore, public training centres, governmental and non-governmental vocational schools and teachers in these education institutions are bound to it. It has 2194 teachers, 80.034 students and 4500 students from vocational high schools.

The District Directorate of National Education (Local Authority of National Education) in Esenler (Istanbul), is a regional governmental organisation which is responsible of all educational activities and administration covering all forms of education; Formal Education (Pre-School, Primary, Lower Secondary, Upper Secondary, Technical/Vocational Schools), Non-Formal Education, Adult Education, Apprenticeship Training and In-Service Training in Istanbul area, under the Ministry of Education. The Department of EU Education and Youth Programs is the one which is in charge of the activities related to EU Projects. Some of the activities of the department are:

- Training to teachers and vice/principals to prepare and run EU Projects.
- Organise various types of projects within EU Education and Youth Projects.
- Establish partnerships for EU Projects.
- Follow the news and developments of EU Education and Youth Projects.

The target group of the organisation covers all teachers and students who are willing to organise and be involved in any type of EU projects, including Youth in Action Programs. Our responsibility is to give the technical aid and facilities for their project studies and partnerships. Additionally, another part of our tasks is making partnerships and developing EU projects with institutions, such as Universities, Guiding and Counselling Centres and Adult Education Centres located within the region, as our local partners. Therefore, in matter of Youth Programs, the target group is very wide, from general and Upper Secondary Schools to Technical/Vocational teachers, students and adult students.



Turkish Partner talking to refugee apprentice in Germany



I.T. Giordani-Striano – Naples, Italy

Partner Coordinator: Rosaria Nocerino

Website: <https://www.ittgiordanistrionapoli.gov.it/>

Our organisation is a technical secondary school which, in spite of being situated in a good residential area of the city, for the educational curricula it offers (our pupils after 5 years can get a : Mechanical ,Electrotechnical, Chemical, or ICT TECHNICIAN diploma), our institute gathers pupils coming from the most disadvantaged Neapolitan suburbs that are populated by families in which their breadwinners are often unemployed or work by the piece.

Our pupils' age ranges from 14 to 19, among them there are students with special needs ,as it's in this kind of vocational specializing schools that these, not too lucky pupils ,apply to. It cannot be denied that the majority of our students are not motivated to school in general, as the know that after their studies it will be very hard to find a job with their Technical Diploma. We try to explain them that if they succeed in acquiring the skills and competences that such diplomas generally provide them, they will have more chances in acquiring a place in the current difficult world of work.

As a matter of fact, we as educators are strongly aware that year by year it is becoming easier for our pupils to believe in the fairy tale of “Little Red Cap” than in the fact that by studying they will find a good job. However if, on one hand we can't blame them since they live in an area with the highest youth unemployed rate (it is nearly the 50%); on the other hand we want ,more and more to provide our pupils with the right tools and instruments able to make them able to come out from their disadvantaged conditions as we are conscious that one organisation represent the only one point of reference that our weak pupils have



Inspecting classroom facilities at I.T. Giordani-Striano

Structurally our school is very big so, quite recently, we have been joined to another school as this other one has been losing pupils over a number of years and now our organization welcomes in the whole 1500 pupils and about 150 teachers. Indeed, up to two years ago the name of our school was ITI GIORDANI after the fusion of both organizations it is named ITI GIORDANI-STRIANO.

Indeed, we think that we have been given the possibility to enrich our Educational offer by providing our pupils with more chances of studies as now we have added two more courses, Mechanics and Electrotechnics.



Educational Integration of Refugees

Institutionally, our schooling format consists of two basic terms/years during which our pupils study basic subjects consisting in: Italian, Mathematics, English, History, Science, Chemistry, Physics, Technology and Religion; at the end of these two years students have to choose the specialization course they will continue their studies, in other words they will have to decide if to join ICT and communications, Mechanics, Electrotecnics and Chemistry.

As a matter of fact the category of students attending our school besides coming from not well-to-do families includes a lot of students with special needs ,affected by high level of disability (autism, down syndrome, mental retard) and many students pertained to the BES categories who include dyslexics ,dysgraphics and slower to learn.

It's for these reasons that we have been activating any sort of strategies in order to:

- encourage our students to attend regular classes
- receive the right supports to learn,
- to make them feel active participants in all aspects of the school life.

In other words we have been developing and designing our schools, classrooms, programs and activities so these students can learn and participate together with the other pupils.

All the care and the professionalism our organisation with its high qualified staff has been appointed as an Inclusion Local Educational Centre in 2012 by our Regional Educational Board, this means that we are referent tutor of all the other schools in the district within which our school is located and since 2015 we have been in charged of being the regional Autism Helpdesk.



Vocational facilities at I.T. Giordani-Striano



**INSPECTORATUL
ȘCOLAR
JUDEȚEAN
BACĂU**

**Inspectoral Școlar Județean
Bacău – Bacău, Romania**

Partner Coordinator: Ana-Maria Rotaru

Website: <http://www.isjbacau.ro/>

The School Inspectorate of Bacău County, Romania is a public body, under the authority of the Romanian Ministry of Education. Our main task is to coordinate, monitor and control the schools of all levels in the county of Bacău (about 300 public educational units: kindergartens, primary schools, gymnasiums and trades schools and 20 private education units). The schools educating minority students have an important place in the strategic plan, as inclusion is not only a local strategy, but also of European importance. The inspectorate is structured in departments: management, curriculum and other departments (judicial, accounting, study documents, registry and investment). All our 27 school inspectors are experienced teachers and many have also worked as school principals or deputy principals. Many have experience in curriculum design and the implementation of assessment practices, in school management and in educational research. Our institution also coordinates and monitors the activity of the Teaching Staff House which offers free courses for all teachers in our county, as well as Children's Palace, institution which primarily focuses in extracurricular activities, where Roma students develop and exercise their talents and abilities, under direct coordination of teacher-trainers with expertise.

Our Inspectorate (Inspectoratul Școlar Județean Bacău) also provides an assurance of quality and public accountability in the education system in our county. We offer equal opportunities to schools belonging to different backgrounds and try to include as much as possible minority students from local educational institutions. Through the inspections in schools and centres for education we carry out, we promote best practices and school improvement by advising teachers, principals and boards of management in the school units in our area. We are also in charge of providing reports on curriculum provision, teaching, learning and assessment in the educational system and we provide advice to policy makers in the Department of Education and to the wider educational system. We have effective partnerships with the school units in our region, authorities and institutions responsible for education and we have established effective local, regional, national and international partnerships so far.



Romanian Coordinator in Ireland



Educational Integration of Refugees

We have had previous LLP, Erasmus+ cooperation and we consider these actions a real way of changing something in the educational process by exchanging ideas and practices with other institutions in the respect of adapting some features to our own system in the immediate interest of our staff and students. The local projects and training activities focusing on developing teacher's competences, such as "School without Discrimination", "A Second Chance" and "Roma's Origin: theory, legend, fact" are just some examples of how the Inspectorate meets the needs of the target groups.



EIR Project Management Group



Volkshochschule Arberland - Regen, Germany

Partner Coordinator: Lieselotte Jocham

Website: <https://www.vhs-arberland.de>

Volkshochschule ARBERLAND (formerly known as Volkshochschule für den Landkreis Regen (Vhs)) is a centre of adult and youth education. Volkshochschule ARBERLAND provides courses for the general public in the fields of culture, vocational training, languages and health. Our institution provides a wide range of offers for disadvantaged people to help them stay in or reintegrate into the society.

Target groups are migrants, refugees and asylum seekers, people coming from the regular school without certification, older people and unemployed people. Special trainings in the field of intercultural competences is one of the most important topics. VHS offers also courses for immigrants and other social disadvantaged people.



Staff at Volkshochschule Arberland

We are educating and training disadvantaged young people at the age of 15 – 20 in pre-vocational training courses. These are young people who have left school with a lot of disadvantages and they haven't been successful in finding a job because of this. We instruct and educate them and we organize practical trainings in different companies and various jobs. We teach them soft skills, modern technologies and social media competences. We also train adults,

mainly unemployed people, in these fields. Here we teach groups of students to prepare them for specific professions such as nursing professions, sales workers, office vocations or trade and craft professions. We are educating and training disadvantaged young people at the age of 15 – 20 in pre-vocational training courses. These are young people who have left school with a lot of disadvantages and they haven't been successful in finding a job because of this. We instruct and educate them and we organize practical trainings in different companies and various jobs. We teach them soft skills, modern technologies and social media competences. We also train adults, mainly unemployed people, in these fields. Here we teach groups of students to prepare them for specific professions such as nursing professions, sales workers, office vocations or trade and craft professions.



Introduction

Within the EU there has been a very significant increase in the number of refugees. Many of these will need to be educated in our classrooms. Since the scale of this is new, the successful integration of these students into the classroom is of paramount importance. Teachers are rarely specifically trained to meet this challenge. Yet teachers need to be in a position to prepare these students for a successful life as European citizens and through this to increase social cohesion. Some educational institutions have well developed strategies to approach this challenge while others are just beginning to take up the mantle. This two year European Union funded Erasmus+ KA201 project seeks to examine how schools and colleges have tackled the challenges brought by refugees in the past, to adopt and share best practice, look to find new strategies for successful integration of refugees and share the acquired knowledge widely within the teaching community. We need to empower teachers to continue developing their skills and competences in dealing with students in multicultural classrooms through a process of shared experiences and mutual support.

The difficulties facing refugees and those who support them as they progress along their learning pathway should not be underestimated. Many carry deep psychological scars from their previous experiences and find it difficult to adjust to the cultural norms of their host country. Educationally they often face the added challenge of having to learn a new language, in some cases even a new system of writing, and then to assimilate their learning through this foreign medium. Even those who have a good previous education may face the problem of not having their qualifications recognised in their host country and may see difference in curriculum and methodology that they find difficult. Teachers working with refugees need to be conscious of their own cultural prejudice as well as the fears, frustrations and aspirations of the refugee students. They need to understand how the delivery of educational curriculum in Europe may differ from the norms of their new students and also be conscious of the ways in which cultural beliefs can influence learning.

In order to approach this issue in a structured form the project team:

- 1) Listen to the needs, concerns, difficulties encountered and general opinions of refugees currently in our institutes.
- 2) Examine strategies currently in place in each institute to support Refugees/asylum seekers to integrate successfully into the classroom and progress successfully along the learning pathway.
- 3) Adopt best practice from each institute and adapt these practices for use in each individual school/college.
- 4) Create new approaches/strategies to help refugees/asylum seekers to integrate successfully into the European Educational system.
- 5) Examine progression routes open to refugees.
- 6) Disseminate the project learning to as wide an educational audience as possible.



In doing this we strive to maintain a clear focus on the work of the teacher in the classroom and how the teacher can be empowered to better assist students who are refugees. Only through the empowerment of teachers in this area can we hope to truly enhance the individual students learning experience. We also recognize that methods learned by teachers here can also be applied to the education of other minority groups.

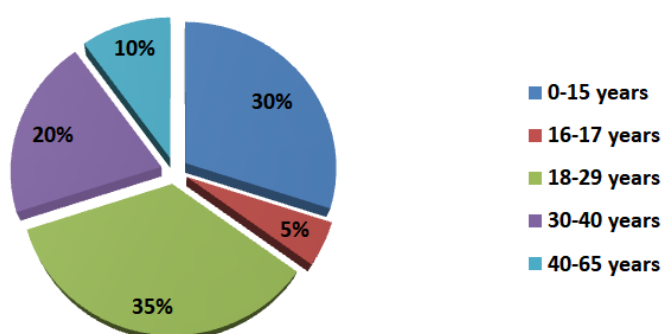
We envisage that the project will result in:

- The improvement of the pedagogical and didactic skills of the participating teachers.
- Professional enrichment for all project team members by means of exchange of good practices with the other schools/institutions
- Improvement of refugee and minority students' school life and social life by applying in class new didactic strategies, methods and techniques.

Of course the number of refugees and attitude to the education and employment of refugees is different across countries. Even within this partnership clear differences exist as to how best to integrate refugees into the education system and where the futures of these refugees lie. For example in Germany there is a strong emphasis on total integration with the ultimate goal of incorporating the refugees into the labour market as full German citizens, where as in Turkey there is a strong belief that the majority of refugees will one day return to their own country and so the approach to integrations carries a greater level of focus on helping refugees not to lose their educational opportunities during the war years and foresees the return home of an educated population once circumstances allow. Of course the number of refugees in each country is also substantially different and this also influences a countries response to the education of refugees. With this in mind each partner in the project was asked, based on their own experiences, to write a brief introduction to the refugee situation in their country or local area and these accounts are presented here.

Germany

Age of refugees in Germany 2017



From summer 2014 to summer 2017 approximately 1.800.000 refugees and asylum seekers arrived in Germany.

One third of them are female, two third of them male.

About 100.000 of them are unaccompanied minor refugees.

For Germany, it is a very big challenge to integrate in a very short time this huge number of refugees into our society and school system. As shown in



the table 35 % are younger than 18. Young people up to the age of 25 are allowed to visit German schools. The elder ones are participants of our German language integration courses.

In the German school system at the moment we use many instruments to offer a suitable course for every target group. The biggest task is currently to convey in a very short time for so many people a basic knowledge of the German language in order then to mediate integration into the regular school system. Most asylum seeker are Syrians, Iraqis and Iranians and it is a further challenge that they often can only communicate in Arabic script, but they don't know the Latin alphabet.

In our rural region in Lower Bavaria in the district of Regen (80.000 citizens) we are currently offering for about 1,000 asylum seekers and refugees living here, various courses, seminars and school classes:

- At the primary school refugee children are schooled in mainstream classes, but they will receive an additional 3 hours of daily lessons in alphabetisation. Funding comes from municipal funds.
- At the secondary schools (up to 16 years) transition classes were formed, where the refugee children learn German and get to know the German culture. In addition, students receive 3 hours daily lessons in alphabetisation. Funding is also on municipal funds.
- Older students (16 - 20 years) are taught in vocational schools. Here a class of 2 year duration created, a so-called Vocational integration year. In the first year, students receive 20 lessons a week in German language, and the basics in math, social studies, history and economics. In the second year the students take 3 days general education and 2 days vocational training in companies in order to gain practical experience and establish contacts with companies for future dual training. Funding is provided by the respective local government.
- Non-literate students get trained in advance in special 3-month courses to learn the Latin script. Funding is also about the state government.
- Older applicants after they got their residence permit can visit a language integration course. This course concludes with a B1 language exam. Depending on the individual intellect these courses last 400 or 600 or 900 hours and take 4, 6 or 9 months. Funding is provided by the Federal Office for Migration and Refugees.
- Easier courses without language test with a total of 320 hours are available for all interested asylum seekers and refugees, always near their residence. Funding is provided by the Federal Employment Agency.
- To integrate into the labour market the job centers offer courses for unemployed people who have a lack in language skills, coupled with internships in companies in order to find a job. Funding is provided by the Federal Employment Agency.
- The universities offer students free language courses and introductory lectures to facilitate the way in a regular study. Funding is provided by the respective ministries of education.

Our institution, in cooperation with all government agencies currently carry out courses for about 500 refugees and asylum seekers.

Best practice example 1:



Here is the story of Ahmad Reza Tajik:

Ahmad was born 1st of January 2000 in the battle zone of Kundus in Afghanistan. He (sometimes) visited school for 5 years. But most of the time he worked with his father to care for his family. At the age of 12 his parents gave him a few dollars and told him to go to Europe for a better life, because living in a war area he would have no future and his life was in constant danger. He started his journey by walking through Turkey and the Balkan route and then arrived in Germany 2015 at the age of 15 years with nothing but his clothes on his body. The only language he spoke was Dari. At the boarder from Austria to Germany / Bavaria he was picked up by the German police and brought to a residence for unaccompanied minor refugees in our district.



Here he received a room and was cared for by caregivers. From September 2015 until July 2016 he was able to attend Secondary School in Regen and learned German language.

From September 2016 to July 2017 he attended vocational school. Here he visited one of the special classes for refugees. At the end of the school year he was successful with his secondary school graduation. During this school year he was not only educated by teachers at the vocational school. Our institution is partner of the vocational school and we do the socio-educational care for the students.

With the support and care of our staff in September 2017 Ahmad received a contract for a vocational training as packaging technologist in the company Smurfit Kappa. All efforts were successful: Ahmad is completely integrated in German society and German economy got a well skilled worker.

Best practice example 2:

Here is the story of Hasn Al Massry:

Hasn was born 29th of May 1979 in Syria in Aleppo. He is married and has 2 children (4 and 6). In Syria he got his university degree in economics and was owner of a trading company. During the civil war his house and his company were completely destroyed through bombs and he lost everything.





In September 2015 he arrived in Germany along the Balkan route and stayed in a refugee camp in our region. Here he learned German in a language integration course and reached level B1 and after this he visited a vocational school for elderly care and made his first degree.

Meanwhile he is reunited with his family and lives in the surrounding of Regen. His wife visits a language integration course, the 6 year old daughter visits regular German primary school and his 4 year old daughter visits kindergarten with other German kids.

Romania

At the beginning of 2015-2016 school year, 4 students of Syrian origin - all of them brothers- were enrolled in Liviu Rebreanu School. The two elder boys, RAHAL ABDULRAHMAN and RAHAL IBRAHIM were registered within the secondary class VII D, under the supervision of Mrs. Belciu- Dutu Loredana, as the tutor teacher of the class. The two students attended the compulsory standard courses for two school years 2015-2016 and 2016-2017.

Being presented with this very new and unique situation for our school, the members of the school board required the class council of teachers to come with a differentiated, individualized study plan for the two students, based on the implementation of an adapted curriculum and also on an adapted school schedule.

This personalized school programme was implemented all through the first year of study and it was basically meant to facilitate the integration and adaptation of the two Syrian students to the structure, standards and requirements of the Romanian system of education and also to enhance their opportunity to study and practice the Romanian language in different learning contexts.

The main objective of establishing and applying such a differentiated study plan was that of exposing the two boys gradually to the core curriculum, to the different school subjects, to the organization of classes within the Romanian schools.

These were in fact the main challenges the Syrian students had to deal with throughout the first school year: the language barrier and the cultural shock.

The two students were coming from an educational system radically different from our own, with a curriculum based on the religious approach, with a writing system completely different and furthermore not knowing the official language not even at a basic level.

Among the methods and strategies proposed and implemented by the teachers' council we can mention:



- Designing and elaborating an adapted curriculum, structured on a set of minimal elementary learning content for each school subject;
- Designing and applying individualized worksheets, very explicit, with concise and clear requirements, translated into English at the beginning;
- The involvement of the two students in a number of alphabetization classes, under the guidance of the school's counselor, Mrs. Biagini Cristina Maria and also of the itinerant support teacher;
- Separate individual hours dedicated to the study of the Romanian language with Mrs. Mazilu Nicoleta and Mrs. Belciu- Dutu Loredana ;
- Involving the Syrian students in various projects and activities with the purpose of enhancing their practicing of the language and an opportunity to socialize and integrate within the class and the school students (trips, summer camps, visits to different places etc)

The above mentioned methods proved their efficiency as, at the end of their first year, the two students were able to carry on a simple conversation in Romanian, to formulate requirements and express initiatives, questions and answers and even present their own projects in front of the class. Also, throughout the first school year, the school managed to clarify their situation in terms of the school documentation they came with. The two students stood in for all the standard examinations carried on in the school, like the rest of their school mates. The second school year was meant to take their acquisitions further and enhance the students' attending of the standard school programme and core curriculum. Special attention was also paid to their participation in a greater number of activities, curricular and extracurricular, meant to help them even more with the integration process. Among these we need to point out the Erasmus + partnership „Educational Integration of Refugees: a Classroom Approach” coordinated by ISJ- the School County Inspectorate of Bacau County.

The two brothers graduated the 8th grade with good results, as follows: Rahal Ibrahim 8.06 and Rahal Abdulrahman 7.18- final grades. In June 2017, at the end of the school year, the Syrian students sat in for the National Evaluation examination, being accepted to the following high schools: Rahal Ibrahim- National College “Costache Negri “ Targu-Ocna and Rahal Abdulrahman- National College “Dimitrie Ghika” Comanesti.

This briefly outlines the educational pathway and results of the two refugee students Rahal Ibrahim and Rahal Abdulrahman.

Turkey

An estimated 11 million Syrians have fled their homes since the outbreak of the civil war in March 2011. Now, in the seventh year of war, 13.5 million are in need of humanitarian assistance within the country. Among those escaping the conflict, the majority have sought refuge in neighbouring countries or within Syria itself. According to the United Nations High Commissioner for Refugees



(UNHCR), 4.8 million have fled to Turkey. Today, with unemployment and lack of education getting in the way of the hospitality process, many within Turkish society regard the high number of Syrians is seen with growing suspicion and hostility. The state's attitude towards immigrants, meanwhile, has fluctuated between humanitarian concern and worries about national security.

Istanbul hosts the highest number of Syrians of anywhere in Turkey, with 600.000 people. But some cities, Syrians' ratio to the total population is dramatically higher. For instance, in the south-eastern province of Kilis, Syrians make up 93.5% of the population.

All the needs of the Syrian families living in Istanbul, such as education, health, shelter and protection, are provided by our state institutions. The demands of the Syrians who want to be included in the training activities are met by the district directorates within the Istanbul Provincial National Education Directorate.

More than 30,000 people live in the region of Esenler. Esenler District National Education Directorate was the first institution that provided the training activities of Syrian students in Istanbul. Since 2011, Syrian students living within the borders of Esenler District, continue to carry out education and training activities at the Temporary Training Center (GEM), which was established specifically for the Syrians.

Identity cards are given to Syrian citizens by the Provincial Directorate of Immigration Administration in the provincial organizations of the Ministry of Interior. Syrian students with identity cards are included in training activities as registered students at national educational institutions or Temporary Training Centers.

In Esenler district, the number of Syrian students who took part in the official education institutions in the academic year of 2017-2018 is 2727. Of these students, 2482 are registered students at a rate of 91.05%. There are 245 students who are not enrolled but who are continuing education because they do not have an ID. Most of the students go to nearby schools where they reside. Transportation of students placed in schools away from their homes is provided by the Directorate.

Syrian students who can not speak Turkish According to the legislation of the Ministry of National Education, primary school is placed equally distributed among the schools from the first grade. In this regard, Turkish language is more comfortable and short learning time has been provided. At the moment, the rate of speaking Turkish and expressing oneself has reached 70%.

Since 2014, the Temporary Training Center (GEM) has been established at four different locations in the province of Esenler. These centers are respectively Oruç Reis Anatolian Imam Hatip High School



GEM, Amiral Vehbi Ziya Dumer Anatolian High School GEM, Atışalanı Anatolian High School GEM and Nene Hatun Elementary School GEM.

GEMs also provide 15 hours of Turkish language training per week. At the same time, students can also study in their own language (Arabic). There are a total of 117 volunteer tutors and 30 Turkish tutors are working in these 4 GEMs.

The total number of students studying at GEMs during the academic year of 2017- 2018 is 2072. These students are 1030 girls and 1042 boys. The distribution of girls and boys is approximately the same. These students are trained in a total of 69 different classes.

In 2015, 45 students, in 2016 31 students, in 2017 81 students graduated from GEM. In 2015, 30 students, in 2016, 27 students and in 2017 50 students from GEM graduates began studying at university. As a result of the surveys made to the students who are studying in Esenler district, students generally expressed satisfaction.

Italy

Our organisation is a technical secondary school which, in spite of being situated in a good residential area of the city, for the educational curricula it offers (our pupils after 5 years can get a : Mechanical, Electrotechnical, Chemical, or ICT Technician diploma), our institute gathers pupils coming from the most disadvantaged Neapolitan suburbs .Our pupils' age ranges is from 14 to 19, among them there are students with special needs, as it's in this kind of vocational specializing schools that these, not too lucky pupils ,apply to. As a matter of fact the category of students attending our school besides coming from not well-to-do families includes a lot of students with special needs ,affected by high level of disability (autism, down syndrome, pupils with learning difficulties) and many students pertained to the BES categories who include dyslexics ,dysgraphics and slower to learn.

It's for these reasons that we have been activating any sort of inclusive strategies, in fact thanks to the care and professionalism of highly qualified staff, our organisation, in 2012, has been appointed "Inclusion Local Educational Centre" by our Regional Educational Board, this means that we are referent -tutor of all the other schools in the district in which our school is located and since 2015 we have been in charged of the Autism Helpdesk. The people involved in this project are the most professional ones in our school concerning this specific topic related to Inclusion: developing suitable strategies to provide all students with all benefits from inclusion education. As a centre of inclusion we are absolutely aware on the fact that inclusive education provides opportunities to learn about and accept individual differences, also lessening the impact of harassment and bullying.



About our Region and City

The city of Naples has shown a great sensitivity towards the Refugee crisis. As a matter of fact in the last years all countries in Europe have been affected by this issue, specifically Italy which because of its geographic position has recorded a remarkable increase of refugees and asylum seekers. Our region –Campania, together with Sicily-in the south, Lazio-in the centre and Lombardia –in the north of Italy has been facing a forced admittance of a huge number of people coming from south and north Africa, from east Europe and from Asia, reaching worrying levels. According to statistical studies in 2015 of all official asylum seekers who arrived in Italy: 4.587 were welcomed by the Extraordinary Reception Centres (CASs) <http://openmigration.org/en/glossary/> Conceived to obviate the lack of available places in the ordinary reception facilities or in the services provided by local organizations, in case of massive and frequent arrivals of migrants. Today they represent the normal mode of reception. Such facilities are designed by the Prefectures, in agreement with cooperatives, associations and hotels, in accordance with public contract regulations, with the local authorities being informed. This accommodation should be limited to the strictly necessary time for the transfer of the applicant in a second reception center; and 1.152 have been involved in the Protection System for Asylum Seekers and Refugees (SPRAR)circuit.

It was created by Law No 189/2002 and is made up of the network of local institutions that implement reception projects for forced migrants by accessing, within the available resources, the National Fund for Asylum Policies and Services, managed by the Ministry of the Interior and provided under the Government finance law.

At local level, the local institutions, in cooperation with voluntary sector organisations, undertake ‘integrated reception’ interventions going beyond the simple distribution of food and housing, also providing complementary services such as legal and social guidance and support, and the development of individual programmes to promote socioeconomic inclusion and integration.

The Municipality in Naples in order to face the increasing migration- which has lately also involved its province, Salerno, Avellino and Caserta, together with the non-profit association called LESS activated the I.A.R.A.project (Integration . Accoglienza:welcoming.Refugees.Asylum)

This project was born to spread a new motivated sensitivity able to facilitate integration course at a local level in which there are volunteers who help refugees to socially and economically integrate in the neapolitan society.

Indeed there are several non-profit association in Naples that work on this issue, they receive money from the Cental Government. Of course they need to implement good projects which demonstrate to be able to give refugees, first an appropriate welcome and later to provide them education and inclusion in the local community.



Another important and very active no-profit association working on immigrants' welcoming is DEDALUS. Dedalus since 1986, works with special interest topics related to migration and migrants' rights and obligations of persons in their paths of emancipation and citizenship. It is aimed at improving the welfare of local communities, including the construction of job opportunities for its members. It also protects the rights of people who work there, regardless of role, national origin, gender or religious affiliation. This association currently promotes and supports path to citizenship, acceptance and career guidance in particular for victims of trafficking, unaccompanied minors, women in distress, transsexuals.

Finally the Municipality of Naples has also been working on providing assistance to Roma people, in fact there are some buildings, that once used to be schools, where today Roma people live. There these people are helped by volunteers in any daily necessity from helping their children to do their homework to give them some job opportunities and other social help.

Ireland

The term *refugee* is commonly used to describe a number of categories of people. These categories of people may have different legal statuses and as a result of these different legal statuses, they may have varying rights and obligations. All of these people are linked to the international protection process as defined in Irish law and based on international convention.

The Irish Government recognises 5 categories relating to people who commonly fall under the title of refugee.

1. Asylum seeker

An asylum seeker is a person who seeks to be recognised as a refugee under the terms of the 1951 Convention relating to the Status of Refugees as defined in Section 2 of the International Protection Act 2015.

2. Convention refugee

A Convention refugee is a person who fulfils the requirements of the definition of a refugee under the terms of the Geneva Convention relating to the status of refugees as defined in the International Protection Act 2015 and who is granted refugee status.

3. Programme refugee

A Programme refugee is a person who has been invited to Ireland under a Government decision in response to a humanitarian request, usually from the United Nations High Commissioner for Refugees (UNHCR), either for the purposes of temporary protection or resettlement. In 2015 Ireland



committed to accepting 4000 refugees under the Irish Refugee Protection Programme (IRPP). These refugees are either relocated or resettled.

"Relocation" is where refugees are transferred from front-line Member States such as Italy or Greece, to other Member States in an effort to share responsibility.

"Resettlement" is where pre-screened refugees are transferred from non-EU front-line states such as Lebanon and Turkey to EU Member States who have agreed to help.

4. Subsidiary protection

Section 2 of the International Protection Act 2015 defines a person eligible for subsidiary protection as someone "who does not qualify as a refugee [and] in respect of whom substantial grounds have been shown for believing that he or she, if returned to his or her country of origin, would face a real risk of suffering serious harm and who is unable or, owing to such risk, unwilling to avail himself or herself of the protection of that country".

5. Permission to remain

Under section 49 of the International Protection Act 2015, if an applicant is not given either a refugee declaration or a subsidiary protection declaration, the Minister for Justice and Equality may consider whether they should be given permission to remain in the State. When making this decision, the Minister will have regard to the applicant's family and personal circumstances along with other matters, including the applicant's connection to the State and humanitarian considerations.

For the period 2010 to 2017 a total of 15,009 people applied for asylum in Ireland (see below) (ORAC 10/03/18). Compared to other E.U. countries this number is small. This is due to a number of factors such as the geographic location of Ireland, the cost of travel, high unemployment and immigration policies. The financial recession led to a high rate of unemployment and slump in the construction which meant there were few casual labour / service industry jobs available which reduced the rate of economic immigration from all sources. In addition to the geographic and economic barriers there are strict immigration policies enforced which lead to an average of 86% of asylum applications being rejected (Irish Times, 19/06/17). Compared to other E.U. countries Ireland also has a high rate of deportations. In 2016 4,446 people were deported which included 3,951 non-EU nationals who were refused entry into the State at ports of entry (Irish Times, 01/03/17). All the above factors act as barriers to refugees entering Ireland.

When an asylum seeker successfully enters Ireland and makes an asylum application their case can take between 12 and 20 months to be processed. While a person's application is being processed, they are accommodated by the government's Reception and Integration Agency (RIA) in Direct



Educational Integration of Refugees

Provision centres around the country. These centres are a communal style of accommodation, where families are often housed in one room, and single people usually share a room with other single adults, quite often up to four people in one room. Shower and toilet facilities are often shared. Meals are cooked for the residents, and served at a set time each day in a canteen. While in this process people are not entitled to usual social welfare payments, although they may apply for an exceptional needs payment from the local Community Welfare Officer. People receive a weekly allowance of €21.60 per adult and €21.60 per child. This must cover any additional expenses a person may have. People in this system also receive a medical card. In light of a recent Supreme Court case the Irish Government will soon be opting into an EU Directive that includes a right to work for people in the asylum process. All children that have been given refugee status are entitled to the same rights as Irish children including the same access to first and second level education. Children that are waiting for a decision on their asylum application can attend primary and secondary school but are not entitled to free fees for third level education.

Year	Applications	Country#1	Country#2	Country#3	Country#4	Country#5
2017	2910	Syria (18.7%)	Georgia (10.3%)	Albania (9.6%)	Zimbabwe (8.9%)	Pakistan (6.7%)
2016	2244	Syria (10.9%)	Pakistan (10.4%)	Albania (9.9%)	Zimbabwe (8.6%)	Nigeria (7.8%)
2015	3276	Pakistan (41.3%)	Bangladesh (8.7%)	Albania (6.5%)	Nigeria (5.7%)	India (4.4%)
2014	1448	Pakistan (20.2%)	Nigeria (9.8%)	Albania (6.8%)	Bangladesh (6.8%)	Zimbabwe (5.9%)
2013	946	Nigeria (13.6%)	Pakistan (9.6%)	Democratic Republic of Congo (7.6%)	Zimbabwe (7.4%)	Malawi (5.8%)
2012	956	Nigeria (16.9%)	Pakistan (11%)	Democratic Republic of Congo (6.1%)	Zimbabwe (5.1%)	Albania (4.8%)
2011	1290	Nigeria (14.1%)	Pakistan (13.6%)	China (11%)	Democratic Republic of Congo (5.4%)	Afghanistan (5.2%)
2010	1939	Nigeria (20%)	China (11.8%)	Pakistan (10.3%)	Democratic Republic of Congo (3.7%)	Afghanistan (3.6%)



Student Questionnaire Analysis

During the initial phase of the project a student and teacher questionnaire was developed for use in each of the partner countries with the intent of gathering the views of refugees and their teachers as to the challenges, expectations, barriers and available supports for educational integration. The questionnaire provided a means of opening a dialogue between the project participants, refugee students in their own area and teachers who were working with these refugees. We were aware from the outset that using the questionnaire to provide comparisons between partner countries was not going to be a productive activity as the situation in each country was so different. For example the number of refugees in Istanbul was substantial indeed and these numbers alone create a need to provide specific facilities to cater for their needs where as in Cork or Bacau the number of refugees is much more modest. The home country of the refugees is also a significant factor both in terms of their previous educational level and the cultural gap that needs to be bridged upon arrival in their host country. For example Syrian refugees crossing the border into Turkey may find much that is culturally familiar where as refugees from Sierra Leone arriving in Germany face greater challenges in coming to grips with basic cultural differences. Cultural and economic differences between the partner countries also work to ensure that the experience of refugees arriving in Turkey and Europe is far from universal in nature. However it was never the intention of this project to examine the politics of the refugee situation but to seek to help them once they are in the classroom of their host country. To this end the questionnaire and the discussion it provoked with the refugees and their teachers helped to inform the direction the project as a whole would take. In the following pages you will find an analysis from each partner country of the results of the questionnaire they conducted. The combined results of the questionnaires are available in Appendix 1 and 2.

Germany

General details

- 25 Students aged 18-30 years and 5 Students aged 30-35 years
- The students came from Syria, Eritrea, Afghanistan, Senegal, Iran, Palestine, Bulgaria and the Czech Republic
- All the students were at vhs or vocational school
- 25 of them were male, 5 were female
- They are in Germany from 1 to 2,5 years
- The mother tongue of the students is Arabic, Tigrinya, Dari, Madinka, Kurdic, Pashtu or Bulgarian
- Other languages spoken: German, English, Arabic, Turkish, Persian, Dari, Russian, Spanish
- 7 of the students had to learn a new alphabeth while 19 had not
- The language of the host country: German



Educational Integration of Refugees

- 17 had no spoken German language skills when they arrived, 10 of them had poor skills and 2 had fair German language skills
- When it comes to the current spoken level of German, 4 had poor skills, 14 fair skills and 9 good while one even had fluent skills.
- The written level of German level when they arrived was for 21 students none, 3 had a poor level, 3 a fair one and 1 had a good one.
- The current written level of German language is for 2 none, 5 have a poor level, 15 a fair level and 5 a good level while 2 already have a fluent level

Accommodation

- 11 students live in a shared accommodation, 16 live in their own apartment with their family, 11 live in a temporary accommodation
- 20 students got help to find a suitable accommodation while 8 did not
- 22 students answered that they had a quiet area in their accommodation where they could study while 6 had none
- 27 students have internet access in their accommodation while 2 had not
- Comments on their accommodation: the Wi-Fi is slow, there are problems because of nationality or religion, there are by far not enough single rooms in shared or temporary accommodations

Family

- 6 students had all of their immediate family in this country while 23 had not
- 20 students are fearful for the safety of their relatives in their home country, 8 of them are not
- The number of people of their immediate family in Germany ranges from 0 to 3, the number of them studying ranges from 0 to 2.
- 13 students had a financial pressure to start work as soon as possible, 17 had none
- 3 students got help from members of their family with their studies, 26 did not get help
- 8 students had members of their family who completed third level education. 21 did not have any
- 2 students had members of their family qualified in a recognised trade, 24 had none

Work

- The students working years range from 0 to 25 years



Educational Integration of Refugees

- The type of jobs were: IT- Technician, farmer, barkeeper, waiter, window fitter, baker, accountant, office, designer, fashion designer, driver, goldsmith, interpreter, seller, electrician
- 3 students were self employed, 16 were employees
- 3 students had the status trainee, 7 were apprentice, 9 were fully qualified
- 17 students can use their skills in Germany, 2 cannot
- The main barriers for finding a job in Germany were the language, finding a job and mobility
- 3 students were working part time, 18 not
- 8 students resent having to retrain, 10 do not
- The students said about their previous work that it was a good job and they liked it

Current Education

- 6 students have a primary level in their current studies, 11 secondary level, 4 vocational level and 6 university level
- 18 students said that all of the students in their class are refugees, 10 said there are not only refugees in their class
- The number of students in their class range from 13 to 30 students
- 5 said the number of students in their class in only male, 25 students are in mixed classes
- The number of teachers in class ranges from 1 to 9 teachers
- 1 students said he had classes with students born in Germany, while 27 did not
- 29 students are studying German language, 1 does not
- 26 students are studying the culture of Germany, 4 do not
- 11 students have vocational subjects, 19 have none
- 14 students learn information technology skills, 16 not
- 11 students have religious studies, 19 not
- 19 students have access to a counselling service, 11 have not
- 22 would have availed the counselling service if it was available, 6 would not
- Comments, suggestions on the counselling service: Counselling service is very helpful, more time for counselling is needed
- The least favourite subjects of the students were: German, English, Grammar, Ethics and Communications, mathematics
- The favourite subjects of the students were: German, mathematics, physics, history, foreign languages, speaking, biology, geography, music, physical education
- If the students have problems with a subjects they go to the teacher and advisor for help



- 21 students get help with study from students at a higher level, 6 did not
- 10 students had a mentoring system at their school, 17 did not

Initial challenges

- The biggest fears before coming to classes in Germany were:

not understanding, worries about the future (residence permission, etc.), different cultures and religions, Muslims, safety, language and grammar

- The hardest thing during the first week of classes were the problems with understanding, the language, not enough discipline in the classes, problems with mobility, waiting for transport and waking up early
- The system of learning in class in Germany was different from their country of origin in these ways: dual vocational education here in Germany, respect, appreciation, different methods, studying with books
- The teachers could have done differently on the first days or weeks to make the transition to class easier by asking more questions, teaching with videos, speaking German only, speaking more slowly, giving more individual learning time, providing more time for counselling

Study and class

- 24 students study outside of their allocated class time, 2 do not
- The study time each day ranges from 0 to 7,5 hours
- Friends, advisors and volunteers help with studies outside of class time
- 26 students use the internet to study
- 7 students have access to a library, 19 do not have access
- 14 use CD, DVD, etc. as study aids, 12 do not use any.
- 10 of them state they have 100% level of attendance, 12 stated they have 50 – 100% and 3 stated they have less than 50% level of attendance
- All students spend five days a week at the school or training centre each week
- The hours per week the students spend attending class or practical activity range from 25 to 40 hours.
- 22 students think the course content is relevant to their needs, 4 do not think it is relevant
- 17 have undertaken work experience as part of their course, 9 have not
- 11 students said their course involves working with a company and time in class, 15 said no
- 19 said they will be sitting for final examinations while 5 won't
- 23 get an examination certificate provided by the school, 1 provided by the state



- 25 students are happy that this certificate has a recognised value, 1 is not happy about that
- The students said teachers could help them with their studies outside of class by being available as a contact person via mobile or What'sApp or they could give more homework

Progression

- 18 students plan to continue to study full time at a higher level, 7 do not plan that
- 13 students hope to get directly into the workplace after finishing the course, 13 do not hope to go directly into the workplace
- 15 hope to get an apprenticeship, 10 do not hope
- All students think they have been given information about how they might move on to higher level studies, but the German school system and the educational system is not easy to understand for refugees, sometimes false expectations arise
- 21 students have help available in searching for employment, 5 have none
- 16 said help is available to them in searching for an apprenticeship, while 11 have no help
- 16 students have a career guidance teacher or similar advice in their school, 9 have none
- Listed options in what could have been done better to help the students progress in their studies or to the workplace: less waiting time to enter a course, more discipline, more individual learning time, less worksheets, more learning with books, more appropriate places for work or apprenticeships, too many different teachers, more time for speaking, more grammar, learning more slowly, more freetime

Additional comments:

As additional problems the students mentioned the big problems they have, like:

- Mobility in the district of Regen (in short: you need a driving licence or a car on your own)
- Not enough appropriate places for work and apprenticeships
- Much more single rooms in temporary = shared accommodations needed (for learning, for privacy, etc.)
- Bureaucracy



School visit in Regen, Germany



Romania

Syrian students

General details

- 2 males aged 14-15 years old (in the same class)
2 females aged 8-9 years old (in the same class)
- All of them have been here for 1 year and 3 months
- The 2 school boys speak Arabic (mother tongue) and English while the 2 girls speak only Arabic.
- All 4 had to learn a new alphabet
- The language of the host country: Romanian
- None had Romanian language skills, currently the boys have fair level while the girls have poor Romanian language level as they are introvert

Accommodation

- All the Syrian students live in their own apartment, owned by family, in a quiet area, with internet access.
- All of their immediate family is in Romania and all fear for the safety their relatives in their home country
- Only the children study and no member of their family help them with school work.
- The adults have completed their studies.

Current Education

- The 4 Syrian students attend school, they are in a 28 group class, mixed Romanian students
- They boys attending secondary level have 22 different teachers in total. The 2 girls attending primary level have 1 teacher
- They do not have refugee students in their class, other than their siblings
- All 4 are studying Romanian language and culture, have vocational subjects and ICT, they do not study Religious Education and they have not had career advice.
- All 4 have access to counselling service and they avail of it
- None has made any comments / suggestions about the counselling service
- The 2 boys' least favorite subjects are Physics, one girl's least favorite subject is Mathematics while the other likes all subjects.
- The boys have chosen Geography and English as favourite subjects, the girls have not made any choices.
- The 2 boys state that students studying at a higher level give them help with study and that there is no formal mentoring system in school



Initial challenges

- The 2 boys, who can speak English and one girls stated as their biggest fears language limitations and the difference in cultures. One girl did not fill in at all (maybe language problems)
- The hardest thing during the first week of classes was the different school system and school subjects.
- The 2 boys stated that the school system differences are: learning in mixed classes and the lack of religious studies
- The teachers helped them by encouraging to use English so they can have an easier transition

Study and class

- All 4 Syrian students study 2-3 hours outside of their allocated class time and they not have any help
- All use internet and have access to the school library.
- They do not use CDs/DVDs
- 3 of them state they have 100% level of attendance while one boy chose 50 – 100%
- All have 30 hours per week , 5 days per week spent attending class or practical activity for this course
- All 4 think the course content is relevant to their needs, none has or will undertaken work experience as part of their course
- Courses do not involve working with a company
- The 2 girls state they will not sit for formal exams while the boys will
- The Romanian state provides the exam certification fact that makes them happy
- All 4 meet teachers after class sometimes, who help them with their studies outside of class

Progression

- All 4 plan to continue to study full time at a higher level but they do not hope to go directly into a workplace
- None hopes to get an apprenticeship
- None thinks positively about searching for employment, searching for an apprenticeship, career guidance, advice service
- None had any additional comments or suggestions

Palestinian students

General details

- 1 male aged 12
1 female aged 8
- Both have been here for 2 months



- Both speak Arabic (mother tongue). They do not speak English and they had to learn a new alphabet
- The language of the host country: Romanian
- Neither of the two had any Romanian language level when they arrived in the host country.
- The girl still has no language level while the boy has poor Romanian language level
- They had no written language level when they started but they are improving: the girl has poor level while the boy has fair written language level.

Accommodation

- Both students live in their own house (with family) in a quiet area where they can study and have internet access
- Are all of their immediate family in Romania but they feel fearful for the safety of relatives in their home country
- There are 4 members in their immediate family
- There is financial pressure to start work as a p
- There are family members who can help them with schoolwork and these members completed third level education

Current Education

- Both Palestinian students have primary level of current studies
- They are in a class with 22 mixed students, mainly Romanian
- They are studying Romanian language and culture, vocational subject
- They do not study Religion
- They both get career advice, counselling service.
- None has least favourite subjects and the boy likes Maths
- Both ask parents if they have problems at school
- students studying at a higher level give both Palestinian students help with study

Initial challenges

- For both students war is the biggest fears before coming to classes in Romania
- Establishing a relationship with the other students was the hardest challenge during their first weeks of classes
- The boy stated that the school system differences are: homework and the programme while the girl had no opinion
- The teachers helped them by giving them more attention and care

Study and Class

- Both students allocate about 2 hours study time outside class, they have help and they use internet and CDs/DVDs



- Both state 50-100% as level of class attendance and think that course content is relevant to their needs
- They feel happy about recognition of studies

Progression

- The girls only states that she plans to continue studies after she finishes school
- The boy also plans to continue but does not hope to get an apprenticeship. He finds career guidance and help in searching for a job very useful

Turkey

This questionnaire has been applied to 84 students from 5 different schools : GEM (Temporary Educational Schools)

- It's observed that 59.5 percent of the students who participate in the questionnaires are males and 40.5 percent of them are females.
- When we check the age averages, 56% of the students are between 12-18, 42.9% are under 12 and % 1.1% are between 18-30 years old.
- Of these students, 88% are primary school, 9.6% are secondary school and 2.4% are vocational and university students.
- While nearly 90% of these students' mother tongues are Arabic, the others are from different nationalities. (Kurdish, Turkoman..)
- Almost 39% of these students can speak Turkish.
- According to the results that we get, the biggest problem and fear of the students was the language when they first came here. But this problem has been achieved with the language courses. (Now, in all of these schools %50 of the lessons are Turkish)
- We see that while 81% of the students live with their families in Turkey, the others don't have families in Turkey.
- It's observed that the number of students in each class fall generally between 22 and 44. And they are mixed. (both males and females).
- The number of teachers shows changes between 6 and 15.
- We see that the while least favorite subject among students is History.
- According to the results, when they face a problem, most of the students want help from their teachers and search solution with their teachers.
- They state the system and physical situations of Turkey are different from their countries.
- They spend almost 6 hours in school per day and a total of 30 hours during the week.
- At home they spend 2-6 hours studying.
- Most of the refugee students are educated in temporary education centers and some of them are in our own schools with our own students.



Italy

General details

- 171 males aged 18-30 ys old
- The 90% of them have been here only 2 weeks
- The boys speak English/French/Spanish
- All had to learn a new alphabet
- The language of the host country: Italian
- They have poor Italian language level

Accommodation

- All they live in Shared accommodation, in a quiet area, They have internet access in accommodation.
- All of their immediate family isn't in their country and all fear for the safety their relatives in their home country
- Only the children study and no member of their family help them with school work.
- The adults haven't completed their studies.

Work

- Most of them just completed their compulsory education/ any job
- 80% of their work is manual

Current Education

- The attend school, mixed italian students
- They have refugee students in their class.
- All are studying Italian language and culture, have vocational subjects and ICT, some of them study Religious Education and they have had career advice.
- None has made any any comments / suggestions about the counselling service

Initial challenges

- Generally they are motivated :
 - by a strong desire to feel FREE ;



- by fear of dying in war/dictatorship. -to give a future to their families who in some cases they won't meet anymore.

- They find hardest during their first weeks of classes INTEGRATE in a new system which asks them to follow RULES/TIME- DIFFERENT LIFE STYLES
- They find the system of learning in class here different from that in their country of origin IN THE ORGANIZATION: HERE THEY HAVE ONLY ONE CLASS OF ITALIAN ,MATHS AND WE CAN CHOOSE AMONG DIFFERENT MANUAL COURSES: HYDRAULIC,ELECTRICIAN AND SO ON .
- Teachers have done differently in the first days or weeks to make the transition to study in class here easier PROVIDE THE PRESENCE OF MORE MEDIATOTORS OR INTERPRETERS

Study and class

- All students study 2-3 hours outside of their allocated class time and they not have any help
- All do not use internet and have access to the school library.
- They do not use CDs/DVDs
- they have 100% level of attendance while one boy chose 50 – 100%
- All have 2 hours per week , 5 days per week spent attending class or practical activity for this course
- All think the course content is relevant to their needs, none has or will undertaken work experience as part of their course
- Courses do not involve working with a company
- they will not sit for formal exams while the boys will

Progression

- All do not plan to continue to study full time at a higher level but they do not hope to go directly into a workplace
- None hopes to get an apprenticeship
- After their stay at the C.A.S., they come back to our centre since they understand that there can be a work possibility

None had any additional comments or suggestions



Ireland

All students were from Syria

General details

- 4 students aged 30-65, 1 student aged 18-30. 4 Male students 1 Female
- 1 has Primary Education, 2 Secondary and 2 University education in Syria
- For all Arabic is the mother tongue
- All 5 had to learn a new alphabet
- The language of the host country: English
- All had very basic English on arrival

Accommodation

- All the Syrian students live in their own house with family. They have an area where they can study but only 1 has internet access at home
- All of their immediate family are in Ireland and all fear for the safety their relatives in their home country
- All five say they are not under financial pressure to find a job
- None of the group are able to get help with study from family members and other members of the family have not reached third level education.

Current Education

- The 5 Syrian students are currently studying at secondary education level. There are 8 students in the class and all class members are refugees. Classes are mixed Male/Female
- The students have 1 teacher
- All 5 are not studying vocational skills, religion, Irish culture or IT skills. They are not given career advice
- All 5 have access to counselling service and they avail of it. They would like more time with the counselling service.
- All have chosen English as the favourite subjects.
- When they have problems with a subject they go to the teacher, there is no mentoring service and they have no one studying at a higher level who they can go to for help



Initial challenges

- Their biggest fears before arriving in class were: Stress, Isolation, Worry about learning English, accents
- The hardest thing during the first week of classes was the Accents, Understanding the teacher.
- All things in class were described as different from Syria
- The main initial problem was understanding the teachers accent
- They said that using music to relax would have helped them settle in.

Study and class

- All 5 Syrian students study outside of their allocated class time for between 1 and 5 hours
- All use internet and three have access to the school library.
- Only one uses CDs/DVDs for study
- All 5 have attended class between 50% and 100%
- All have 12 hours per week, 4 days per week spent attending class
- All 5 think the course content is relevant to their needs, none has or will undertaken work experience as part of their course
- Courses do not involve working with a company
- They state they will not sit for formal exams and three are not happy with this

Progression

- All 5 plan to continue to study but two hope to go directly into the workplace
- Two hope to get an apprenticeship
- None have been given information as to how they might go on to higher education
- They would all like more access to technology subjects

Additional Comments

- One student said that “I want learn at the university engineering LIFTS”
- One asked for a volunteer teacher as they need more social activities. I hope to increase social treatment at home
- Four students stated that this form has been extremely difficult to complete



Teacher Questionnaire Analysis

Germany

We have applied the questionnaire to 6 teachers from Volkshochschule für den Landkreis Regen

General Details

- 2 teachers have 20-30 years of teaching experience, 3 of them have 10-20 years of teaching experience and 1 of the them has less than 5 years teaching experience.
- All 6 teachers were female.
- 5 of them have specific qualifications in teaching German language as a foreign language and also 5 have a specific training for working with refugees.
- All of them do speak foreign languages, such as English, Spanish, French, Arabic, Russian and Italian.
- The highest level of education of 2 teachers is a degree, 2 have a master apprentice and 2 have a masters, PHD.
- The teachers work specifically with refugees in a range from 6 months to 3 years.
- There are 15 teachers in the school who work with refugees.
- The employment status for 1 of the teachers is part time, 3 have casual hours 2 teachers are permanent the whole time.

Current Refugee Classes

- 3 teachers work with primary level students and 3 teacher work with secondary level students
- 4 teachers work with mixed classes where refugees are included, 2 teachers work in classes where only refugees are included.
- The refugee's students ages range from 16-60 years old, the average age is 24.
- The students' numbers in the class group range from 16 to 29 students per class.
- The teachers class group range from 1 to 3 class groups per teacher.
- 1 teacher has a class group with only male students, the other 5 teachers have class groups with male and female mixed.
- The students in the classes have 1 to 5 different teachers.
- All 6 teachers use information technology in class, they use it for example for films, listening comprehensions or for extra materials.



- 4 teachers state that refugee students get help from students studying at a higher level while 2 say they do not.
- 5 of the 6 teachers state that there is a formal mentoring system in the school.

As types of additional support, the 5 teachers mentioned:

- 4 teachers feel that they have adequate personal support in their school for working with refugee groups, while 1 teachers says they do not have personal support, more support of social workers and guided lessons would be helpful
- 5 teachers described the facilities available in their classroom in the context of refugee needs as good, one teacher as excellent
- What the 6 teachers feel is essential in a refugee classroom: internet access on computers and posters
- The level of students attendance is agreed by 5 teachers as 50-100%, 1 teachers says its less than 50%
- All the teachers spend 12 to 50 hours per week with refugee students and 10 to 25 hours per week in an individual refugee class
- All of the teachers feel that the course content is relevant to the students' needs and 5 out of 6 say that students do engage in work experience which is organised by counsellors, co-operators and vhs.
- All teacher's students will engage in exams. The school provides the certification which allows the students to progress to higher levels of study and all teachers are happy that this certificate has a recognised value.

Initial challenges

- All of the 5 teachers stated that the biggest fear of working with refugee students was the language barrier. Other fears: discipline and acceptance
- What all of the 5 teachers found hardest during their first weeks with the refugee classes was to be recognised as a female teacher, the communication with the students and to create the learning atmosphere
- The aspects of the classroom situation refugees found hard compared to their previous classroom experiences were that there were no religious differences, the freedom of speech, the homework, being on time and the concentration.
- When the teachers were asked what could have been done differently in the first days or weeks to make the transition to study in class easier for refugees, all teachers answered: less paperwork
- The teachers found reliable educational resources online like online exercises or group works



- None has used Socrative, Kahoot, Class Craft or any similar online classroom space. They all did not use moodle or ebooks.
- As teaching methods, tools or techniques that seemed to work well in delivering your subject to refugees, the 6 teachers answered: Speaking their language, education games, mind maps, all the tools and methods depend on the participant and the level
- As teaching methods, tools or techniques which seemed not to work with refugees all the teachers said: presentation and group work

Study Outside of Class

- 1 out of 6 teachers stated that refugee students allocate 2-4 hours of study outside of class.
- 3 out of 6 teachers said that their students have access to library and 5 out of 6 said their students use other aids such as DVD, CD, etc.
- The respondent teachers feel that there can be done more to help refugee students study for example libraries, smaller classes, free books, more contact with German people

Additional Comments

The biggest challenge for the teachers was by far the different learning background of the participants in the language courses. As a teacher you have to make sure that, none of these students is overstrained. This is only possible through an internal differentiation in the lessons. In order to do that the teachers had to be very careful when using such methods and have to habituate their learners to these new forms of teaching. However, these forms of teaching are important to make the learners use the foreign language and to create a good atmosphere in the learning group.

The teachers have also learned a lot along the way from the new system we have developed in the last years and the progress we have achieved is notable.

Romania

We have applied the questionnaire to 5 teachers from `Liviu Rebreanu` Lower Secondary School in Comanesti, Bacau, 4 female teachers and 1 male teacher.

General Details

- 2 teachers have 20-30 years of teaching experience, 3 of them have 10-20 years of teaching experience.
- None has specific qualifications in teaching Romanian as a foreign language.
- 2 of them do not speak foreign languages, while 2 can speak English or French. 1 teacher can speak French, Italian and Spanish.



- 4 of the teachers work with refugees since the beginning of 2015 school year (September) while 1 started working at this school in September 2016
- There are 22 teachers in the school and all teach different subjects to refugees
- The employment status for all the questioned teachers is: permanent whole time

Current Refugee Classes

- 4 teachers work with primary level students and 1 teacher works with secondary level students
- They work with mixed classes where refugees are included
- The refugees students ages range from 8-15 years old
- In primary education 3 teachers teach 10 or 12 classes, while 2 are primary school teachers, each lead one class
- Each class has between 19-34 students
- All of the teachers use internet in class, give career advice to students
- In case of problems with a subject or refugee students, all 5 teachers go for help to the school principal or the school counsellor
- 4 teachers state that refugee students get help from students studying at a higher level while 1 says they don't
- All of the 5 teachers state that there is no formal mentoring system in the school and they do not have adequate support in working with refugee students
- As types of support the 5 teachers mentioned: professional teaching support, Arabic speaking teacher, specialized counselor, guidance and assistance from the Ministry of Education or embassy, language resources, tutor/mentor teacher, personalized curricula
- All 5 teachers described the facilities available in your classroom in the context of refugee needs as poor
- What the 5 teachers feel is essential in a refugee classroom: bilingual textbooks, tailored curricula, counsellor assistance, more language resources, special worksheets
- The level of students attendance is agreed by 4 teachers as 100% and by 1 as 50-100%
- 2 primary teachers (1st-2nd grade) spend 11-22 hours per week with refugee students, while 3 secondary school teachers spend 2-4 hours per week.
- 3 out of 5 teachers state that the course content is relevant to the students' needs but all 5 say that students do not engage in work experience
- 4 out of 5 teachers think students will engage in exams. State provides the Certification that allows students to progress to higher level

Initial challenges

- All of the 5 teachers stated that the biggest fear of working with refugees students was the language barrier. Other fears: cultural differences, school standards and system
- What all of the 5 teachers found hardest during their first weeks with the refugee classes: the different social conventions in the T-S relationship, communication



Educational Integration of Refugees

- The aspects of the classroom situation refugees found hard compared to their previous classroom experiences: language related issues, curricula, students being in mixed classes, attitude, beliefs
- All the 5 teachers would have asked for support from the Embassy or authorities as a way of making an easier transition for refugees
- The teachers did not find reliable educational resources online, only some online dictionaries
- None has used Socrative, Kahoot, Class Craft or any similar online classroom space but they all used ebooks
- As teaching methods, tools or techniques that seemed to work well in delivering your subject to refugees, the 5 teachers answered: Learning by playing, ICT activities, TPR
- As teaching methods, tools or techniques which seemed not to work with refugees all the 5 teachers said: traditional teaching methods

Study Outside of Class

- All of the 5 teachers stated that refugee students allocate 2-3 hours of study outside of class with access to the library and study aids
- The respondent teachers feel that there can be done more, for example after school programme for the refugees, adapted classes and Arabic classes.

Additional Comments

Even if the refugee families were welcomed in the local community, there are negative aspects such as: discrimination, work mobility problems, the fact that they do not have papers, adapted educational resources, need of an After-School programme, specialized tutors/mentors for the teachers working with refugees, different core curricula for beginners.

Positive aspects: Support from the School Inspectorate, the exchange of good practices within the EIR partnership



Meeting at Institutia Prefectului Judetul Bacau, Romania



Turkey

This questionnaire has been applied to 28 teachers from 5 different schools: GEM (Temporary Educational Schools)

- It's observed that 64.3 percent of the teachers who participate in the questionnaires are males and 35.7 percent of them are females.
- While 73.9% of teachers who participate in this questionnaires are Syrian, 26.1% of them are Turkish.(teachers who teach refugee students in different schools)
- 88.9% of teachers can speak 3 languages (Turkish, Arabic and English) 11.1% can speak 2 languages. (Arabic and English)
- It's observed that most of teachers are young.
- We see that they prefer to use IT in their classes. They all use smart boards.
- According to the results, they share the problems of students and get help from both guidance teachers and management.
- According to the results teachers need some equipments for activities (flash cards, different kinds of books, etc.) and laboratories.
- 84% of teachers say that the certificates are given by schools and 16% say that they are given by the state.
- It's stated that almost half of the teachers use Moodle and E Book in classes.
- They don't have any problems for accessing the libraries.
- On the last questions about the wishes of teachers, most of them say that they want higher salaries.
- Finally, we observe that participants who completed the questionnaires are mostly happy with the conditions having here. All the same, they want to go back to their countries one day

Italy

We have applied the questionnaire to 5 teachers from Astalli Centre in Palermo, female teachers.

General Details

- The teachers have 5-10 years of teaching experience
- They has specific qualifications in teaching Italian as a foreign language.
- They speak foreign languages (English / Arabian)



- the teachers work with refugees since the beginning of 2013
- There are 13 teachers in the school and all teach different subjects to refugees
- The employment status for all the questioned teachers is: Part Time **Volunteer**

Current Refugee Classes

- The teachers work with primary level students and secondary level students
- They work with classes where are only refugees
- The refugees students are youngest
- teachers teach 5 groups
- Each group has between 10-25 students
- All of the teachers use internet in class, give career advice to students
- In case of problems with a subject or refugee students, all teachers go for help to the their colleagues in the centre
- The teachers state that refugee students get help from students studying at a higher level
- All of the teachers state that there is no formal mentoring system in the school
- As types of support the teachers mentioned: Our centre has got many volunteers among them there are some who are qualified and other support them
- All teachers described the the facilities available in your classroom in the context of refugee needs as adequate
- What the 5 teachers feel is essential in a refugee classroom: There are lots of books that the most motivated refugees use to improve their learning
- The level of students attendance is agreed by teachers as 50-100%
- teachers spend 10 hours per week with refugee students
- teachers state feel that the course content is relevant to the students' needs
- teachers think students will not engage in exams

Initial challenges

- All of the teachers stated that the biggest fear of working with refugees students was: Meeting people with difficult backgrounds and being unable to help them
- What all of the teachers found hardest during their first weeks with the refugee classes: To convince the less motivated ones that learning Italian will help them to integrate
- The aspects of the classroom situation refugees found hard compared to their previous classroom experiences: To restart their education despite the fact that they some of them have a diploma and others have a degree.



- The teachers did not find reliable educational resources online: Loecher website ,Italian L2 info Inclusion resource
- None has used Socrative, Kahoot, Class Craft or any similar online classroom space but they all used ebooks
- As teaching methods: Most of students that come and ask for our help are illiterate or with a very low schooling level I don't think that in such condition we need to use sophisticated didactic online platforms or digital equipment. It's much more useful alternate activities able to develop all skills ,oral, written and comprehension with some grammar considerations.

Study Outside of Class

- All of the 5 teachers stated that refugee students allocate 1 hours of study outside of class



Handcraft Items made by refugees, Esenler Istanbul



Ireland

We have applied the questionnaire to 2 teachers from North Cork Adult Education Cork Education and Training Board, Mallow.

General Details

- 1 teacher has 5-10 years of teaching experience, 1 of them has 20-30 years of teaching experience. Both teachers were female.
- 1 teacher has specific qualifications in teaching English as a foreign language.
- Both teachers have intermediate French and Irish.
- Both teachers have worked with refugees for one year
- The employment status for all the questioned teachers is: part time

Current Refugee Classes

- 1 teachers work with primary level students and 1 teacher works with secondary level students
- All students in the class are refugees
- The refugees students average age is 30
- Some classes are mixed Male/Female
- One teacher uses use internet in class, but one teacher does not have access to IT facilities. Where IT is used it is mainly for translation purposes
- Both teachers give career advice to students
- In case of problems with a subject or refugee students teachers go to the centre manager or supervisor
- Generally students do not get help from those studying at a higher level
- There is no formal mentoring system in place
- One teacher felt that there is not adequate support for working with refugees
- Facilities were described as adequate to good
- The level of students attendance is 50-100%
- One teacher spends 6 hours per week in class and the other 12 hours per week.
- Both teachers feel that the course content is relevant to the needs of the refugee students
- Students do not participate on work placement and do not sit formal examinations



Initial challenges

- One teacher stated that the biggest fear of working with refugees students was If they were to become distressed referencing their country in teaching
- In the beginning teachers found difficulty in communication with students and also noticed that they speak very loud – sometimes it like shouting angry
- The aspects of the classroom situation refugees found hard compared to their previous classroom experiences: Sitting for an hour, minimum talking.
- It may have been better if maybe we build up the class time gradually. Meet all the families in a social setting with a interpreter
- The teachers did find reliable educational resources online, References to food and architecture from refused country and also online translators
- None has used Socrative, Kahoot, Class Craft or any similar online classroom space. One teacher used moodle and one eBooks
- As teaching methods, tools or techniques that seemed to work well in delivering your subject to refugees, Pictures, Pictures for vocals. Knowing their family makeup and what their children way be doing in school – for conversations
- As teaching methods, tools or techniques which seemed not to work with refugees teachers mentioned Lists

Study Outside of Class

- All of the 5 teachers stated that refugee students allocate 2-3 hours of study outside of class with access to the library and study aids as well as online study resources
- The respondent teachers feel that more can be done to help refugees study: Talk to them about them lives to their religion, Smaller groups by ability

Additional Comments

It's never a perfect situation by it's very nature but starting slowly and more social interaction would be good at the start. However, some students head on urging to learn and others not so much. Some students are very motivated and others not so ... As they are required to come to class – this can sometimes cause friction in the group, A monthly feedback survey via a interpreter would be useful to everyone.

Short-Term Joint Staff Training Events

Germany

The first phase of the Erasmus+ KA2 “Educational Integration of Refugees – A Classroom Approach” project was to create a dialogue with refugees in each of the project partner countries and in particular to listen to the experiences, concerns, fears and hopes of refugee students and the educational staff who work with them. This objective was to be achieved in two main ways. Firstly through the creation and analysis of a questionnaire to be completed by refugees in each partner country (Appendix 1) and secondly through a teacher training activity where direct contact would be made with refugees and those who work with them.



Meeting with adult Refugee students in Regen

The teacher training activity took place in Regen, Germany from Sunday, 27th November – Saturday, 03rd of December. Regen was selected as the venue for this activity due to the fact that the region has become home to a very large number of refugees in recent years and our partner organisation there, Volkshochschule ARBERLAND, is directly involved in providing integration and training courses for many of these refugees. In addition the relatively compact size of Regen made it possible to visit all of the stakeholders involved in the German refugee process, from initial registration, through integration courses and into the workplace,

Visits to and meeting with the following stakeholders took place:

- Professional Career Activation Courses
- Language Integration Course
- Meeting with Volunteers
- Secondary School
- Vocational School
- Visit to an Employer
- Meeting with unaccompanied minor refugees.
- BAMF / Federal Office for Migration and Refugees
- Meeting and discussion with all authorities: head of district, Jobcentre, Labour office, and network manager for refugees



Educational Integration of Refugees

The meeting with BAMF provided participants with a very clear understanding of the German refugee process and provided a framework through which the other meetings could be viewed. There are seven main stages in the German asylum procedure:

- Arrival and Registration in Germany
- Initial distribution among the Federal Länder
- Reporting to and accommodation in the competent reception facility
- Personal application to the Federal office
- Examination of the Dublin procedure
- Personal interview at the Federal office
- Possibility for decision making in the national asylum procedure

This procedure can lead to the following possible outcomes:

- Acknowledgement of entitlement to asylum
- Award of refugee protection
- Award of subsidiary protection
- Imposition of a ban on deportation
- Outright rejection – with a notice to leave the country
- Rejection as “manifestly unfounded” – with a notice to leave the country

There is also an appeals procedure against the decision of the Federal Office in place.

Participants at the training activity witnessed first hand the main stages of this process, this included seeing the registration and interview process, visiting the refuge accommodation at the initial reception facility, talking to staff who conduct the interviews, meeting staff who check for forged papers etc.

The meetings at the career activation course, the language integration course, the vocational school and secondary school allowed the participants to talk directly with refugee students and their teachers about the difficulties and positive aspect of their educational experience. As would be expected the importance of language learning came very much to the fore as a key step in accessing the other educational opportunities available and ultimately accessing the employment market. Some students did express



Visit to BAMF



concern that their own culture could be diluted by the process. One man pointed out that many customs that we in the west see as religious are in fact cultural and that this fact is not fully appreciated. Another man told us that his wife and family were due to arrive the next day. He explained that he had been forced to let them behind in Syria close to two years ago and it is not difficult to understand his impatience to be reunited with his family. Many of the adult refugees we spoke to had a reasonable level of English but very few had any knowledge of the German language prior to arrival in the country.



Intense discussion between participants and refugee students

In the secondary school the importance of having a native Arabic speaker on staff both as a translator and support for the students was very evident. Many of the refugees have been through horrific experiences and the process of recovery from such trauma can be a long one and requires good support services. For many of the training activity participants the meeting with refugees who arrived in Germany alone as minors was perhaps the most emotional encounter. These students were aged between thirteen and seventeen and came from a wide range of countries including Syria, Afghanistan, Eritrea and Sudan. One fifteen year old Afghan told us how his father had given him \$300 and sent him on the journey to Europe crossing Iran and Turkey on foot and by public transport, then on a small boat to Lesbos in Greece, eventually reaching the mainland then through Macedonia, Hungary, Austria and Germany. Another Afghan spoke of how he let home with his father when he

was twelve, how they both worked in Iran for three years to make money to continue the journey and how his father sent him on alone once enough money for one journey had been raised. Another fifteen year old student told us how his only relative in Germany was his cousin, but he had turned eighteen a few weeks previous to our visit and had been deported. There were many similar stories.

During this visit we had dinner with the refugees in their boarding school and went to see their rooms. We took note that the students were allowed to decorate their rooms themselves, which of course helped to make the accommodation feel less institutionalised. Some had maps of their country on the corridors with their place of origin marked, others had country flags on their walls, some had created wall murals which showed clear artistic talent. One student had written "Allah is the greatest" across his room door. This last statement helps to highlight the need to provide religious education for young refugee students and indeed we were informed that the German government is planning to introduce Islam into the schools. Clearly this is desirable as it would give young Islamic refugees a focus for and recognition of their religious beliefs and could be an important step in counteracting extremism.



We did note that many of the refugees had good contact with home and within their own networks through social media, whatsapp, viber etc.

Another interesting meeting was with the volunteers who give time freely to help refugees integrate into German society. Such help can be as simple as showing a refugee how to buy a bus ticket or use an ATM machine, how to manage household bills, assist with completion of forms or simply provide a sympathetic ear where support is needed. Many of these volunteers are retired people and interestingly some had become involved in this type of work during the Bosnian refugee crisis. This of course means that there is quite a wealth of experience within these volunteer organisations.

A visit to an employer also gave us the opportunity to meet with a refugee who is now engaged as an apprentice. There is a clear plan in Germany that most refugees will be integrated and ready to join the workforce within five years of their arrival in the country. The meeting and discussion with local authorities: head of district, Jobcentre, Labour office, and network manager for refugees allowed us to see how the different agencies work together to achieve the necessary level of refugee integration and education to achieve this goal.



Meeting with Refugee apprentice

Romania



Welcome performance by Roma students, Bacau

On the first day all participants went to the Inspectorate for National Minorities in Romania. Here, after being warmly welcomed by the Romanian project coordinator and school inspector for educational projects, the group watched a really interesting traditional musical performance played by Roma students. Following this the coordinator of School Mediators, Mr. Sebastian Dâlcu introduced himself and the invited cultural mediators working in different county's schools. This workshop was very helpful as it allowed participants to acquire a lot of information on the mediators' official role, as well as on how they face the different problems arising during the roma students' initial introduction to the schools to their gradual inclusion. Later ,the participants met the president of Fundatia de Sprijin Comunitar: FSC (Community Support Foundation), Mrs. Achihai Gabriela, who introduced herself and her role in the Foundation. Afterwards participants were

given the possibility to ask questions of both mediators and their coordinator.and this moment really represented a great source of information for all project participants, since in every country there are cultural mediators but it was great to talk with these Romanian ones and experience their passionate involvement and personal engagement.

Projects participants also went to the Institution of the Prefect Bacau where Mr Sorin Ailenei welcomed them and talked about the presence of Roma people in their county and how they welcome and succeed in integrating them into the wider Romanian community.

The next activity in which the project participants were involved was the visit to a Secondary School who are actively involved in working with minority and disadvantaged groups.

Here the participants were taken on a guided tour of the school. It was a really touching experience since every class had prepared a short performance for the Erasmus+ project guests and all participants were given small presents made by the children themselves.

On the second day we visited the Școala Gimnazială, Ciprian Prumbescu", met teachers, the refugee students, their parents, school mediator and school counsellor. Refugee students made presentations about Syria, the culture, life style, etc. They also spoke about working with their Romanian peers. After that they showed us some of their work together. Some teachers of the

school presented work that they undertake in their classes. Parents and mediators also spoke about what they have achieved so far and what they feel about education of refugees in their area. It was interesting that the refugees welcomed us by wearing their traditional clothing and prepared traditional food for the group. We could see that here was a very good example of integration. We observed that not only students and parents but also teachers, mediators give high levels of importance to the feelings of the refugees. There was a very clear empathy with the refugee students and the culture of the refugees and Romanian culture were both equally respected.



Welcome at the Kindergarten

Later in the training week we departed to Buhusi to visit the Scoala Gimnaziala "Mihail Andrei". The school has 430 pupils including a Kindergarten. 69,68% of the students are Roma. We visited 1st and 2nd grade classes of the primary school and the Kindergarten. The school is working with Roma students for years and integrating them into the school system is not a new challenge. For example, many Roma parents do not see the need to send their children to school, because in their experience begging brings more money for them than working in an average job. They see it also as a more comfortable way to earn money. Therefore, the headmaster emphasizes that it is also important to sensitise the population for this problem, so that people do not give money to beggars and support them. As many Roma parents do not have a regular job and income, the school is also facing a lot of social problems. Many pupils, for example, do not have

proper clothes to wear to school or they do not have shoes. A Roma family can have many children, the parents do not work, they live in poverty. But poverty is not only a Roma problem, there are also Romanian children at school, whose families have to deal with the same problems. All in all, the headmaster of Scoala Gimnaziala "Mihail Andrei" explains that the school is used to these challenges, because the Roma situation is something they are dealing with for years, so they were able to find solutions and structures to make it easier to deal with it. The school has also school mediators as a support and connection to Roma families and pupils.

After the visit at Scoala Gimnaziala "Mihail Andrei" we visited Milly's Village of the Seniors. The old people's home is not a classical example for integrations as we are dealing with it, but it is a good example of how inclusion can work. The concept of Milly's Village is old people living together in a kind of community. The Village is constructed as a small farm, where the old people living there have certain tasks. They run the farm together and are looked after by a nursing staff. The idea behind this concept is to give the old people there the feeling they are needed.



Roma students welcome visitors with flowers and bread



Roma students working on Arts and Crafts, Domnita Maria School



Educational Integration of Refugees

The second management meeting of the EIR project also took place in Romania. Primarily this meeting was to review progress made in the project to date, identify work yet to be completed and to allocate these work tasks to the appropriate partners. In addition to this there were also a number of brainstorming sessions examining techniques that can be adopted for use in Refugee Educational Integration based on the partner experiences during the first year of the project. A number of areas for future investigation and piloting were identified:



Project group visit to Romanian Parliament

Sport: build relationships, sense of belonging, sense of culture (indigenous sports), teamwork, communication / language, friendships, cost neutral, relatively easy to organise

Games: role play to gain understanding, play language (younger children), gamification (reward system)

Arts and Crafts: creates a sense of achievement, does not require good language skills, can establish cultural identity

Fieldtrips: practical learning, learning by doing

Project based learning: group / teamwork can help self esteem and promote informal language learning

Integration of refugees own culture into all of the above: cultural awareness / sharing, integration needs to be seen to some degree as a two way process.

Mentors and Mediators: Either professional mediators or use of Peer Mentoring

Need to judge intelligence level: this is often difficult due to the language and cultural barrier

Social learning: Punctuality, relationships (cultural differences, number of children, marriage age etc.

Workplace training

Use of film in learning (possibility for subtitles)

School Newsletter incorporating refugee issues: increase understanding from other students, perhaps partly in the language of the refugee, with translation. Refugee involvement in production,

School Website or other social media, refugee input, refugees language and culture included

A number of issues were also raised by participants:

The question was raised as to how to manage if refugees have their own school and do not want to integrate

Some stressed the importance of teacher meetings to resolve and understand specific refugee problems

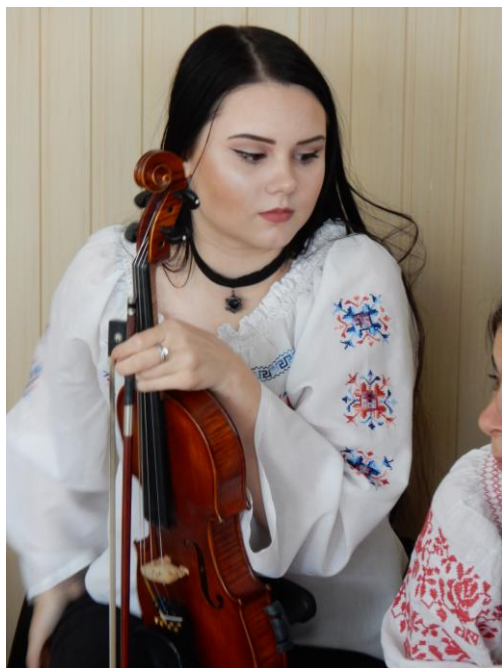
Communication with family/parents was of key importance and in some institutes there is a buddy



system for both students and parents

In some countries there is a school for refugees and then students transfer to ordinary school (Turkey). When these students transfer there is a policy to try to limit the number of refugees in each class

Partners at the meeting also visited the offices of Europe Direct for a workshop and discussion on inclusion. The work of Europe Direct in Romania was explained and examples of reports created to inform policy in Romania were presented. Romanian views on accommodating refugees and on the EU quota system were explained in detail as were the historic and cultural reasons for these views. For additional information on their work in this area they recommended a Eurofound 2016 publication “Approaches to the Labour Market Integration of Refugees and Asylum Seekers” which can be accessed on the Eurofound website at www.eurofound.eu



Scenes from Romanian and Roma classrooms



Scenes from Romanian and Roma classrooms



Italy

The third teacher training event of this project took place in Naples Italy from 19th to 25th November 2017. The primary purpose of this event was to try out some of the teaching techniques proposed from the previous meetings and to continue our engagement with refugees and the organisations who work with them. To this end each partner country presented one sample class where the use of visual aids or activities supplemented the learning material with a view to moving the classroom emphasis away from just verbal delivery. The language barrier is a significant challenge to learning for many refugees and any learning activity that can assist them in better understanding the verbal delivery is to be welcomed. The use of film, role play, interactive multimedia, basic props and increased non verbal communication between the teacher and students were all demonstrated as aids to overcoming language difficulties and hold the students attention. It was notable that many of the techniques demonstrated would not require any significant financial resources as the equipment required is readily available in most schools. Some resources in teacher preparation time may be required.

Following on from the sample classes the participating group met with foreign students studying at ITT Giordani-Striano school and had an opportunity to discuss the difficulties they experienced in attending classes in a foreign language. While these students were not refugees they share many of the barriers that refugee students face in joining a class where subjects are delivered in a language that is not their mother tongue. They spoke of the difficulty in retaining concentration, the need for additional classroom assistance and the benefits of project work, team work and practical activities.

During a day long visit to LESS: impresa sociale Onlus, the group had an opportunity to hear about the work of his non governmental organisation and to meet refugees staying in the LESS house. These refugees who come from a variety of countries including Gambia and Sierra Leone spoke about their need to send money home to their families and the conflict between the need to earn money now and the need to educate themselves for the future. They explained that often families in Africa have a concept of Europe that is not accurate and do not always understand that it is necessary to get a good education in order to gain employment. They spoke of the pressure that they encounter to send money home, money that is often urgently needed, and the conflict this can create with their need to gain an education. One of the refugees at the centre gave a short musical performance and spoke of his wish to be a professional entertainer. Another expressed his wish to be a plumber. Lunch for the group at the centre was prepared by the refugee's cooperative institution (Catering Tobili).



Visit to LESS



Educational Integration of Refugees



Meeting at Dedalus

Another visit was organised to “Dedalus” (Cooperativa sociale) who work with refugees, particularly unaccompanied minors, women who are the victims of violence and also women who want to escape from their condition of prostitution which in many cases is the result of human trafficking. Their methodology includes facilitating peoples access to local services and opportunities, enhances awareness, information and cultural advancements among citizens allowing for the maintenance of immigrants’ culture and ties to their place of origin. They have individual programs specifically tailored to individual needs and requiring the activation of beneficiaries, individualised programs aimed at facilitating peoples exit from conditions of difficulty to their full inclusion in the relational and social environment. In the case of refugees who are minors Dedalus provide cultural mediation, reception, encounter and citizenship opportunities, assistance and support to minors in their migratory project. This work includes the running of a Day Centre, Residential Care facilities, facilities for those just over the age of majority and Emergency hosting for minors. For victims of Trafficking they provide actions for the detection, identification and referral to services for victims. Further to this they promote interculturality through their intercultural centre, an intercultural library, organisation of intercultural workshops and events.

The group also visited a hosting-house for Roma people, meeting and talking to volunteers, teachers and Roma students on the challenges of cultural integration and the barriers within both communities to integration. The challenge of encouraging Roma students to stay at school and indeed progress to higher learning was stressed. One barrier to this was the lack of tradition within the community to staying within the education system once the legal requirement had been met. It is hoped that some students who are moving to higher levels of education may create a pathway for others to follow. Here again the relative poverty of the community and the need for young people to earn money presents a challenge for those trying to ensure good levels of school retention and educational progression.

In the City Hall of Naples the group had an opportunity to meet with the Council Member of Social Politics Dr. Roberta Gaeta, who spoke about Neapolitan efforts to welcome and integrate Refugees both into the educational system and into the Labour market.

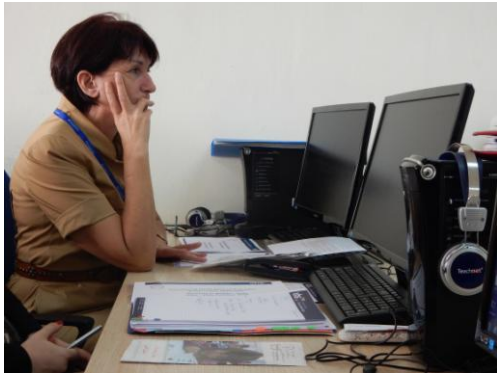


One unusual and interesting aspect to the Naples training was an afternoon with Naples Migrantour. This company organises tours of the predominantly migrant areas within the city of Naples. The experience includes a visit to the main outdoor migrant market area, to shops specifically established to serve the culinary needs of the migrant community and a visit to the small mosque established in an apartment complex for migrant use. The tour does serve to highlight the large number of migrants in Naples and the cultural diversity within the migrant community.



Educational Integration of Refugees

Naples was also the venue for the first project management meeting. Primarily this meeting was aimed at distributing project tasks between partners, setting the dates and confirming the goals of the teacher training events and establishing some of the project dissemination platforms. In addition to this participants had a number of workshops on the topic of integration, establishing what we mean by the term and learning from a number of film presentations on the subject of refugee integration.



First Management Meeting, Naples



First Management Meeting, Naples



Dancing to encourage Integration, Naples



Short Term Joint Training Event, Naples



Migrant Market, Naples



Refugees at LESS speaking about their experiences, Naples



Lunch prepared by refugees at LESS, Naples



Turkey

In many respects Turkey was the ideal location for the final joint staff training event as the number of refugees in Turkey is particularly high and as a consequence a wide variety of measures have been put in place to deal with the situation. We were also fortunate to be working with the directorate of the Esenler district as they have enthusiastically risen to the challenge of providing education for the large numbers of refugees within the district. Over the course of the training we had an opportunity to visit mixed classes with refugees in a number of Turkish schools. At Hasip Dinçşpy IO we visited the impressive classroom facilities and met with many of the children and teachers in what appeared to be a well integrated school. We also visited the Syrian child and youth integration centre. Perhaps most interesting of all was a visit to the Syrian Temporary School (GEM). Here the students are Syrian as are the majority of teachers. In many ways this is an ideal method of transition for Syrian students to the Turkish schools as it provides them with a level of familiarity in the educational environment, a familiarity that is perhaps very welcome after the trauma many of these students have been through prior to departing their home country. This trauma was amply demonstrated by two students who spoke to us. One young girl told how her father and brother had been killed in the war and that she had escaped to Turkey with her mother and sister. A young boy told us that his father was lost in Syria and that they hoped to find him after the war was over. Later the translator explained that the boy's father had been killed but that he could not accept the fact and so always referred to his father as lost. In such difficult cases the stability of a Syrian speaking teacher, Syrian schoolbooks and the familiar Syrian curriculum can be important in providing the students with the continuity of a safe learning environment. The counter argument to this of course is that it can slow



Visit to "Local Governorship" (Esenler
Kaymakamlığı)

the process of integration. Normally students will move from the Syrian school to a Turkish school after two years so it is incumbent on the teachers at the Syrian schools to try to prepare students for this move. What was very evident during the visit was the dedication and enthusiasm of the Syrian teachers. One Syrian teacher told us that "working with my students gives me purpose, energy and hope". We also had an opportunity to see how refugee needs were met within the wider community with visits to Esenler Municipality Refugee Centre and The Human Resource

Development Foundation. In the former we witnessed some of the services being provided to refugees including medical services, career services etc. The provision of a large variety of refugee services under one roof was seen as very positive as it leads to easy identification and access to refugee services. In the latter we saw some of the school books being produced for refugees and craftwork being produced by refugees. We also engaged with other organisations working with refugees including the WALD foundation. Many of the Syrian refugees we spoke to in Turkey commented on the similarities between Turkish culture and their own, and the benefit these similarities were to integration. They seemed very aware of the fact that cultural differences were greater elsewhere in Europe and that these differences make integration a greater challenge. One of the Turkish teachers commented that the challenge was to create an educational system for Syrian



people in Turkey, based on their own system, which would also serve the need for integration. He felt that this was achievable given the necessary time and resources.

Following these visits we had an opportunity for further discussion on what we had seen and a number of issues were discussed. The need to recognise the trauma that refugees had suffered prior to arriving in their host country and the ongoing effects of this trauma was very evident when talking to some of the refugee children. The importance of addressing the refugee's health situation, both physical and mental health, is paramount. The relationship that teachers have with students and with families was commended. Indeed the relationship with the families was discussed in some detail. It was pointed out that the provision of psychological help to the refugee students needed to involve social services, the family and mediators who could speak the language of the refugees. Families are the key to student attendance at school and the need to bring mothers onboard with the education system was seen as very important. Indeed in Turkey some special classes are arranged specifically for mothers in the refugee community. Questions were asked about controlling the quality of Syrian teachers working in Turkey but it was confirmed that all of these teachers are fully qualified within the Syrian system and that the Turkish provincial directorate checks all qualifications. These teachers are funded by UNICEF. In these schools we observed that the practical nature of course delivery was very good with many classes that allowed students to engage in project work, experiments, field trips etc. The support that Syrian teachers can give to students suffering from trauma was evident and the use of art, music and dance as a means of allowing students to express their feelings was seen as important step in building recovery. It is clear that a high level of recovery is necessary in order to make educational progress or indeed educational integration. In this respect Syrian schools clearly provide a comfort zone for children who have had to suffer very traumatic events.



Irish participants at progression workshop, Istanbul

During the course of training in Turkey we also engaged in number of workshops aimed at examining progression opportunities for refugees. It was pointed out that it was important to manage their expectations as often standards and qualification needs are different in the European Union to what the refugees are familiar with in their own country. We also need to be realistic about our expectations of them, it was noted that many refugees still dream of the day that they can go back home and this by itself can produce barriers to progression. It was also noted

that there is a perception of safety by building and living within their community but that this can ultimately lead to even greater isolation. The first obvious barrier to progression is language, the need for vocationally orientated language skills or indeed higher language skills is an essential step if the refugee is to progress to higher levels of education or training. There are also social barriers, the

need to earn money, in many cases the need to send money back home to family left behind, also the need to comply with social norms of their culture, for example many girls get married at a young age and are expected to take up domestic duties and have children rather than progressing through the education system. Even when these barriers have been overcome there is often a deficit in the refugees understanding of the procedures involved in progressing to higher learning. There is a clear need for guidance services in this area both to explain the procedures involved but also to help with online applications, providing required documentation etc.

The UNHCR have produced a book addressing some of the problems faced by refugees in Turkey and there is a support phone service where refugees can seek advice. In view of the trauma that many refugees have suffered there is also a clear need for psychological support services. As refugees move on to employment great care needs to be taken not to allow a “black market” to develop. Often the refugees need for money will force them to take up employment at a lower than normal payment rate and often refugees are not aware of their employment rights. This not only makes the refugee very vulnerable to unscrupulous employers but also created unnecessary and unwanted friction with local job seekers who may feel that refugees are pushing pay rates down. Overall it was felt that there is a need for progression opportunities in education and training and indeed a need to emphasise the idea of lifelong learning, which is not necessarily part of the culture from which the refugee student comes, but to achieve this it is necessary to put support services in place to help refugees access these higher levels of education as without these supports social, economic and cultural barriers will all limit the refugees progression opportunities.



Discussing Educational Progression, Istanbul



Educational Integration of Refugees



In the classroom, Istanbul



Senior class at Syrian School, Istanbul



Participants sit with students, Syrian School



Refugees practice Dervish dancing, Syrian School



Presentation at Esenler Refugee Center



Participants visit Mosque, Istanbul



Every Refugee Has A Story

There is no doubt that the first step any teacher working with refugees need to take is to listen to the refugees individual story and try to understand how this effects their ability to learn, to integrate within the classroom and within society. There is an old adage in teaching that you must start from the point / level the students are currently at, not from where you would like them to be, and this is perhaps even more the case when working with a refugee student. Many refugee students have lived through truly traumatic events, carry both physical and emotional scars, have very real fears and have little reason to trust authority. The teacher working with refugees needs to be cognisant of the fact that many of these students need professional help and access to professional counselling services is often essential.

During the course of this project we had the opportunity to meet with many refugees and to try to gain an understanding of their story, fears and ambition. Of course no two stories are the same and what follows here is just a tiny example of the type of experiences teachers of refugees may encounter when talking to their students. One boy from Afghanistan related how he had left home with his father and brother when he was twelve. He said that his father feared that their lives were in danger from a local warlord. They walked to Iran where his father managed to get employment in the hope that they could save enough money to travel on to Europe. Over a period of time his father realised that he could not earn enough to achieve his dream and so instead gave his savings to his now thirteen year old son and sent him on the journey to what he hoped was a better life. The boy eventually reached Germany and as a minor was placed in a very well run boarding facility. When we met him he had just turned seventeen and told us that he was in dread of his next birthday as there was every chance that he could be sent back to Afghanistan once he is eighteen. His only relative in Europe was a female first cousin who had been in another part of Germany. He had just been told that she had been sent back to Afghanistan when she turned eighteen. This event had a huge impact on him as he pointed out that he has no contacts in his original home country and would have nowhere to go. His teachers pointed out that he as an excellent student, had mastered German and English and that they would do what they could to ensure he had a future in Germany. The point of this story is not to become involved in the political debate as to which countries are safe and who should be allowed to stay in Europe but rather to show that refugee students in the class have very real fears for their future and even young students are very aware of the real issues they face while at the same time trying to learn and integrate into their host school and society.

Another student from Afghanistan told us how at the age of thirteen his father gave him \$300 and told him to walk or hitchhike to Europe. He described in detail his journey through Afghanistan, Iran, Iraq and Turkey where he managed to get on a small inflatable boat to Lesbos. From there he was taken to Greece where again he left the camp and walked through Macedonia until eventually reaching the Hungarian border. At this point fate intervened as he was present when the border opened to allow access through Austria to Germany. He also spoke of the risk from local warlords to his family and was fearful of having his photograph taken in case it would end up on social media



and increase the risk to his family. It must be said that fear for the safety of family left behind in the refugee's country was a recurring theme and many of the refugees we met wanted to keep a low profile so as not to endanger other family members.

Many of the refugees we met from Syria stand out as having suffered severe trauma. In one school we briefly met a young girl whose teachers told us had been raped on multiple occasions and had not yet reached a point where she could talk about her experiences. Generally she was withdrawn and subject to violent outbursts. Fortunately the school had counsellors available and had a classroom assistant who speaks Arabic so at least professional help was at hand in a very difficult situation. Another girl from Syria told us how she had witnessed her father and brother being killed and had escaped to Europe with her mother and sister. Yet another young boy told us how his father was lost in Syria but that they would go back to find him once the war was over. His teachers later explained that his father was dead but that the boy could not accept this and would insist that he was only lost. Such stories are only the tip of the iceberg. In Germany we did visit a group of adult refugees who had only recently arrived from Syria and it was hard to witness the lack of hope within the group, truly people who had been through so much that their ordeal was etched on their faces, in their eyes and in what they had to say. But we also visited a group who had been in Germany for over a year and the difference was quite remarkable as they spoke about their hopes for the future, their new lives in Germany, generally showing a positive outlook for the future. I have no doubt that the education system that they were in had a key role to play in this transformation.

The economic realities of being a refugee were also mentioned regularly within the refugee's story. Many struggled with the realities of economic life in their host country. One refugee told us of his surprise in receiving his first electricity bill, a bill he had not put any money away to pay. Electricity was not paid for in this way at home. Others spoke of their first experiences of using an ATM card, trying to buy a bus ticket or dealing with social services. Keep in mind that in many cases these issues arise early in the refugee's time in the host country when language and inability to communicate is still a critical issue. In some countries volunteer organisations try to help the refugees with these practical social issues. Many refugees also spoke of the serious pressure they are under to send money back home to their families. In many cases this pressure is exacerbated by a serious misunderstanding on the part of the family of the employment situation in Europe. This seems to be particularly acute with African refugees. Some of those we spoke to were specifically instructed by their families on departure of the need to send money home. There was an expectation that even young refugees could arrive into Europe and begin to work immediately. Some of the refugees explained the dire need of their families for assistance and the lack of understanding as to why they had been sent to school rather than to employment. This of course places enormous pressure on the refugee to earn money even if that means not attending classes regularly and working on the black market. There are very obvious dangers here particularly for young refugees who can easily be exploited or lured into criminal activity.



Culturally there are also stories that refugees can tell. Most refugees are proud of their own culture and religion and where a process of assimilation rather than integration is applied they can feel that their own cultural identity is under threat. The role of women within the family and society in the refugee's culture and religion is often very different to that of the host country and many refugees greatly resent what they see as an attack on their traditional family values. Cultural and religious issues like this need to be addressed with great care. Other deep set beliefs need to be respected even if they seem primitive to western ears. One African refugee spoke of his need to get money to help his sister who was ill. When asked what was wrong with her he explained how she was possessed by evil spirits and how the money would be used to get help from the local witch doctor. A more detailed description of his sister's illness clearly pointed to serious mental health issues, but this very articulate, clearly intelligent young man was convinced that evil spirits were to blame. This is not said as a criticism of him but as an example of the importance and power of cultural and religious beliefs in the lives of people. I have no doubt that a longer conversation with him might have led to a discussion of some of the strange aspects of European religions and culture.

When we asked refugees what they missed most about their home country invariably the answer was the community. Many expressed how they felt lonely and isolated in their host country. This is mainly because culturally the sense of community is different in European countries. At least in part this is a result of climate although other factors come into play. They spoke about the close bond they had with neighbours, how much of their lives at home were spent outdoors with the local community, the exchange of stories, the willingness to be involved in the lives of others and the community spirit and help when things go wrong. Equally they explained how people in their host country seem more private, how much time is spent indoors and the impact of television and other electronic media as a barrier to community. While these are not issues that can be easily solved we did see a number of cases where organisations working with refugees organised after school / work activities where refugees can gather to work, chat, study and seek help. Such initiatives are to be welcomed but care also needs to be taken not to isolate the refugees from the community at large as interaction with the community of the host country is also of key importance.

There are many publications available detailing the story of individual refugees. Many of these are harrowing accounts of war, deprivation, famine and destruction. But for the teacher the important stories are those of the students in their classroom. By taking time to listen to these stories the teacher will both create a bond with the refugee student and gain a greater understanding of how best to help that student progress along their individual learning pathway.



Specific Topics

Mediators

The use of mediators as a way of bridging the gap between the cultural and language of the refugees and their host community is an important issue to consider as we work towards educational integration of refugees. Mediators can play an important and diverse role in working with both the student and their families. In Romania mediators are being employed to work with the Roma community and clearly the experience gained here should be transferred to assisting refugees to integrate. It would seem prudent to examine the Romanian experience in more detail.

General background

The school mediator acts as a community agent in relation to the school, represents the community in schools and the schools inside the community. In Bacău county there are 43 mediators, 6 activating in the municipality and 37 in the towns and villages of Bacău county. 13 of the mediators in Bacău county were trained by UNICEF, as part of “Social Inclusion through the provision of integrated services at the community level” project.

CJRAE - The County Center for Educational Assistance and Resources Bacău, is involved as a partner in the project: Social Inclusion through the provision of integrated services at the community level, initiated and coordinated by the UNICEF Romania, implemented in Bacău County between January 2015 and December 2017. The project aimed at testing an intervention model on the provision of integrated community services at Bacău County level and was supported financially by the UNICEF Romania and the Norway Grants, implemented with technical and administrative support of Bacău county public institutions and the local public authorities. The intervention was based on the objectives pursued by the UNICEF Romania and defined in a Partnership Agreement signed with the Government of Romania for the period 2014-2017.

The primary task of the school mediator is to support the participation of all children to compulsory education, by encouraging parents' involvement in education of their children and school life and by facilitating cooperation between families, community and school. The school mediator is the employee and the subordinate of the pre-university or resource centers for educational assistance, set up and organized according to Order of the Minister of Education and Research no. 5418/2005. The school mediator starts working for a school upon request of the educational unit and / or the community, at the proposal of the county school inspectorates, on the request of the local public authorities, of the governmental and non-governmental organizations.

The methodological guidance of the school mediator's activity rests on the County Center for Educational Assistance and Resources Bacău, and the coordination and monitoring of their work on



the management of the pre-university education unit(s) in which the mediator is performing activity.

The school mediator collaborates with the staff of the pre - university education unit, with parents' council and other associative structures of parents recognized by the unit of pre-university education, with local and county authorities, with non governmental organizations and other partners of the pre-university education unit that are aimed at increasing participation in education and improving service quality education provided by the community school. The school mediator is part of the school community, understands and speaks the language of the community, is a high school graduate - a vocational career - a school mediator profile – or graduate of an authorized training course, specializing in school mediation.

Responsibilities and attributions of the school mediator

- Facilitates the school-family-community dialogue
- Contributes to maintaining and developing the school's trust and respect towards community and the community's towards school
- Monitors pre-school children who have not been enrolled in kindergarten and supports the family (legal advocates) to enrol the child in pre-school education
- Monitors school children who have not attended courses of compulsory education and proposes to the school council optimal recovery solutions facilitating their access to alternative education programs (second chance, low-frequency education, personalized intervention programs, "School after school" etc.)
- Gathers relevant statistical data for access to education prioritising the attendance of children in the compulsory education system
- Provides updates in the database of children at risk of school dropout, monitors the school situation and extracurricular activities encouraging their participation in education
- Makes sure that children have equal access to education
- Prevents and mediates conflicts between family, community and school
- Helps parents, teachers, students to know and overcome the barriers that prevent some children from participating in education (social, cultural prejudices, lack, trust in formal education, etc.)
- Contributes to opening the school to the community and promotes values, traditional and cultural heritage in the school environment through involvement in the organization in multicultural activities with parents and other community members.
- Supports the elaboration of the school desegregation plan and its implementation, through collaboration with school leadership and community representatives
- Informs the authorities of any possible violation of the child's rights, supporting their efforts to manage the situation.



Meeting with Mediators, Bacau

The school mediator is one of the community team professionals along with the community social assistant, school counsellor, medical assistant, all involved in providing the minimum package of services. The package encompasses community-based services in the fields of health, social protection and education, targeting in particular the most vulnerable children and their families. In the poorest communities, including those with an ethnic mixed population, the MPS (minimum package of services) also provides the presence of the school mediator.

The minimum services package, piloted under the project 'Social inclusion through community-based service delivery', implemented within an extended partnership at county and local level, integrates basic interventions in the field of social assistance, community health and education. The minimum package of services includes a set of seven categories of services provided at the community level, namely: identification; needs assessment; information; counseling; accompaniment and support; monitoring and evaluation.

Mediators and refugees in Bacău

The above mentioned examples can be implemented with refugees but we need to understand the situation at "Liviu Rebreanu" Lower Secondary School Comănești, where 4 Syrian refugee students have studied since 2015-2016 school year, and 2 Nigerian students have been enrolled in the school starting with 2017-2018 school year. They came to be together with relatives who settled in Romania many years ago and have already built a strong relationship with the community. These relatives encouraged the newcomers to enrol their children to school.

The best attitudes and behaviours of school staff and mediators towards refugee students and parents, even from the first steps taken in the school, range on the following:

- approaching the discussion not from official positions but using a friendly and tolerant manner of communication
- trying to identify together with the mothers all problems/challenges their children may have, establishing their nature and finding possible solutions
- asking for support from non-governmental organizations active in the reference area, health mediator and school mediator, economic agents, family members
- calling periodical meetings with the teaching staff in order to focus on the correctness and the integrity of the collaboration relationship between school-refugees



Educational Integration of Refugees

- meeting the parents of the students in the community and asking for understanding and support
- understanding the cultural, religious, educational background of the refugee students and having a tolerant attitude in the class, school, community
- taking into consideration the fact that refugee students may feel the need for a plus of affection, compared to all the other children
- considering the sensitivity of the refugee children in order not to cause frustrations, whether justified or not, in case of some kind of educational decisions
- using a friendly, gentle tone, in conversation
- encouraging the refugee students for the least progress, praising them every once in a while, reporting the progress to parents on a weekly basis meeting
- discovering their artistic predispositions (to rhythm, colour, etc.) and cultivating them, as extensions to other activities
- Organizing multicultural meetings in which the refugee students and the Romanian students have the opportunities to share information about lifestyle, cuisine, history and culture
- Combating of all forms of violence, bullying and aggression by involving all students in group work
- Developing bilingual didactic materials with the support of parents (if possible)/staff/ organizations or by online discussions with groups that work with refugees

School mediators should be trained to work with refugees towards:

- Facilitating access to education and cultural accommodation - developing a daily educational program, Romanian language courses, cultural orientation sessions, enrolment of children in the pre-school and school education system, monitoring of the educational path, material support consisting of school supplies if necessary;
- Facilitating access to social and medical services - helping families to obtain social benefits, enrolling children to a family doctor;
- Providing physical assistance to meet basic needs - food, sanitation, baby-care products, clothing and footwear, material assistance to access medical services (medicines, vitamins, surgeries, etc.);
- Providing counselling to parents of children in order to access the rights they enjoy on the territory of Romania;
- Provide advice on the rights and obligations of refugees and asylum seekers.



Language Learning

In this section we will look at the importance of language learning for refugee integration, the challenges and barriers to this and our improved methods used in language learning. We will examine the German experience of this. From summer 2014 to spring 2018 approximately 2.000.000 refugees and asylum seekers arrived in Germany and the educational integration is still a big challenge for our society. We learn a lot from other countries and of course from our own experiences.

During the first refugee wave in 2014/2015 German school system only reacted “somehow” with educational measures. Meanwhile we have a lot of experience in this field and all actors (teachers, schools, authorities, government etc.) are well organized and able to improve all our educational concepts we used so far in our educational instruments in all kind of classes, courses and training.

Example 1 - school degree:

We learned that a simple secondary school graduation is not enough for “on the job training” in our system. A lot of young refugees started vocational training after their graduation in 2016. A German specific here is the dual system: apprentices get a contract in a company for 3 years in a special profession. During these 3 years they get a training on the job in the company for 3 or 4 days per week and for 1 or 2 days they go to the vocational school to get the necessary school knowledge.

The experience over the last 3 years showed that the success in vocational school heavily depends on the language knowledge. So we changed the system. Beginning in September 2017 in the pre-vocational integration classes, students can and should receive additional lessons to take a B1 exam. In Germany we learned that B1 level is at least required for vocational training. This additional training is funded by the Bavarian Government.

Example 2 - integration into the labor market of older refugees.

To integrate older refugees is also linked to appropriate language skills. So the German government obliges refugees to learn the German language up to level B1 immediately following their arrival in Germany.

As far as intellectually possible, all refugees can attend another course following a B1 course to gain B2 language skills. These courses are financed by the Federal Office for Migration and Refugees (BAMF). If the student’s proficiency for B1 and B2 is not sufficient, the Jobcenter pays additional language courses for these individuals to receive language training for the labor market.

In addition, it has turned out that the refugees are often traumatized and overwhelmed by everyday life in a completely foreign culture and society. Therefore, BAMF now finances additional social-pedagogical care for the participants for all language courses in all school types.

Especially in our region all authorities work hard and closely together in the field of integrating refugees in our society.

To improve the communication our head of district created 2 new jobs for the district:

- A coordinator for education: who coordinates all efforts in all kind of schools and helps all teachers in our district in case of problems;
- Integration pilot: who communicates with all the volunteers in our region and disseminates the necessary information.

Our institution, Volkshochschule Arberland, is the main partner for the stakeholders for refugees in the district. In April 2018 we held a very important network meeting with a lot of actors to discuss and improve our common educational efforts.

Participants: Federal Office for Migration and Refugees (BAMF), Jobcenter, Labor office, Foreign office, principals from the vocational school, coordinator for education, integration pilot and others and the involved staff from vhs.

Methods:



Staff at VHS

In our language courses we teach German as a second language. This means that the language is learned in a country where the language is spoken and the language has to be used in daily life. In our courses we teach people who came to our country to live and work here. So we have to prepare them to be able to manage most of the daily situations in their new home.

That is why all our lessons and materials are activity-orientated. This means that the learners should be able to adapt all the things they have learned to their daily life. All the contents of the lessons (grammar, vocabulary, etc.) should be taught in an activity-orientated way. For example, with situations like going shopping or visiting the doctor. With this method the participants of the courses are enabled to adapt the new things they learnt directly to their daily life. This can be a very motivating method, as the learners can use the new contents of their lessons immediately, so they see the sense and importance of their learning.

Our courses consist of participants from different countries. So it is not possible to communicate in a language that is understood by everybody. We use the target language from the first minute in the



course. This is often a big challenge for the learners, because they do not understand most of the things, which makes them nervous and feel insecure. The teachers have to use a lot of body language and also pictures in order to help the learners understand. This method is the only possibility to involve all the learners in the lessons.

Another method is to use open teaching methods, such as group or partner work. Especially in the beginning this is not always easy for the teacher, as many participants are not used to these methods. They only know teacher centered lessons from their time at school. Also cultural habits are a big challenge when it comes to open teaching methods, because for example women from Arabic countries are not always willing or allowed to work together with men or even talk to them. So teachers have to be very careful when using such methods and have to habituate their learners to these new forms of teaching. But nevertheless, these forms of teaching are important to make the learners use the foreign language and to create a good atmosphere in the learning group.

The biggest challenge for the teachers is by far the different learning background of the participants in the language courses. In one course there are not only different characters and different types of learners, there are also a lot of different learning backgrounds. For example, the university graduate is sitting next to the farmer, who just learned to read and write properly in a new writing system and who only went to school in his home country for five or six years. As a teacher you have to make sure that none of those people is overstrained or none of them is not challenged enough. This is only possible through an internal differentiation in the lessons. The contents are the same for everybody, but the teacher has to use different exercises which are perfect for the individual type of learner. In our example the university graduate would get more difficult exercises on a certain topic, while the farmer will get easier exercises on the same topic, so that they are both able to learn the same things but in their own way.

Challenges and barriers:

“Why should I learn German if I don’t know if I am allowed to stay in Germany?” This statement of a refugee shows the main problem of asylum seekers who are still in the asylum proceeding or who have only temporary suspension of deportation status because there is no deportation contract between Germany and their home country (yet), for example Senegal. Just the refugees who already got a residence permit are free to live in their own flats or houses and can be sure that they are allowed to stay in Germany at least for the next one to three years.

This is one big problem a teacher has to deal with in language or alphabetization courses for asylum seekers and refugees and also at vocational schools, where asylum seekers and refugees who are between 16 and 25 years old can get a German school leaving certificate. It is not easy to motivate people who have big fears of their future especially when they thought that the most difficult part is the odyssey to Germany and not to get a residence permit *in* Germany. This is by the way the reason why there are severe safety issues in and around deportation centres because nothing is more



dangerous than rejected asylum seekers who have nothing to lose and who prefer to die rather than to go back to their home country.

On the other hand, it can be also a challenge that should not be underestimated to motivate refugees from war countries like Syria or Eritrea, who secured a residence permit and who know that they are now treated like Germans with all advantages of social welfare, for example about €400 and the rent for a flat of their own (for a single person per month).

Furthermore, the educational system and the working environment in Germany is a challenge by itself for refugees because they are mostly neither used to working 8 hours per day nor trained to make progress in learning as fast as well-educated students. Some refugees from Afghanistan or even from Syria have never gone to school in their home country because they were living in rural areas and had to work as helpers on farms.

But even refugees from one country, for example from Syria, can be very heterogeneous, especially when considering religion issues: Many refugees are Muslims, but even Muslims have different persuasions. A few Syrians are Christians. Some are a mix of two different religions, for example 50% Muslim and 50% Christian. Syrian Muslims from big cities like Damascus often live a modern way of life, that means, for example, some women do not wear headscarves even though they are religious, or they are used to go to work even though they have children. These Muslims cannot be compared to the Muslims in rural areas, who are very religious in a traditional way, that means, for example, women are used to stay at home for child education and the men rule their women and their whole family. If a Syrian woman has this social background, she will maybe not accept to sit next to an African asylum seeker in a classroom, especially when he has a different religion, for example Christian. Perhaps she will neither call other Syrians, who, for example, do not attach importance on wearing a headscarf, a “Muslim“, because they are too modern and progressive (from her point of view). In this case religion is not a private matter and if a teacher has these heterogeneous people in a classroom, he has to deal with this problem before he can start teaching German. Another example: At vocational school the teacher of social studies explains the equality of men and women, as the Basic Law for the Federal Republic of Germany says, and conservative Muslim men answer that this is not possible because their wives cannot be equal to them.

But there is not only a religious, but also an ethnic aspect when considering Kurdish people from Syria: Most Kurds are Muslims, but many Kurds are also modern and orientate themselves to western countries, that means, for example, most Kurdish women do not wear headscarves and many Kurdish people think progressively and live a modern way of life. This fact shows that there may be only Muslim people (from one country!) in a course, but serious problems can still arise especially when religious and ethnic issues are combined.

Another barrier for fast progress in learning the German language is the fact that only refugees who secure a residence permit are allowed to attend language integration courses. Asylum seekers need



alternatives, but sometimes there are only orientation courses available, that do not really fit with the higher language level of an asylum seeker because, for example, he already achieved a German school leaving certificate (vocational training and also working is mostly forbidden). A bigger problem are refugee families who live with so many children and relatives that they learn German only at school (if they learn German at all) so that they do not use and practise German at home or in free time. Here arises the danger of an upcoming parallel society that shall be prevented in any case. In rural areas like in the district of Regen the public transport can be a problem as well because the bus service is very limited and the course participants have to pay for themselves for mobility and will get the money back a few months later.

Many people may think that all refugees are very similar in their attitudes, culture, religion, and their way of life. The exemplified challenges and barriers have hopefully shown that the most important thing in integrating refugees not only for teachers is to understand that every single refugee is a unique individual with its own social background, its own life story, and its own expectations for the future. So the needs of refugees can be extremely different and, of course, this is the reason why a lot of efforts and time (for both guidance and learning) is needed to integrate them successfully into German society. Large deportation centres for rejected asylum seekers cannot be the right solution for refugee crises. Well-educated and open-minded refugees offer the best preconditions for integration, of course. But to integrate as many other refugees as possible is the biggest challenge Germany has to master.

Non Governmental Organisations

Italy has become one of the main gates of entry into the EU for refugees and undocumented migrants. Between January and the beginning of September 2015 over 121,000 migrants were smuggled by sea or land to Italy. According to the UNHCR, in 2014 93,715 refugees resided in Italy. In the same year 63,655 first time asylum applications were made, growing sharply from 25,720 in 2013. In 2014 the top three citizenships of asylum applicants were Nigeria (10,135), Mali (9,790) and Gambia (8,575). Bearing this in mind it would seem useful to learn a little about the role non governmental organisations can play in working with refugees by looking at the Italian experience.

The Italian legal system provides for a complex framework of assistance to asylum seekers. Indeed our country has adhered to or ratified the most important international treaties providing for the protection of refugees and their families. The Italian police have broad powers to control and reject asylum seekers at the border. Italian legislation has created several government agencies at the national and regional levels to provide assistance to asylum seekers, including the review of their applications, financial and material help, and the monitoring of their activities within the country. Legislation that accords with Italy's international and European obligations has also established grounds for the rejection of asylum requests. Italian law provides for an abbreviated procedure for the review of asylum requests under certain conditions. Asylum seekers may be granted either refugee status or subsidiary international protection status. Deportation and repatriation proceedings are also regulated in national legislation. Asylum-related administrative

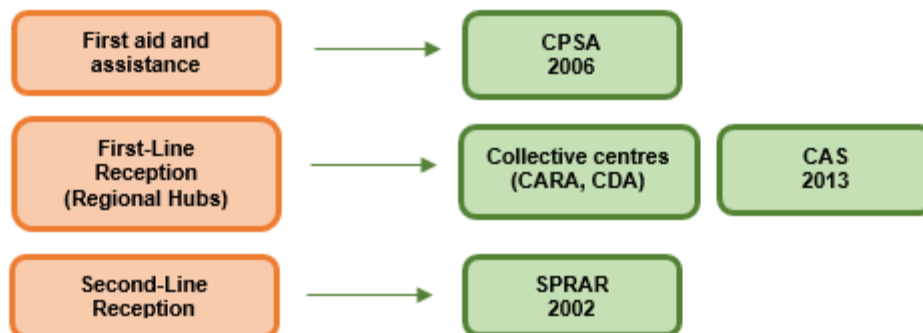


decisions are subject to judicial review. Once granted protected status, refugees may avail themselves of all the education, work, health care, housing, and other benefits established by law for Italian citizens. Finally, protective measures are established for unaccompanied minors found in the country.

However, even if the final result is currently that, there is no uniform reception system today in Italy, according to the Law, LD 142/2015 the reception system has been distinguished in the following phases :

1. Phase of first aid and assistance, operations that continue to take place in the centres set up in the principal places of disembarkation.
2. First reception phase, to be implemented in existing collective centres or in centres to be established by specific Ministerial Decrees or, in case of unavailability of places, in “temporary” structures; and Second reception phase, carried out in the structures of the SPRAR system.
3. Second reception phase, carried out in the structures of the SPRAR system

Very few applicants of asylum are sent to the CIEs. The CIEs (Centers of Identification and Expulsion) Here asylum seekers who have received deportation procedures wait for their repatriation. Migrants should be held for up to 90 days (which can be extended quite easily to 12 months).



Upon arrival, asylum seekers and migrants may be placed in the following first reception centres:

-First Aid and Reception Centres (CPISA), created in 2006 for purposes of first aid and identification before people are transferred to other centres, and now formally operating as “hotspots” .

Hotspots are centers where migrants are collected upon their arrival in Italy. Here they receive the first medical treatment, are subjected to health screening, are identified and photosignaled and may require international protection. Currently in Italy, there are four main hotspots : Lampedusa, Pozzallo, Trapani and Taranto.



After an initial evaluation, migrants, applying for asylum, are transferred (theoretically within 48 hours) to the first reception centers (also known as regional hubs), here the refugees are communicated their second reception.

-Collective centres: this includes the centres previously known as governmental centres for accommodation of asylum seekers (CARA, which stands for: Centro di Accoglienza per Richiedenti Asilo= Asylum seekers 'reception center) and accommodation centres (CDA);

"In many cases migrants are taken directly from the port of disembarkation to the CAS", conceived as a form of first reception in which:

-Temporary Reception Centres (CAS), implemented by Prefectures in case of unavailability of places in the first or second accommodation centres. Here any necessary operations to define the legal position of the foreigner are carried out. Indeed it represents an extraordinary reception system.

-Second-line reception, is provided under the System for the Protection of Asylum Seekers (SPRAR)

The SPRAR was established in 2002 by L 189/2002, it is a publicly funded network of local authorities and NGOs which accommodates asylum seekers of International protection. It is formed by small reception structures where migrants are provided with both assistance and integration. Therefore SPRAR accommodates those destitute asylum seekers that have already formalised their applications.

The primary objective of SPRAR is to provide support for each individual in the reception system, through implementation of an individual programme designed to enable that person to regain a sense of independence, and thus enable effective involvement in life in Italy, in terms of employment and housing integration, access to local services, social interaction and scholastic integration for minors

Since a few municipalities adhere to the SPRAR projects and it is impossible to meet the reception needs of hundreds of thousands asylum seekers arriving in Italy, the CASs (Extraordinary Reception Centers) has been introduced, in order to represent temporary structures able to welcome "consistent arrivals of applicants" that can not be accepted through the ordinary system.

Unlike the SPRAR system, managed by non-profit organizations entrusted by the municipalities, the CAS can be managed by both profit and non-profit organizations, but these are subject to prefectures' direct assignment. As a matter of fact territorial prefectures has to periodically publish calls for tenders in order to decide the associations to whom entrust the project management, according to the CAS system.

In every welcoming step, volunteers who support all institutions both private and public associations play a fundamental role.

Since 2014, the beneficiaries of the reception system (asylum seekers, refugees and holders of subsidiary and humanitarian protection) have increased dramatically due to the increasing number



of refugees and asylum seekers arrivals in Italy. In 2015 Central Government introduced a more protective norm concerning the trafficked asylum seekers who can now be channelled to a special programme of social assistance and integration under Article 18 (3-bis) TUI (which stands for: Unique Text for Immigration). Later in 2016 the Ministry of interior issued a Decree to facilitate the accession of municipalities to the SPRAR system making it possible at any time without deadlines. Subsequently, in 2016 the Decree-Law 193/2016 provided financial incentives for municipalities involved in the reception system. The system is coordinated by the Ministry of the Interior in collaboration with ANCI, the National Association of Italian Municipalities. Local authorities that choose to join the SPRAR can apply to access to ministerial funds at any time.

If the application is positively assessed by the Ministry, the local authority will receive a three-year loan to carry out a SPRAR project. Since there are a lot of no-profit associations, the municipality has to award contracts to the best proposal made by the ONLUS (cooperatives and associations). However the municipality still remains the main responsible of all the process carried out by the no-profit association.

Institutions must identify housing for applicants, refugees and recipients of subsidiary or humanitarian protection, which may be small or group apartments (15 people), medium (up to 30 people) or large (more than 30 people) size.

In the SPRAR system housing, we have said, above all, refugees and holders of subsidiary or humanitarian protection, who can remain in the project for six months, extendable for another six months, during which they are accompanied to find an independent accommodation. Asylum seekers, on the other hand, remain for as long as they need to resolve their practice, that is until they receive the answer, either affirmative or negative, from their asylum application. If they receive a negative answer, they must leave the SPRAR system.

In addition to housing, the managing bodies are called upon to provide a series of basic goods and services: cleaning and environmental hygiene (also performed by self-managed guests); meals (breakfast and two main meals, better if managed independently by the guests); kitchen equipment; clothing, linen and products for personal hygiene; a telephone card and / or recharge; the subscription to urban or extra-urban public transport based on the characteristics of the territory.

Moreover there are many other services useful to fulfill refugees' social inclusion that the managing bodies are required to guarantee, and which make it possible to reach a "good reception" goal. These are the services that allow the refugee / asylum seeker to:

- enter the Italian legal system
- obtain both health and educational- social system

- learn the Italian language in order to communicate with others
- have some work opportunities;
- include minors in Italian schools together with all other minors in the same area;
- Participate in sport, and become confident with Italian culture.

These onlus associations have to allow local population to get to know the “new citizens” (refugees), making them share local events, daily life, and, of course, they have to be ready to solve any possible conflict.



(In the picture the red spots indicate the Municipalities, spread in Italy that have decided to adhere to SPRAR projects)

During the mobility in Naples, we visited LESS and DEDALUS. They represent two of the most important onlus associations, actively working in the SPRAR programme.

Now, concerning good practices to transfer to others, the question is:

Are there any examples of good practice in the area of development of cooperation between NGOs and volunteers? Are there any training programmes with a similar scope or projects testing new solutions?

We have tried to answer to these questions in the benchmarking process. In this report we want to present 2 examples of good practices from our country-Italy by using some template which include training, projects and programmes, that develop:

- universal skills – administration, team work, fundraising,
- technical skills – social media, internet communications, work in internet,
- multicultural skills – breaking cultural stereotypes, work with migrants, work in multicultural environment,
- cooperative skills – networking, self - help.



CASE 1: SPICeS - School of International Policy, Cooperation and Development

It is a high post-graduate training programme on development cooperation, projects and volunteers management. The **SPICeS**, could be a one-year “specialisation school” or a two-year “University Master” integrating the “school” with exams at the local university.

What is it that makes this a good practice?

Because it offers complementary and different points of view about the issues of sustainable development and least developed countries, and it opens among the 68 NGO federated to FOCSIV a wide spectrum of possible collaborations, volunteering and employment

Results

www.focsiv.it

<http://www.focsiv.it/spices-3/>

Contact details :Focsiv

Federico Buttinelli FOCSIV- spices@focsiv.it

CASE 2:National Civil Service professional training

This is a professional training proposed by CO.P.E. (Cooperazione Paesi Emergenti) for all civil service volunteers who have been selected for a year of volunteering in the CO.P.E. offices in Italy. The training is based on topic such as cooperation, project management, fund raising and communication

What is it that makes this a good practice?

It is a good instrument for newcomers on the cooperation world who wants to continue working in this sector, to receive training and improve their skills. It promotes exchange of knowledge and experiences and opens a space for possible collaborations, volunteering and employments.

Results

www.cope.it

<http://www.serviziocivile.gov.it/>

Contact details :CO.P.E. Cooperazione Paesi Emergenti

Piermauro Manmano serviziocivile@cope.it

Finally concerning Education ,refugees and immigrants should receive, we have collected some refugees' opinions outlining what they believe concerning this important issue:

“Those who want to remain here in Italy must learn the language, to be understood by Italian people. If I want to talk to her and she doesn't understand what I'm saying, then we become strangers. But if I can talk, then there is understanding”.

Most refugees highlighted that learning Italian as soon as possible is a practical, sometimes essential, necessity, in order to access employment and fundamental services and to effectively exercise one's rights. According to other refugees, language teaching should take place within the reception facilities only in an initial phase, while later on courses should be organized in external facilities, to ensure that applicants have regular contacts with Italian speakers.

“At first I was ashamed; I taught nine years in my country, I came here and I was told to learn 'a, b, c, d'. I felt I was on another planet. I said to myself: don't they take me into account or what? This is what I thought at the beginning. They could have told me, for example, to study at a higher level, but that course was for illiterate people, people who have never studied”.

The importance of adapting courses to people's different needs, background and education levels was also emphasized. Some refugees had to attend basic courses that did not meet their needs and, in some cases, were designed for illiterate people or for people who did not know the Latin alphabet. Even when this kind of approach is aimed at ensuring language learning for everyone, it could have a strongly negative psychological impact, undermining the self-esteem of those who have higher educational levels.

Syrian Schools - Temporary Education Centers



Maths class at Syrian School, Istanbul

Here we will assess the educational opportunities and challenges of Syrian refugees in Turkey and evaluates the role of Temporary Education Centers (TEC) in integrating Syrian students into the Turkish educational system. It is expected that about 65% of Syrians will remain in Turkey even after the war concludes, approximately 572,000 of which are children.¹ The integration of such a large number of students will be a critical component for Turkey's development trajectory.

An estimated 11 million Syrians have fled their homes since the outbreak of the civil war in March 2011. Now, in the seventh year of war, 13.5 million are in need of humanitarian assistance within the country. Among those escaping the conflict, the majority have sought refuge in neighbouring countries or within Syria itself. According to the United Nations High Commissioner for Refugees (UNHCR), 4.8 million have fled to Turkey. Today, with unemployment and lack of education getting in the way of the hospitality process, many within Turkish society regard the high number of Syrians is seen with growing suspicion and hostility. The state's attitude towards immigrants, meanwhile, has fluctuated between humanitarian concern and worries about national security.

Istanbul hosts the highest number of Syrians of anywhere in Turkey, with 600.000 people. But in some cities, Syrians' ratio to the total population is dramatically higher. For instance, in the south-eastern province of Kilis, Syrians make up 93.5% of the population. All the needs of the Syrian families living in Istanbul, such as education, health, shelter and protection, are provided by our state institutions. The demands of the Syrians who want to be included in the training activities are met by the district directorates within the Istanbul Provincial National Education Directorate.

Approximately 880,000 of the refugees living in Turkey are school-age (between ages 5 and 19), of whom 45% attend schools in Turkey.

There are currently two main options for the continuation of Syrian students' education in Turkey. Syrian students can choose to attend either Turkish public schools or temporary education centers. Temporary education centers (TEC) are primary and secondary education centers that provide educational opportunities for school age Syrian children in Turkey (MEB, 2014). These schools utilize Arabic as the medium of instruction and follow a curriculum designed by the Ministry of Education of the Syrian Interim Government and modified by the Turkish Ministry of Education. Currently, approximately 78% of Syrian refugee students attend TECs, and 22% attend other schooling institutions, consisting of mainly Turkish public institutions. Through government mandate, Syrian students at the first grade and preschool level attend only Turkish schools.



Parents and students attend dance performance Syrian school, Istanbul

This study has been divided into four sections. The first section examines government policies towards refugee education. The second section explains the current state of Syrian refugee children's educational opportunities and challenges. The third section provides an assessment of



Syrian refugee children's educational opportunities and challenges, and the fourth section provides policy recommendations.

The State of Government Policies Towards Refugee Education

Scholars have argued that education is a “central pillar” of humanitarian response to a refugee crisis in addition to the pillars of shelter, nourishment, and health services. Education benefits the refugee community, particularly refugee children, through increasing socio-economic status and by “mitigating the psychosocial effects of conflict and achieving protection related objectives.”

The students who participate in educational activities in Turkey receive certificates that can be accredited by the Ministry of Education and the Council of Higher Education. In 2014 the Ministry of Education published another circular, which provided the opportunity for Syrian students to attend either TECs or public schools in Turkey.

To be placed in the appropriate classroom at TECs, students need to prove their academic trajectory in Syria or take a placement exam. These exams are not uniform as each TEC has its own exam with different questions. The score of the exam determines the placement of the student into a grade level. Students wishing to transfer to Turkish schools are automatically placed in the nearest Turkish school in proximity of their residence.

Regardless of whether they continue their studies at TECs or Turkish public schools, refugee students have the chance to continue their education at Turkish universities. However, enrollment in Turkish universities requires them to successfully complete certain steps. First, Syrian students studying at TECs need to successfully pass their accreditation exams (baccalaureate) upon completing their high school studies. The accreditation exam was administered for the first time in the past year, which consisted of 180 questions to be completed in three hours. Second, Syrian students need to take the YÖS examination, an entrance examination designed for foreign students wishing to study in Turkey at the university level, which mainly tests the learning capacities of students. Universities have a 10% quota for admitting foreign students. That means the percentage of enrolled foreign students among the total enrolled students cannot be higher than 10%.

The Current State of Syrian Refugee Children Education

The availability of teachers and educational materials can be considered as essential components of a high quality education. The provision of adequate wages is a necessity to maintain qualified teachers at TECs. Inadequate teacher compensation may lead to lowered teacher morale, teacher absenteeism, and lack of interest in the teaching profession. In addition, with the lack of adequate financial opportunities, teachers may seek to find better paying jobs in other sectors or less demanding jobs with similar pay scales. Currently, wages for teachers at TECs are provided through three main mechanisms: UNICEF, NGOs, and donations. UNICEF currently provides approximately 1295 TL per month (approximately 316 USD) to teachers. Teachers begin receiving payments from



UNICEF as soon as their school is registered in the Ministry of Education's system. In addition, UNICEF provides retrospective compensation to teachers in the case of missed payments. Other schools choose to provide wages to teachers through private donations and support from NGOs. Among the schools investigated, the wages for teachers provided through private donations ranged between 1,000 TL and 2,000 TL per month, and the wages of teachers compensated by NGOs between 1,200 TL to 1,500 TL per month. The opportunity costs of teaching may increase as recent legislature enables registered refugees the ability to legally work at the minimum wage, which is 1,300 TL per month.

TECs are commonly located in office blocks, NGO buildings, and Turkish public school buildings. Classes at TECs utilizing public school buildings are conducted in the evenings, as the buildings become available after Turkish students leave.

Many students reside far from TECs and, therefore, need to utilize transportation mechanisms. Three indicated that the municipality provides transportation, and five indicated that families pay for transportation costs, which ranged between 90 TL and 170 TL per month. The Ministry of Education is planning to cover the costs of shuttle services to schools in the near future, as well as student fares for bus tickets.

The overarching benefits of refugee education point to the need to put greater emphasis on refugee education in Turkey. Host countries must formulate policies that increase and improve the educational opportunities of refugees.

The challenges preventing Syrian students from accessing TECs.

- Having to work to earn a living is a common explanation for the low level of school attendance among Syrian refugee children in Turkey. The child labour problem is especially acute at the high school level. High school education was not mandatory in Syria, which may have contributed to the conception among Syrian refugee parents that the main priority of high school-age children is to help cover living expenses. One school leader explained the root cause of the child labour problem, stating, "At least three people in a family need to work to survive in Turkey." As a result, child labor is a common cause preventing access to education. As another primary school leader said, "Certain students do not attend schools during Fridays, and we know that on Fridays they sell tissues on the streets." Government officials have indicated that there are currently no sanction mechanisms for families who do not send their children to schools.
- Students and parents may not know about educational opportunities in Turkey. The Ministry of Education has coordinated with UNICEF to provide brochures detailing educational opportunities to parents at migration offices.
- Some parents may be staying in Turkey temporarily before migrating to another country and may choose not to send their children to the school for this reason.



- School fees constitute another barrier preventing access to education for many students. Although education is free for refugee children, most schools are dependent on donations from students with wealthier parents. These school leaders have indicated that they do not charge any fees from orphans and students coming from poor families. However, in some cases these schools may choose to admit students whose parents could provide donations over those who could not.
- The absence of uniforms can be another barrier preventing children's access to schooling. Children might be "reluctant to attend school if they do not have clothing that preserves their decency." This problem is especially acute for older girls. A majority of TECs that we have visited did not provide uniforms to students. Among the schools visited, one school leader indicated that students have developed a hierarchy among themselves based on the quality of civilian clothes. In addition, the school leader indicated that students wearing donated clothes could easily be identified, which could reduce the self-esteem of these students

The Assessment of Syrian Refugee Children's Education

Assessing Access to Educational Opportunities

Refugee students may have missed years of education due to the closure of schools in their home countries and prolonged travelling. These students may be more reluctant to attend schools as their learning trajectory is often different and there can be large age gaps between them and other students in their grade levels. Therefore, special schools that focus on the educational attainment of such students may be required for refugees to fully integrate into the educational system.

Refugee students may also face social barriers in their education. In the case of Syrian students, these barriers may stem both from within the Syrian community and the host country. Among the Syrian community, long-held discriminatory views about girls' educational attainment exist, preventing girls from accessing educational opportunities. Among the Turkish community, some Turkish teachers and counselors do not pay proper attention to the education of Syrian students despite the fact that Syrian students, many of whom lack the proper Turkish language skills, require more attention than their Turkish peers to succeed in the classroom. In addition, deeply established discriminatory views exist among the Turkish community towards Syrians. As a result of the challenges present at Turkish public schools, some Syrian students have returned to the TEC after failing to integrate.

Structural and individual efforts to welcome refugees could prevent them from being isolated even a nominally welcoming atmosphere in the school could have positive contributions to the adjustment phase of refugee students. The Ministry of Education is planning to conduct orientation programs for Turkish teachers who currently have or who are expected to have Syrian students in their classrooms to ensure that Syrian students are properly welcomed into their new environments.

The ability of the students to learn the language of the host country is an essential dynamic of a high quality refugee education. Refugee children who have acquired the language of the host country are more likely to successfully adjust to the education system of the host country, experience less

isolation, and participate in the labour force of the host country after graduation. Currently, students at TECs receive four to five hours of Turkish education per week.



Meeting with Syrian teachers, Esenler, Istanbul

Esenler District National Education Directorate - Syrian Students in Esenler District

Esenler District National Education Directorate was the first institution to provide training activities for Syrian students in Istanbul. Since 2011, Syrian students living within the borders of Esenler District, continue to carry out education and training activities at the Temporary Education Center (TEC), which was established specifically for the Syrians.

Identity cards are given to Syrian citizens by the Provincial Directorate of Immigration Administration in the provincial organizations of the Ministry of Interior. Syrian students with identity cards are included in training activities as registered students at national educational institutions or Temporary Training Centers.

In Esenler district, the number of Syrian students who took part in the official education institutions in the academic year of 2017-2018 is 2727. Of these students, 2482 are registered students at a rate of 91.05%. There are 245 students who are not enrolled but who are continuing education because they do not have an ID. Most of the students go to nearby schools where they reside. Transportation of students placed in schools away from their homes is provided by the Directorate.

Syrian students who can not speak Turkish According to the legislation of the Ministry of National Education, primary school is placed equally distributed among the schools from the first grade. In this regard, Turkish language is more comfortable and short learning time has been provided. At the moment, the rate of speaking Turkish and expressing oneself has reached 70%.

Since 2014, the Temporary Education Center (TEC) has been established at four different locations in the province of Esenler. These centers are respectively Oruç Reis Anatolian Imam Hatip High School TEC, Amiral Vehbi Ziya Dumer Anatolian High School TEC, Atışalanı Anatolian High School TEC and Nene Hatun Elementary School TEC. TECs also provide 15 hours of Turkish language training per week. At the same time, students can also study in their own language (Arabic). There are a total of 117 volunteer tutors and 30 Turkish tutors are working in these 4 TECs.

The total number of students studying at TECs during the academic year of 2017-2018 is 2072. These students are 1030 girls and 1042 boys. The distribution of girls and boys is approximately the same.

These students are trained in a total of 69 different classes. In 2015, 45 students, in 2016 31 students, in 2017 81 students graduated from TEC. In 2015, 30 students, in 2016, 27 students and in 2017 50 students from TEC graduates began studying at university.

As a result of the refugee student surveys carried out in the Esenler district, students generally expressed satisfaction with the educational services available to them.



Refugee students display of Dervish dancing in Istanbul, Turkey

Assessment of Qualifications, Skills and Prior Learning

One of the most difficult tasks confronting a school or teacher working with refugees is to determine their present educational level. This task is perhaps more critical when dealing with adult students who may be frustrated at the lack of recognition of their former status in their home country and the failure to recognise their qualifications in their attempt to gain employment.



Refugee students, Regen Germany

OECD studies show that around 40% of Syrian asylum seekers have some kind of upper secondary education, though only 12-15% of Afghan asylum seekers have this type of qualification. These refugees come from completely different educational systems, labour market conditions and working conditions. These are hardly comparable with European standards, making it almost impossible to easily recognise certificates or diplomas. This issue is further complicated by the language barrier which can make it very difficult for the teacher to assess intelligence level and prior learning. Of course the correct identification of the refugee's educational level is crucial when it comes time for the refugee to enter the labour market. Modern companies are usually looking for skilled workers and refugees can often be excluded from gaining employment because they do not have the necessary documentation to show the skills they have acquired in their home country. Indeed it should be noted that the transfer of qualifications between countries within the European Union has not always been a simple process and much work was needed to create the European Qualification Framework (EQF) to make this transfer more transparent and accessible to employers. Consequently difficulties about the exact nature and level of a refugee's qualification should not come as a surprise.

It is also worth noting that not all qualifications, competences and skills are obtained through formal learning. Cedefop defines learning as a process "in which a person absorbs information, ideas and values, and in this way acquires knowledge, skills and competences." There are three main ways in which this learning can take place:

- Formal qualification
- Non-formal learning
- Informal learning

The importance and indeed status given to each of these can vary significantly from country to country. It is clear that many of the skills and competences we all possess are acquired outside of the formal learning process. The European Qualification Framework (EQF), defines learning outcomes as



"statements about what a learner knows, understands, and is able to do after he/she has completed a learning process defined as knowledge, skills and competences." So some form of competence assessment for refugees is required to validate their non formal learning or indeed formal learning where proof of qualifications are no longer available.

For teachers working with refugee students wishing to access the labour market one possible way to make progress in this area is to use elements of ECVET as a model for assessing and quantifying refugee learning. ECVET was to be applied gradually to VET qualifications at all EQF levels, and used for transfer, recognition, and accumulation of learning outcomes. The aim of the European Credit system for Vocational Education and Training (ECVET) is to:

- Make it easier for people to receive validation and recognition for work-related skills and knowledge acquired in different systems and countries –these can then count towards vocational qualifications
- Make it more attractive to move between different countries and learning environments
- Increase the compatibility between the different Vocational Education and Training (VET) systems in place across Europe, and the qualifications they offer
- Increase the employability of VET graduates, and give confidence to employers that each VET qualification requires specific skills and knowledge

The validation process for non-formal and informal learning in order to achieve a qualification typically follows these phases:

- Identification of knowledge, skills and competences developed during voluntary activities, in a family or working environment, or during leisure.
- Documenting these learning outcomes by collecting evidence such as descriptions of previous working activities, portfolio development, or assessment.
- Validating these learning outcomes against standards, referential or a list of expected learning outcomes.
- Award of a qualification, or part of a qualification (recognition of learning outcomes).

ECVET facilitates this process because it:.

- Describes the knowledge, skills and competence required for a qualification, along with the associated units. This makes it easier for the competent institution to identify what learners' have already achieved, compared to what is required in relation to a qualification.
- Can be used to enable learners to achieve several units through validation of non formal and informal learning, and others through formal learning.



- Facilitates the documentation of learning outcomes achieved, using tools such as personal transcripts.

ECVET therefore enables learners to achieve qualifications partly through non-formal and informal validated and recognised learning, and by achieving the remaining units through formal learning. In this way an avenue for the recognition of their informal learning and acquired skills can be made available to refugees.

For all countries working with refugee students there is a clear need to establish a degree of expertise in the educational system of the refugee's country so as to determine the current educational level of the student where supporting documentation is available. Where does a vocational diploma from say Syria fit into the European Qualifications framework? What additional qualifications, if any, would a refugee with this qualification need to gain employment in the European Union? What progression opportunities are available to a refugee with this qualification?

For young refugees there is also a need to establish the child's educational level so as to ensure that they have the necessary ability to cope with the learning material being used in their class or to ensure that they are not downgraded to a lower educational level than the one they have already achieved, a practice that can lead to low motivation, disruptive behaviour and loss of self esteem. An accurate assessment of the child's educational level can also ensure that the appropriate support services are put in place to facilitate learning.

There are a number of studies currently taking place into the issue of assessing the qualifications of refugees. One such study is an Erasmus+ project entitled "New Challenges – New Answers" (NCNA). The NCNA project, has developed an ECVET-based model for the assessment, validation and recognition of informally acquired skills and competences on EQF levels 2 to 3 in four labour market sectors with a high demand in Europe: metal, wood, construction, and tourism. Moreover, the project partners have designed the model for a personalised and individual labour market integration plan, including a step-by-step approach for each single individual on how to fill their skill gaps and what steps to take on their integration pathway. The project website at <https://www.ncna.eu> has valuable insights into the topic of qualification for refugees as well as a number of study reports and model handbook.

In the School and Classroom



Classroom in Istanbul, Turkey

It is clear that there is no universal solution to the challenge of integrating refugees into the school or classroom of the host country. Without doubt the ethos of the school hosting the refugees is of paramount importance. Schools who welcome diversity, have strict policies not to tolerate racism or discrimination, provide the necessary training and time to enable teachers to understand the specific needs of refugees and the barriers, physical or psychological that they may face are more likely to achieve successful integration. It is worth stressing that integration does not mean forcing the refugee student to conform to

cultural and social norms of the host country at the expense of their own culture, but requires the school to make space for the refugees culture within the scope of its normal daily activity and in doing so seeking to enrich the lives of all students by exposing them to different cultural norms. It has often been said that people of different nationalities have much more in common than differences and this commonality can be used to build bridges within the classroom between refugee students and the student body as a whole. Where there are differences it is the responsibility of the school and teachers to promote a policy of viewing these differences as enriching and not as a necessary threat to the pre-eminent cultural ethos of the school.

For the refugee there is no doubt that in most cases language is the single greatest barrier to successful integration and educational progression. For some refugees there is a need not only to learn a new language but also a different system of writing. This of course underlines the essential need for intensive language classes and ongoing language support for refugees as they progress through the education system. Language issues stand not just as a barrier to future learning but can also make it very difficult for teachers to assess the current level of the refugee student and often refugees find themselves being assigned to lower educational levels not based on their academic or vocational ability but on the failure of the system in the host country to properly evaluate their existing learning. This can of course also apply in reverse where teachers are presented with refugees who claim to have specific qualifications but upon closer scrutiny the level of these qualifications does not reach a standard that would be required in the host country. In such cases an understanding of the qualifications on offer in the refugee's country would be of great benefit to the receiving organisation. For the teacher it may be useful to try to imagine yourself in the position of the refugee, particularly the adult refugee. Having spend a number of years training to be a teacher and gaining experience in your chosen profession try to imagine being displaced to another country where you do not speak the language, where you cannot even decipher the alphabet being used, where you are told that your qualifications are not recognised and it is highly unlikely that you will ever work in our chosen profession again. Where as you try to learn a new language you find that



you have been assigned to a lower level of education, the educational methods and materials are unfamiliar and at the same time you struggle with many of the social, religious and cultural differences presented to you in your new home country. If you can truly imagine this then you will have a much greater understanding of your students and their struggle on this part of their educational pathway as they strive to integrate into your classroom.

During the teacher training events we witnessed a number of techniques being used in schools to help refugee integration. Some of these were to help overcome the language barrier, others to help social integration and some to allow the safe expression of emotions. None of these teaching techniques are new but in this context the following seem to be particularly effective:

Sport: Sport has the obvious advantage that it builds teamwork and can usually be done without any high degree of language skills. It is an ideal “ice breaker” and can quickly lead to refugee students being accepted by the student body. It can be used to build relationships and create a sense of belonging. Sports such as athletics and soccer are common to most countries and so cultural differences do not come into play as the rules of the sport are common to all. In some cases sport can also be used to create a sense of culture identity by introducing the refugee to indigenous sports and having them demonstrate sports from their country. Once the refugee student is engaged with a sport there is often an improvement in their communication and language skills as they will in effect learn from their peers. Friendships can develop and these can be very important in making the refugee student feel safe in their new environment and consequently contribute to improved learning. As most schools have some level of sports facilities organising the inclusion of refugees in sporting activity has the advantage of being cost neutral and the work involved is for the teacher does not normally create an undue additional workload.



Role play activity in Romania

Games: There are a number of different aspects to the use of games as a means of integrating refugees into the classroom. Many refugees have experienced horrific events and suffered great hardship before they reach our class and it can often be very difficult for them to explain their life experience in a way that both allows them to verbalise their story and allows other students to gain a real understanding of that story. Role play can be one technique used to give the refugee the opportunity to express themselves in a “safe” way and allow other students to gain a level of empathy with their situation. It can of course also be used as a way to teach cultural norms and improve language skills. Gamification of classroom work can be used to increase student motivation by providing some form of reward system to students who achieve specific learning goals. It has been shown that gamification can increase attention span,



increase student motivation and can in some cases lead to improved teamwork. This technique often shows the most dramatic results with weaker students or those who do not fully engage with the education system and can instil a level of motivation to attend class. For refugee students such motivation is very important as many refugee students come under intense pressure to find work or help at home and so their motivation to attend classes must be maintained at as high a level as possible.

Arts and Crafts: In many of the schools we visited arts and crafts were used in a significant way to integrate refugee students. The creation of a piece of art or craftwork creates a sense of achievement for the student. It does not require good language skills and the student may use the opportunity to establish their own cultural identity with the work that they produce. Arts and Crafts can usually be taught in a relatively informal setting and students can be allowed to interact with each other during the lesson. It is suitable for all ages and the resultant work can be used to brighten up the classroom setting. The use of art as therapy to relieve stress, provoke discussion and as an outlet for emotional trauma should not be underestimated. It is also an important tool to discover talents that the refugee student may have outside of the narrow academic framework of more formal classes.



Arts and Crafts at Dedalus Naples

Fieldtrips: Fieldtrips do not necessarily involve travelling long distances or incurring high cost but should provide for some form of practical learning. This has very obvious advantages for the refugee student as it allows learning by doing and so is not necessarily impaired by poor language skills, it allows for teamwork and integration and also gives the refugee an opportunity to learn about the host country, region and environment in a practical and enjoyable way

Project based learning: Any form of project based learning which involves group / teamwork will improve the level of refugee integration into the class as a whole. It can promote self esteem and informal language learning. Again the aim is to allow the refugee to integrate into the project group, to learn from their peers, to feel part of the team and in so doing move towards full integration into the school and society. As with all other integration activities the general student body must be ready to accept the refugee students and this acceptance should be informed by the school ethos and policies. The refugee students should be seen as a welcome addition to the project team bringing with them different cultural ideas, different skills and as such enriching the group as a whole.

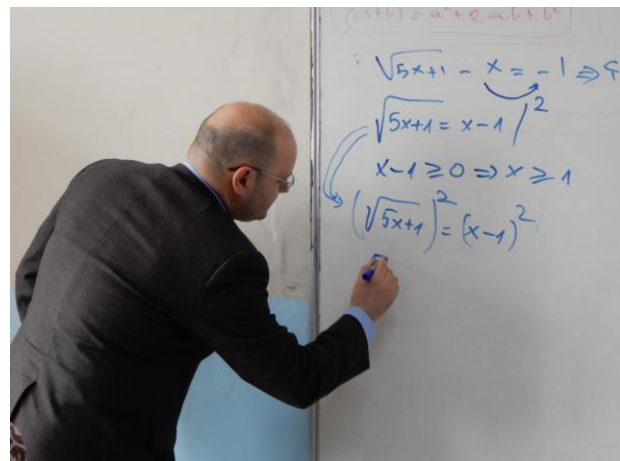
Integration of refugees own culture into all of the above: As we have already said the refugee students bring with them many life experiences, different perspectives, different cultural norms and different family situations. These should all be seen as positive by the school as they will lead to a



much greater cultural awareness and understanding within the student body as a whole and should show a pathway for a diverse and tolerant society. Having refugee students within the school enriches the educational experience for all involved. In this context it is worth restating that integration needs to be seen to some degree as a two way process and not as a process of refugee assimilation.

Volunteers, Mentors and Mediators: It can be particularly useful if there is someone in the school that the refugee students can go to when they need to seek help, advice or simply want to talk. This could ideally be someone from their own cultural background who speaks their first language. This person could be employed by the school or could be a volunteer provided of course the necessary precautions in vetting volunteers are taken. In some cases volunteers may also assist with basic social integration particularly when the refugee has first arrived into their host country. This help could be as basic as helping to buy a bus ticket or more involved assistance in accessing social services. If the refugee is not managing within society as a whole it is unlikely that they will progress educationally and the journey to classroom integration becomes more challenging. The use of either professional mediators or use of Peer Mentoring is also a possibility. Mediators work very successfully in Romania where they are used to help with Roma students and clearly the methods used there could be applied to refugee students where the numbers of refugees allow for the necessary mediator training. Peer mentoring can also be successfully employed. Here again the overall ethos of the school and the willingness of suitable students to become involved in a mentoring program is crucial but in cases where the mentors are given clear guidelines and the role of mentor is clearly defined this type of help has been very effective.

Need to judge intelligence level: While this is not really a classroom technique it is an important factor in getting the refugee students to integrate properly into the classroom work. Judging a person's intelligence level and general academic ability is a skill that many teachers have developed through training and experience, but in the case of refugees this process is often difficult due to the language and cultural barrier. Once again the presence of someone who can speak the refugees language, assess prior learning and gauge the overall academic



Project participants helps with a Maths problem, Turkey

competence of the refugee would be of significant benefit. It is desirable that as the refugee student learns the language of their host country that they are not held back in other subjects. Being placed into classes where the level is below that already achieved by the refugee can be demeaning and lead to low motivation, disruptive behaviour or can simply seem as being an intention insult to the educational system of the refugee's country. In this context the refugee student must also be made aware of the differences between what they have been taught in their country and what is deemed the normal standard of their host country. It is clear that different countries give differing priorities



to specific subjects or competences and the host school needs to be cognisant of the fact that the refugee may be more advanced in certain subject areas while having little skill in others. It is also important to show respect for the cultural and religious traditions of the refugee student while not abandoning the belief and ethos of the host school. Often a historic hero in one country is the evil villain of another, the true religion of one country is viewed as pagan in another and acceptable, indeed preferred, cultural practices of one country may be unacceptable elsewhere. The key here is mutual respect and understanding, accepting the culture of the refugee but expecting them to equally show respect and where necessary adherence to the culture of the host country.



Gift made by young Syrian refugee student in Turkey

Social learning: It is in the context of the cultural and social respect referred to above that the provision of social learning to the refugee student is of paramount importance. Which practices are acceptable within their new home country and which practices are not acceptable. Punctuality has been specifically mentioned in a number of the schools we visited as problematic. Generally in European schools students are expected to present for class every working day, arrive on time and stay

until the school day has concluded. There is little tolerance to taking days off to work with the family, accompany parents to the bank or shops or simply deciding to go elsewhere with friends. Yet within the refugee community parents often need the children to help in the workplace, act as interpreters in government departments or banks or simply to help with routine chores. To combat this, refugee students need to be educated as to the benefits of regular school attendance and the importance of punctuality. This education may often need to be supplemented by involving the parents and making them aware of the need for their children to be present at school on a reliable basis. In doing this the school also needs to be sensitive to the needs of the refugee family. Another social issue that seems to be presenting itself is the issue of relationships. Questions such as, At what age is a girl expected to marry? How are relationships expected to develop? How are members of the opposite sex perceived? How many children would be expected within a family? What is the status of women? etc. all need to be discussed. We came across a number of cases where young refugee girls began relationships with boys from the host country and quickly the refugee families expected that a marriage would take place where as the boy involved had no intent towards marriage. These situations can quickly become difficult and lead to great tension and mistrust between the refugee family and the families within the host country. The only way to avoid such misunderstandings is to educate both communities as to what is regarded as normal cultural practice.

Workplace training: There no doubt that workplace training can add significantly to the vocational education of students and this fact is equally true when working with refugees. The opportunity to



see first hand real industrial practice, to experience the discipline of the workplace and the opportunity to work with experts in the vocational area are all invaluable learning opportunities. Giving refugees the opportunity to engage in workplace training can also lead to a broader view from employers when it comes time to take on an employee or apprentice. However workplace training is only likely to be successful if it is properly planned and implemented. Discussion needs to take place between the school and employer as to the refugee's ability and limitations. If there is a language barrier the employer must be aware of this from the outset and plans put in place to minimise the impact this will have. It is also necessary to ensure that existing employees of the company are fully engaged in the placement process and do not show hostility or prejudice against the refugee student. The refugee will need to understand and embrace normal social and workplace practice in areas such as punctuality, reliability of attendance, required safety procedures, appropriate clothing and social interaction with other employees and the employer. Clearly the school will have to put a comprehensive monitoring process in place to ensure that the student is making progress in their learning and that the relationship between student, employer and school remains at a very good level. In this context a single contact teacher within the school who will liaise between the employer, student and school is desirable. Legal issues such as workplace insurance and employment law need to be understood and policies put in place to ensure compliance with all necessary legal requirements. Where we have seen workplace training of refugees in operation it has been very effective, it has built the refugees confidence, both social and vocational, has improved the employers opinion of the possibility of employing refugees and has accelerated the refugees integration into society. However we would stress again that this is only likely to be truly successful with careful planning and monitoring.

Use of film in learning: Video equipment has become relatively commonplace and inexpensive, so teachers working with refugees can fairly easily create their own video content for classroom use. The teacher may opt to load this content to a personal site, iTunesU, YouTube Education, or other hosting resource. This allows the refugee student to access the material outside of class time. Incorporating videos into lessons offers a viable method for students with special needs, such as ADD/ADHD or conditions requiring home-bound stints, to retain and remember information. The medium makes for one more way to ensure all learners enjoy access to educational materials that meet their specific requirements. If possible the use of subtitles in the refugee's language can be a great asset. Teachers may also choose to involve the refugees and other students in the filming process. Again this is a good strategy in moving towards integration as it encourages teamwork while at the same time teaching technical and analytical skills. Teachers who require their students to shoot videos might want to keep a digital archive of their work to show off to future classes. Some students just learn better when viewing animated diagrams and other video lessons. A well-balanced teaching plan incorporates multiple methods of delivery, and creating short movies and lectures reaches out to those with a more visual learning style. Video conferencing with Skype and other VOIP services can also be an asset when working with refugees allowing for collaborative projects with counterparts from around the world. During our meetings with refugee students it was very clear that they had embraced this type of communications technology as a necessity for staying in contact with family who are still in their home country or others who may be elsewhere in Europe. The use of film can also give the refugee student another outlet to share their experiences with others.



School Newsletter: A school newsletter is a great opportunity to allow refugees to share their experiences, culture and views with the rest of the student body. The newsletters that seem to work best are ones where all students have an opportunity to contribute to the newsletter content. In this way the articles from refugees mix with those of other student groups allowing for the overall diversity within the student population to be explored and heard. In other words the newsletter acts as a organ to combat all forms of discrimination, racism and student isolation. From the refugee's standpoint the newsletters should incorporating refugee issues and consequently lead to increased understanding from other students. It may be possible to translate an issue into the language of the refugee. Refugee involvement in the production of the newsletter is again important as it improves teamwork, raises self confidence and helps the process of student integration. School newsletters do not necessarily have to be printed but can be distributed to the student population in PDF format through the existing IT or library structure. So the production of a newsletter is not dependant on having funding available and is highly recommended as a way of giving voice to the school population in all its diversity.

School Website or other social media: The school website should reflect the diversity of the school population as well as promoting school events and success. In a school where refugees are present it is essential that this is reflected in the website and other social media. This can be achieved in a variety of ways, by asking refugee students to create suitable content, highlighting refugee achievements or by incorporating sections in the site with the refugee's language and cultural elements. Doing this helps to remove racial stereotypes and prejudice and highlights the schools embracing of diversity within its student population. It also makes it clear to the refugee and their family that they are welcomed as a full member of the school community.

Music and Dance: In every school working with refugee children that we visited music and dance was being used as both a learning tool and as a way of encouraging social integration. Whether singing traditional songs, songs from the host country or modern pop music it was clear that the process of engaging with music was accessible and enjoyable for all. Some refugees who performed for us clearly took great pride in their music and dance. In some cases the performance was enhanced by the wearing of traditional costumes. Language is not a barrier to this type of activity and clearly music and dance give students an opportunity to express themselves emotionally, physically and culturally. It can be used as a way of releasing tension, of breaking up an intensive working day, as a team building exercise and as a means of encouraging shared cultural expression. For most people cultural difference in music and dance are not threatening and so open a safe window into which students can view the culture of their peers.



Music in Regen, Germany

Dissemination



UNESCO Learning Cities Conference Cork Ireland

Anyone who works with refugees will understand the importance of dissemination. The community of professionals working to help refugees integrate into society, whether in providing social, medical or educational assistance is a diverse one both educationally and geographically. Opportunities for sharing information, methodologies and practical experiences are important and every effort must be made to share these experiences with others. The refugee situation is also of course a political issue. We hear regular reports on the number of refugees trying to come to Europe, government quotas, the building of fences, both physical and political, to keep them out and multiple opinions on the damage or benefits these refugees will bring in their wake. But behind these statistics and political messages it is all too easy to lose sight of the fact that refugees are ordinary people who have found themselves caught in terrible

situations totally outside of their control. In many ways it is too easy to talk and make decisions about the abstract concept of millions of refugees but more sobering to face the reality of one young child pleading for help at the European Union border. While the aim of this project is not an overtly political one it is important that the rights, needs, dreams of individual people who just happen to be refugees are not forgotten in the political process. These are the students we have in our classrooms and through dissemination we must highlight their story. I am sure many people will remember parents saying "You don't know how lucky you are", this is brought home in a very real way when you compare the lives of our twelve or thirteen year old children with the plight of refugee children of the same age.

As teachers we can all benefit from the sharing of best practice and the incorporation of best practice models into our own teaching methodology. This is particularly true of teachers working with refugee students as very few teachers receive specific training for this work and as such the experiences of others in the field and the support of our colleagues and schools is of vital importance. During the course of this project not only did we encounter teachers willing to share their experiences but indeed teachers who were enthusiastic to demonstrate the work that they were doing, had a willingness to admit where mistakes were made and a genuine hunger to hear and learn from the experiences



Esenler İlçe Milli Eğitim Müdürlüğü website



of others working with refugees. For the teachers who were fortunate enough to attend the short term joint staff training events there was substantial learning both in terms of techniques being used to encourage refugee integration and understanding of the background, trauma and fears that refugees live with and the impact of this on their educational progress. Participants understood the importance of disseminating this learning to the wider school community and a number of methods were used to help this process. The project website at <http://eirproject.eu/> contains reports from each of the short term joint staff training events, as well as video material from the training. The EIR project YouTube site contains additional video material. A project Facebook group was also established to disseminate project information. Articles about the project were included in school newsletters, in the TESOL Italy newsletter and on partner school websites. Participating teachers sought opportunities to make presentations about the project at staff meetings and other educational events. The project coordinator presented details about the project at both the Léargas (Irish National Agency) forum in Dublin Castle and the UNESCO Learning Cities conference in Cork's city hall. But most importantly the knowledge gained by participating teachers and those that they come in contact with is being directed back into the classroom where it is our sincere belief that it can be productively used to aid the educational integration of the refugees placed within our care. Sometimes it would seem that teachers working with refugees feel that they are somewhat isolated and indeed from our experience in this project organisations working with refugees are sometimes not as connected to others in the field as would be desirable if an integrated service for refugees is to be provided. Any activities that facilitate discussion and sharing of best practice between practitioners in this field is to be welcomed and the international nature of the work requires support structures to be put in place to facilitate such communication.



Léargas Forum 2017



Recommendations

In order to successfully integrate refugee students into the classroom there are a number of clear steps that need to be followed. The overall ethos of the school needs to be examined and inclusive policies put in place to represent and respect the cultural diversity of the students and staff within the educational establishment. These should include no tolerance policies in relation to racism or any other forms of minority exclusion and policies to promote cultural diversity, cultural learning and cultural integration. Schools should work to meet the needs of the refugee student and should do nothing that may further isolate the refugee student. Strategies need to be put in place to ensure that all staff members engage with these policies. There is also a need to be mindful of external policies and how these might impact on the school and classroom. In many ways this reflects the old saying that “it takes a village to rear a child”, it takes the whole school community to achieve successful cultural and educational integration.

There is a need to put procedures in place to provide recognition of the refugee’s prior learning and to allow the refugee student to progress from this point to higher levels of learning. The difficulties created by the language barrier in assessing this prior learning should not be underestimated and the process of determining the refugee’s current educational level may require staff with specialist training. In particular these staff should speak the language of the refugee and have an understanding of the educational system in the refugee’s country of origin. Such specialised staffing is probably beyond the means of most schools but a regional assessment facility would be helpful. Centres also need to be cognisant of potential barriers to educational progression and put strategies in place to combat these. Such barriers may include, language, lack of awareness of available opportunities, financial issues, inability to deal with application forms, barriers caused by technology – online application etc.

Attendance and retention issues need to be overcome. This can only happen with the cooperation of the refugee student’s family or community. There is a clear need for the school to engage with the refugee families, to explain the high importance of education, perhaps to offer courses to parents or at very least involve them as much as possible in the educational process their child has embarked upon. The scheduling of regular meetings between the school and parents has been shown to be very effective in combating poor attendance. In many cases it is necessary for parents to learn that it is necessary to send their children to school every day. This is not always a simple task as many refugee parents rely on children to supplement the family income or assist them with routine tasks and this pattern needs to be changed. With older refugee students it is important that they are aware of the importance of education in their quest to find employment and the provision of a secure future for themselves and their families. The use of Mediators, home / school liaison officers, close contact between the school and the parents and the provision of a guidance service for refugee parents have all been shown to have significant positive effects in improving refugee student school attendance and retention.



Teacher training is a necessity that is often overlooked. Working with refugee students can require additional skills not always required in the ordinary classroom. At very least teachers need to be aware of the past experiences that many of these refugees have been through. These will most likely include severe trauma, physical or mental abuse, fears for their safety and the safety of their families, fears surrounding their lack of status and uncertainty regarding their future in the host country, isolation caused by cultural differences or language issues and in the case of older refugees there can be a loss of status, inability to have qualifications recognised and financial pressures to meet the needs of the family.

Within the classroom teachers need to look for ways to include the refugee student into the learning process, taking account of the language barrier and probable initial isolation of the refugee. It is likely that there will be a greater emphasis on group activity such as project work, dance, music, games and sport so as to allow the refugees to integrate with the general student population and engage in a safe way with their peers. Group activities with low verbal communication requirements such as role play and project work can facilitate learning when language acts as a barrier to more traditional classroom activities. There is a need for the refugee student to be able to identify a key contact person within the school who can help them if they experience difficulties. Ideally this person should speak the language of the refugee and have a clear understanding of the refugee's background and culture. For countries with significant numbers of refugees it would be useful to develop educational resources at a national or regional level that teachers can access as required. In many cases teachers have no access to such resources and are compelled to create their own learning material for the refugee students. Not only is this a very time consuming task but often teachers do not have the necessary cultural or language training to make this resource material as efficient as they would like. Creating resource material centrally allows for the employment of those with the necessary training to ensure that learning material produced specifically for refugee students is at an optimal level.

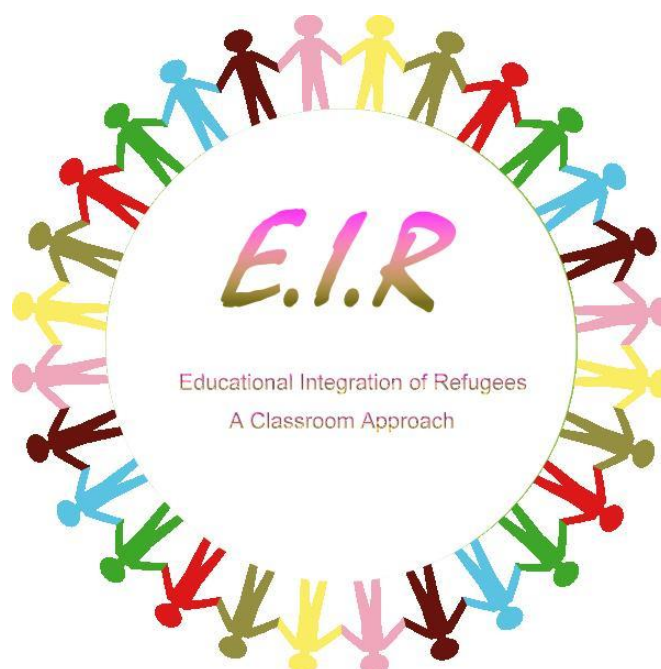
It is normal for schools to play a greater role in the community than their educational remit might suggest. Often schools are involved as partners in organising community or sporting events and teachers have traditionally been generous in the time that they give on a voluntary basis to such activities. For schools working with refugees this community involvement opens up great opportunities to engage in cultural events aimed at bringing the community together and combating mistrust and racism. Keep in mind that refugees are not a homogenous group and as such many schools working with refugees may have multiple cultures within their refugee population. Events that allow families from different cultures to meet at a social level and cooperate in organising charity events or events for their children all lead to a better community spirit and greater levels of cultural integration. These also reinforce the ties between the school and the families with the effect of creating better understanding and communication.

Volunteers can also play a significant role in helping refugees to integrate, particularly in the early stages of their life in their host country. But it is essential that these volunteers are properly trained and have support services available to them as they may encounter many difficult situations. Often



volunteers can help with seemingly ordinary tasks that newly arrived refugees may struggle with. These can include accessing local social services, helping to complete official paperwork, navigating local transport services, communicating with the schools and a host of ordinary tasks that may be accomplished differently in the refugee's country.

Schools do not operate in a vacuum and the attitudes of the wider community, regional and government policy, and a host of other factors come into effect when discussing cultural integration of refugees. Efforts to integrate refugees within the classroom can only be successful when there is a willingness within the wider community for such integration to take place. Conversely good classroom integration of refugees can lead to the building of community integration through the interaction of the school with the student's families and with the wider community. Cultural integration is a long term process and as such requires planning and commitment whether at school, regional or National level. This in turn requires that financial resources are made available to support such planning. This may be in the form of providing specialist teacher training, the provision of specialist staff in schools to act as mediators with the refugee students and families, the creation and distribution of books and other classroom materials specifically for the use of refugee students, the support of volunteer services and government social service agencies working with refugees and the provision of the medical and psychiatric services refugees escaping from very traumatic events may require. In some countries plans exist to integrate refugees into the workforce within specific timeframes, in others the emphasis is more on educating the refugee to return home once the situation in their own country allows for this. But regardless of political policy the integration of refugees in the classroom and into the wider school community can only be a positive step as the educational and cultural awareness of all students are greatly enhanced, racism can be eliminated and through the example of the school students are taught the value of tolerance, taught to see diversity as enriching rather than threatening and taught to open their minds to the rich tapestry of human life and cultures.





Appendix 1 – Student Questionnaire

Ireland



Educational Integration of Refugees Student Questionnaire Combined Results

General Details					
Country	Ireland				
Country of Origin	Syria				
Institute / School College	Cork ETB FET				
Age	<12	12 - 18	18 – 30 1	30 – 65 4	>65
Sex	Male - 4			Female - 1	
Number of years in this country					
Level of Education before you arrived here	Primary 1	Secondary 2	Vocational		University 2
Mother tongue	Arabic				
Other languages spoken					
Did you have to learn a new alphabet	Yes - 5			No	
Language of your host country	English				
Your spoken level of this language when you first arrived	None	Poor 5	Fair	Good	Fluent
Your current spoken Level of this language	None	Poor	Fair 5	Good	Fluent
Your written level of this language when you first arrived	None 1	Poor 4	Fair	Good	Fluent
Your current written Level of this language	None	Poor 3	Fair 2	Good	Fluent

Accommodation	
What type of accommodation do you have here	Boarding School
	Shared accommodation
	Own apartment (with family)
	Own House (with family) – 5
	Temporary Accommodation



Educational Integration of Refugees

Did you get help to find suitable accommodation	Yes - 5	No
Is there a quiet area in the accommodation where you can study	Yes - 5	No
Do you have internet access in your accommodation	Yes - 1	No - 4
Do you have any other comments regarding your accommodation and your ability to study there	Yes - 1	

Family		
Are all of your immediate family in this country	Yes – 5	No
Are you fearful for the safety of relatives in your home country	Yes – 5	No
How many people are in your immediate family here	6 – 4 5 – 1	
How many of these are also studying	6 – 2 5 – 1 4 – 1 3 – 1	
Is there financial pressure to start work as soon as possible	Yes	No 5
Are any members of your family able to help you with your studies	Yes	No 5
Have any members of our family completed third level education	Yes	No 5
Are any members of your family qualified in a recognised trade	Yes	No 5

Work (To be completed if you were working in your country of origin)			
For how many years were you working	20 – 2 19 – 1 10 – 1 0 – 1		
Type of job	Engineer – LIFTS Metal smith Carpenter – Concrete Farmer		
Were you	Self Employed - 4		Employee
Status	Trainee	Apprentice	Fully Qualified – 4
Can these skills be used in this country	Yes – 4		No
What is the main barrier to you getting a job here	Language		
Are you working Part time	Yes		No – 5
Do you resent having to retrain	Yes – 3		No – 2
Would you like to say anything else about your previous work	No – 4		



Current Education				
Level of your current studies	Primary	Secondary 5	Vocational	University
Are all students in your class refugees	Yes – 5		No	
How many students are in your class group	8 – 5			
Are the students in your class	Male	Female	Mixed – 5	
How many teachers do you have	1 – 5			
Do you have any classes with students born in this country	Yes		No 5	
Are you studying the language of this country	Yes – 5		No	
Are you studying the culture of this country	Yes		No – 5	
Do you have vocational subjects	Yes		No – 5	
Are you learning Information Technology Skills	Yes		No – 5	
Do you have religious studies	Yes		No – 5	
Have you been given career advice as part of your studies	Yes		No 5	
Do you have access to a counselling service	Yes – 5		No	
If a counselling service is available have you availed of this service	Yes – 5		No	
Do you have any comments / suggestions to make about the counselling service	More time – 1			
What is your least favourite subject				
What is your favourite subject	English – 5			
If you are having problems with a subject who do you go to for help	Teacher – 5			
Do students studying at a higher level ever give help with study	Yes		No 5	
Is there a formal mentoring system in your school	Yes		No 5	

Initial Challenges	
What were your biggest fears before coming to classes in this country	Stress Isolation Worry about learning English, accents
What did you find hardest during your first weeks of classes	Accents – Understand Understanding the teacher, languages, accents Being in a classrooms Understanding the teacher accents
In what ways did you find the system of learning in class here different from that in your country of origin	All thing
What could teachers have done differently in the first days or weeks to make the transition to study in class here easier	Music to the relax



Study and Class			
Do you study outside of your allocated class time	Yes – 5		No
How much study do you do each day	1 – 1 2 – 2 3 – 1 5 – 1		
Do you have help with study outside of class time	No – 5		
Do you use the internet to study	Yes – 5		No
Do you have access to a library	Yes – 3		No – 2
Have you used other study aids such as DVD, CD etc.	Yes – 1		No – 4
I think my level of attendance at classes has been	100%	50 – 100% 5	<50%
How many days do you spend at the training centre / school each week	4 days – 5		
How many hours per week do you spend attending class or practical activity for this course	12 hours – 5		
Is the course content relevant to your needs	Yes – 5		No
Have you or will you undertaken work experience as part of your course	Yes		No 5
Does your course involve working with a company and time in class	Yes		No 5
Will you be sitting for formal examinations	Yes		No – 5
Who provides the examination Certification	State	Private	School
Are you happy that this certificate has a recognised value	Yes		No – 3
Is there anything your teachers could do to help you with our studies outside of class			

Progression		
After you finish this course do you plan to continue to study full time at a higher level	Yes 5	No
After you finish this course do you hope to go directly into the workplace	Yes 2	No 3
After you finish this course do you hope to get an apprenticeship	Yes 2	No 3
Have you been given information about how you might move on to higher level studies	No – 5	
Is help available to you in searching for employment	Yes 5	No
Is help available to you in searching for an apprenticeship	Yes 3	No 2
Is there a career guidance teacher or similar advice service available to you in your school / college	Yes 5	No
What could we do better to help you progress in your studies or to the workplace	Technical courses – 3 More technology – 2	



Additional Comments
Are there any additional comments or suggestions you would like to make
I want learn at the university engineering LIFTS – 1
No – 1
I need a volunteer teacher, we need more social activities – 1
I hope to increase social treatment at home – 1
This form has been extremely difficult to complete – 4



Italy



Educational Integration of Refugees

Student Questionnaire Combined Results

General Details					
Country	AGRATE –(MONZA -ITALY)				
Country of Origin	Bangladesh (7) Burkina Faso (2) Camerun (1) Ivory Coast (18) Gambia (39) Ghana (15) Guinea (15) Mauritania (1) Nigeria (53) Pakistan (1) Central Africa Rep.(1) Senegal (15) Sierra Leone (2) Somalia (1)				
Institute / School College	SPECIAL WELCOME CENTER (C.A.S. CENTRO ACCOGLIENZA STRAORDINARIO)				
Age	<12	12 - 18	18 – 30 X	30 - 65	>65
Sex	Male X			Female	
Number of years in this country	The 90% of them only 2 weeks				
Level of Education before you arrived here	Primary 60%	Secondary 20%	Illiterate 20%	University	
Mother tongue	English/French/Spanish				
Other languages spoken					
Did you have to learn a new alphabet	Yes X			No	
Language of your host country					
Your spoken level of this language when you first arrived	None	Poor XX	Fair	Good	Fluent
Your current spoken Level of this language	None	Poor X	Fair	Good	Fluent
Your written level of this language when you first arrived	None	Poor	Fair	Good	Fluent
Your current written Level of this language	None X	Poor	Fair	Good	Fluent



Accommodation		
What type of accommodation do you have here	Boarding School	
	Shared accommodation XX	
	Own apartment (with family)	
	Own House (with family)	
	Temporary Accommodation	
Did you get help to find suitable accommodation	Yes X	No
Is there a quiet area in the accommodation where you can study	Yes X (C.A.S.)	No
Do you have internet access in your accommodation	Yes WIFI Commercial centres City Squares	No
Do you have any other comments regarding your accommodation and your ability to study there		

Family		
Are all of your immediate family in this country	Yes	No XX
Are you fearful for the safety of relatives in your home country	Yes XX	No
How many people are in your immediate family here		
How many of these are also studying	Very few of them	
Is there financial pressure to start work as soon as possible	Yes X (yes but there are waiting for the Refugee certification)	No
Are any members of your family able to help you with your studies	Yes	No XXX
Have any members of our family completed third level education	Yes	No X
Are any members of your family qualified in a recognised trade	Yes	No X

Work (To be completed if you were working in your country of origin)			
For how many years were you working	Most of them just completed their compulsory education/ any job		
Type of job	80% Manual		
Were you	Self Employed	Employee	
Status	Trainee	Apprentice	Fully Qualified
Can these skills be used in this country	Yes	No XXX	
What is the main barrier to you getting a job here	Bureaucracy, integration ,illegal market		
Are you working Part time	Yes	No	
Do you resent having to retrain	Yes XXX	No	
Would you like to say anything else about your previous work			



Educational Integration of Refugees

Current Education				
Level of your current studies	Primary X	Secondary X	Vocational	University
Are all students in your class refugees	Yes X		No	
How many students are in your class group				
Are the students in your class	Male	Female	Mixed	
How many teachers do you have				
Do you have any classes with students born in this country	Yes		No X	
Are you studying the language of this country	Yes X		No	
Are you studying the culture of this country	Yes X		No	
Do you have vocational subjects	Yes X		No	
Are you learning Information Technology Skills	Yes X		No	
Do you have religious studies	Yes		No X	
Have you been given career advice as part of your studies	Yes X		No	
Do you have access to a counselling service	Yes		No	
If a counselling service is available have you availed of this service	Yes		No	
Do you have any comments / suggestions to make about the counselling service				
What is your least favourite subject				
What is your favourite subject				
If you are having problems with a subject who do you go to for help				
Do students studying at a higher level ever give help with study	Yes ONLY the ones who have the same nationality		No	
Is there a formal mentoring system in your school	Yes TEACHERS and VOLONTEERS		No	

Initial Challenges	
What were your biggest fears before coming to classes in this country	Generally they are motivated : - by a strong desire to feel FREE ; - by fear of dying in war/dictatorship. -to give a future to their families who in some cases they won't meet anymore.
What did you find hardest during your first weeks of classes	INTEGRATE in a new system which asks them to follow RULES/TIME- DIFFERENT LIFE STYLES
In what ways did you find the system of learning in class here different from that in your country of origin	IN THE ORGANIZATION: HERE THEY HAVE ONLY ONE CLASS OF ITALIAN ,MATHS AND WE CAN CHOOSE AMONG DIFFERENT MANUAL COURSES: HYDRAULIC,ELECTRICIAN AND SO ON .



What could teachers have done differently in the first days or weeks to make the transition to study in class here easier	PROVIDE THE PRESENCE OF MORE MEDIATOTORS OR INTERPRETERS
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Study and Class			
Do you study outside of your allocated class time	Yes 30%		No
How much study do you do each day	2 HOURS from Monday to Friday		
Do you have help with study outside of class time	There is NO ONE.		
Do you use the internet to study	Yes		No XXX
Do you have access to a library	Yes XXX		No
Have you used other study aids such as DVD, CD etc.	Yes		No XXX
I think my level of attendance at classes has been	100%	50 – 100% XXXX	<50%
How many days do you spend at the training centre / school each week	5 days a week		
How many hours per week do you spend attending class or practical activity for this course	2 hours		
Is the course content relevant to your needs	Yes XX		No
Have you or will you undertaken work experience as part of your course	Yes , in some cases For the most motivated and skilled		No
Does your course involve working with a company and time in class	Yes		No XX Here it is too early Even if the C.R.I. has organised some working trainings
Will you be sitting for formal examinations	Yes		No X
Who provides the examination Certification	State	Private	School
Are you happy that this certificate has a recognised value	Yes X		No
Is there anything your teachers could do to help you with our studies outside of class			

Progression		
After you finish this course do you plan to continue to study full time at a higher level	Yes	No X
After you finish this course do you hope to go directly into the workplace	Yes X	No
After you finish this course do you hope to get an apprenticeship	Yes	No X
Have you been given information about how you might move on to higher level studies		
Is help available to you in searching for employment	Yes AFTER THEIR STAY AT THE C.A.S.,	No



Educational Integration of Refugees

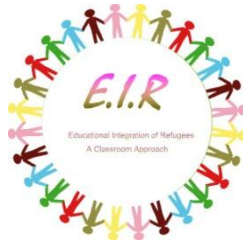
	THEY COME BACK TO OUR CENTRE SINCE THEY UNDERSTAND THAT THERE CAN BE A WORK POSSIBILITY	
Is help available to you in searching for an apprenticeship	Yes THERE SOME CENTRES we call "Secondary welcome"	No
Is there a career guidance teacher or similar advice service available to you in your school / college	Yes	No X
What could we do better to help you progress in your studies or to the workplace		

Additional Comments

Are there any additional comments or suggestions you would like to make



Germany



Educational Integration of Refugees

Student Questionnaire Combined Results

General Details					
Country	Germany				
Country of Origin	Students came from the following countries: Syria, Eritrea, Afghanistan, Senegal, Iran, Palestine, Bulgaria, Czech Republic				
Institute / School College	VHS, Vocational school				
Age *number of students in each category~)	<12	12 - 18	18 - 30	30 - 65	>65
			25	5	
Sex (Number in each category)	Male 24			Female 6	
Number of years in this country	Duration range is: 1 to 2,5				
Level of Education before you arrived here (Number in each category)	Primary 3	Secondary 6	Vocational 6	University 11	
Mother tongue (List Languages)	Arabic, Tigrinya, Dari, Mandinka, Kurdic, Pashtu, Bulgarian				
Other languages spoken (List Languages)	German, English, Arabic, Turkish, Persian, Dari, Russian, Spanish				
Did you have to learn a new alphabet (total number)	Yes 7			No 19	
Language of your host country (List languages)	German				
Your spoken level of this language when you first arrived (Number in each Category)	None 17	Poor 10	Fair 2	Good	Fluent
Your current spoken Level of this language (Number in each Category)	None	Poor 4	Fair 14	Good 9	Fluent 1
Your written level of this language when you first arrived (Number in each Category)	None 21	Poor 3	Fair 3	Good 1	Fluent
Your current written Level of this language (Number in each Category)	None 2	Poor 5	Fair 15	Good 5	Fluent 2

Accommodation	
What type of accommodation do you have here (Number in each Category)	Boarding School
	Shared accommodation 11
	Own apartment (with family) 16
	Own House (with family)



Educational Integration of Refugees

	Temporary Accommodation 11	
Did you get help to find suitable accommodation	Yes 20	No 8
Is there a quiet area in the accommodation where you can study (Number in each Category)	Yes 22	No 6
Do you have internet access in your accommodation (Number in each Category)	Yes 27	No 2
Do you have any other comments regarding your accommodation and your ability to study there (Please list all comments)	<ul style="list-style-type: none"> - slow Wi-Fi - problems because of nationality/religion - by far not enough single rooms in temporary = shared accommodations 	

Family		
Are all of your immediate family in this country (Number in each Category)	Yes 6	No 23
Are you fearful for the safety of relatives in your home country (Number in each Category)	Yes 20	No 8
How many people are in your immediate family here	Range from 0 to 3	
How many of these are also studying	Range from 0 to 2	
Is there financial pressure to start work as soon as possible (Number in each Category)	Yes 13	No 17
Are any members of your family able to help you with your studies (Number in each Category)	Yes 3	No 26
Have any members of our family completed third level education (Number in each Category)	Yes 8	No 21
Are any members of your family qualified in a recognised trade (Number in each Category)	Yes 2	No 24

Work (To be completed if you were working in your country of origin)			
For how many years were you working	Range from 0 to 25		
Type of job	IT technician, farmer, barkeeper, waiter, window fitter, baker, accountant, office, designer, fashion design, driver, goldsmith, interpreter, seller, electrician		
Were you (Number in each Category)	Self Employed 3		Employee 16
Status (Number in each Category)	Trainee 3	Apprentice 7	Fully Qualified 9
Can these skills be used in this country (Number in each Category)	Yes 17		No 2
What is the main barrier to you getting a job here (List all reasons given)	<ul style="list-style-type: none">- language- finding a job- mobility		
Are you working Part time (Number in each Category)	Yes 3		No 18
Do you resent having to retrain (Number in each Category)	Yes 8		No 10
Would you like to say anything else about your	<ul style="list-style-type: none">- it was a good job- I liked it		



previous work (List all comments made)	
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Current Education				
Level of your current studies (Number in each Category)	Primary 6	Secondary 11	Vocational 4	University 6
Are all students in your class refugees (Number in each Category)	Yes 18		No 10	
How many students are in your class group	Range from 13 to 30			
Are the students in your class (Number in each Category)	Male 5	Female	Mixed 25	
How many teachers do you have	Range from 1 to 9			
Do you have any classes with students born in this country (Number in each Category)	Yes 1		No 27	
Are you studying the language of this country (Number in each Category)	Yes 29		No 1	
Are you studying the culture of this country (Number in each Category)	Yes 26		No 4	
Do you have vocational subjects (Number in each Category)	Yes 11		No 19	
Are you learning Information Technology Skills (Number in each Category)	Yes 14		No 16	
Do you have religious studies (Number in each Category)	Yes 11		No 19	
Have you been given career advice as part of your studies (Number in each Category)	Yes 14		No 16	
Do you have access to a counselling service (Number in each Category)	Yes 19		No 11	
If a counselling service is available have you availed of this service	Yes 22		No 6	
Do you have any comments / suggestions to make about the counselling service (list all comments made)	<div>- counselling service is very helpful</div> <div>- more time for counselling needed</div>			
What is your least favourite subject (List all subjects named)	German, English, Grammar, ethics and communications, mathematics			
What is your favourite subject (List all subjects named)	German, mathematics, physics, history, foreign languages, speaking, biology, geography, music, physical education			
If you are having problems with a subject who do you go to for help (List all examples given)	teacher, advisor			
Do students studying at a higher level ever give help with study (Number in each Category)	Yes 21		No 6	
Is there a formal mentoring system in your school (Number in each Category)	Yes 10		No 17	



Initial Challenges	
What were your biggest fears before coming to classes in this country (List all answers given)	<ul style="list-style-type: none"> - not understanding, - worries about the future (residence permission etc.) - different cultures - different religions - Muslims - safety - language - grammar
What did you find hardest during your first weeks of classes (List all answers given)	<ul style="list-style-type: none"> - problems with understanding/language - not enough discipline in classes - problems with mobility in the district of Regen - waiting for transport - waking up early
In what ways did you find the system of learning in class here different from that in your country of origin (List all answers given)	<ul style="list-style-type: none"> - dual vocational education here in Germany - respect - appreciation - different methods - studying with books
What could teachers have done differently in the first days or weeks to make the transition to study in class here easier (List all answers given)	<ul style="list-style-type: none"> - ask more questions - teach with videos - speak German only - speak more slowly - more individual learning time needed - more explanations needed - more time for counselling needed

Study and Class			
Do you study outside of your allocated class time(Number in each Category)	Yes 24	No 2	
How much study do you do each day	Range from 0 h to 7,5 h		
Do you have help with study outside of class time	friends, advisors, volunteers		
Do you use the internet to study (Number in each Category)	Yes 26	No	
Do you have access to a library (Number in each Category)	Yes 7	No 19	
Have you used other study aids such as DVD, CD etc. (Number in each Category)	Yes 14	No 12	
I think my level of attendance at classes has been (Number in each Category)	100% 10	50 – 100% 12	<50% 3
How many days do you spend at the training centre / school each week	Range from 5 to 5		
How many hours per week do you spend attending class or practical activity for this course	Range from 25 to 40		
Is the course content relevant to your needs (Number in each Category)	Yes 22	No 4	
Have you or will you undertaken work	Yes	No	



Educational Integration of Refugees

experience as part of your course (Number in each Category)	17	9
Does your course involve working with a company and time in class (Number in each Category)	Yes 11	No 15
Will you be sitting for formal examinations (Number in each Category)	Yes 19	No 5
Who provides the examination Certification (Number in each Category)	State 1	Private School 23
Are you happy that this certificate has a recognised value (Number in each Category)	Yes 25	No 1
Is there anything your teachers could do to help you with our studies outside of class (List all answers given)	<ul style="list-style-type: none"> - teacher should be available as contact person via mobile/What's App - more homework 	

Progression		
After you finish this course do you plan to continue to study full time at a higher level (Number in each Category)	Yes 18	No 7
After you finish this course do you hope to go directly into the workplace (Number in each Category)	Yes 13	No 13
After you finish this course do you hope to get an apprenticeship (Number in each Category)	Yes 15	No 10
Have you been given information about how you might move on to higher level studies	Yes, but the school system and the educational system in Germany is not easy to understand for refugees → false expectations	
Is help available to you in searching for employment (Number in each Category)	Yes 21	No 5
Is help available to you in searching for an apprenticeship (Number in each Category)	Yes 16	No 11
Is there a career guidance teacher or similar advice service available to you in your school / college (Number in each Category)	Yes 16	No 9
What could we do better to help you progress in your studies or to the workplace (List all opinions given)	<ul style="list-style-type: none"> - less waiting time to enter a course - more discipline - more individual learning time - less worksheets, more learning with books - more appropriate places for work and apprenticeships - too many different teachers - more time for speaking - more grammar - more slowly learning - more freetime 	



Turkey



Educational Integration of Refugees

Student Questionnaire Combined Results

General Details					
Country	TURKEY				
Country of Origin	Syria				
Institute / School College	ESENLER İLÇE MİLLİ EĞİTİM MÜDÜRLÜĞÜ				
Age *number of students in each category~)	<12	12 - 18	18 - 30	30 - 65	>65
	47	36	1		
Sex (Number in each category)	Male 50			Female 34	
Number of years in this country	Duration range is: 1 to 6				
Level of Education before you arrived here (Number in each category)	Primary 36	Secondary 1	Vocational	University	
Mother tongue (List Languages)	Arabic				
Other languages spoken (List Languages)					
Did you have to learn a new alphabet (total number)	Yes 54			No 28	
Language of your host country (List languages)	Turkish				
Your spoken level of this language when you first arrived (Number in each Category)	None 56	Poor 12	Fair 10	Good 5	Fluent 1
Your current spoken Level of this language (Number in each Category)	None 56	Poor 12	Fair 9	Good 4	Fluent 3
Your written level of this language when you first arrived (Number in each Category)	None 50	Poor 19	Fair 5	Good 5	Fluent 5
Your current written Level of this language (Number in each Category)	None 3	Poor 27	Fair 18	Good 22	Fluent 14

Accommodation	
What type of accommodation do you have here (Number in each Category)	Boarding School 1
	Shared accommodation 12
	Own apartment (with family) 31
	Own House (with family) 2
	Temporary Accommodation 38



Educational Integration of Refugees

Did you get help to find suitable accommodation	Yes 60	No 23
Is there a quiet area in the accommodation where you can study (Number in each Category)	Yes 62	No 20
Do you have internet access in your accommodation (Number in each Category)	Yes 72	No 12
Do you have any other comments regarding your accommodation and your ability to study there (Please list all comments)	It's difficult to study in the livingroom	

Family		
Are all of your immediate family in this country (Number in each Category)	Yes 68	No 16
Are you fearful for the safety of relatives in your home country (Number in each Category)	Yes 80	No 4
How many people are in your immediate family here	Range from 1 to 10	
How many of these are also studying	Range from 1 to 7	
Is there financial pressure to start work as soon as possible (Number in each Category)	Yes 55	No 29
Are any members of your family able to help you with your studies (Number in each Category)	Yes 53	No 31
Have any members of our family completed third level education (Number in each Category)	Yes 44	No 39
Are any members of your family qualified in a recognised trade (Number in each Category)	Yes 44	No 38

Work (To be completed if you were working in your country of origin)			
For how many years were you working	Range from 1 to 4		
Type of job	Electric Salesman FACTORY WORKER trade		
Were you (Number in each Category)	Self Employed 13		Employee 3
Status (Number in each Category)	Trainee 5	Apprentice 6	Fully Qualified 4
Can these skills be used in this country (Number in each Category)	Yes 12		No 3
What is the main barrier to you getting a job here (List all reasons given)	DISTANCE Language Studying		
Are you working Part time (Number in each Category)	Yes 14		No 8
Do you resent having to retrain (Number in each Category)	Yes 15		No 4
Would you like to say anything else about your previous work (List all comments made)	NO		



Current Education				
Level of your current studies (Number in each Category)	Primary 47	Secondary 32	Vocational 1	University
Are all students in your class refugees (Number in each Category)	Yes 82		No 2	
How many students are in your class group	Rane from 12 to 39			
Are the students in your class (Number in each Category)	Male 19	Female 3	Mixed 60	
How many teachers do you have	Range from 6 to 10			
Do you have any classes with students born in this country (Number in each Category)	Yes 74		No 8	
Are you studying the language of this country (Number in each Category)	Yes 77		No 4	
Are you studying the culture of this country (Number in each Category)	Yes 73		No 11	
Do you have vocational subjects (Number in each Category)	Yes 71		No 11	
Are you learning Information Technology Skills (Number in each Category)	Yes 70		No 14	
Do you have religious studies (Number in each Category)	Yes 53		No 30	
Have you been given career advice as part of your studies (Number in each Category)	Yes 70		No 10	
Do you have access to a counselling service (Number in each Category)	Yes 66		No 14	
If a counselling service is available have you availed of this service	Yes 56		No 10	
Do you have any comments / suggestions to make about the counselling service (list all comments madfe)	NO			
What is your least favourite subject (List all subjects named)	HISTORY ENGLISH SPORT ARABIC TURKISH MATH			
What is your favourite subject (List all subjects named)	MATH SCIENCE ARABIC			
If you are having problems with a subject who do you go to for help (List all examples given)	TEACHER 51 DAD 5			
Do students studying at a higher level ever give help with study (Number in each Category)	Yes 32		No 49	
Is there a formal mentoring system in your	Yes		No	



school (Number in each Category)	38	43
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Initial Challenges	
What were your biggest fears before coming to classes in this country (List all answers given)	To forget Arabic language 14 NOTHING 35
What did you find hardest during your first weeks of classes (List all answers given)	LANGUAGE (15) No school books (22) I WAS SHY (7)
In what ways did you find the system of learning in class here different from that in your country of origin (List all answers given)	DIFFERENT TECHNOLOGY There is no difference because our teacher are Syrians Diffrent building
What could teachers have done differently in the first days or weeks to make the transition to study in class here easier (List all answers given)	We shared our troubles to teachers

Study and Class			
Do you study outside of your allocated class time(Number in each Category)	Yes 77	No 6	
How much study do you do each day	Range from 1 to 10		
Do you have help with study outside of class time	45 YES 29 NO		
Do you use the internet to study (Number in each Category)	Yes 66	No 16	
Do you have access to a library (Number in each Category)	Yes 13	No 69	
Have you used other study aids such as DVD, CD etc. (Number in each Category)	Yes 49	No 33	
I think my level of attendance at classes has been (Number in each Category)	100% 32	50 – 100% 47	<50% 2
How many days do you spend at the training centre / school each week	Range from 1 to 5		
How many hours per week do you spend attending class or practical activity for this course	Range from 25 to 30		
Is the course content relevant to your needs (Number in each Category)	Yes 64		No 17
Have you or will you undertaken work experience as part of your course (Number in each Category)	Yes 52		No 30
Does your course involve working with a	Yes 74		No 8



Educational Integration of Refugees

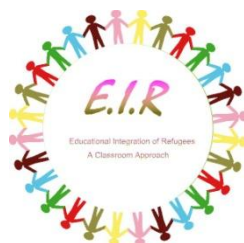
company and time in class (Number in each Category)		
Will you be sitting for formal examinations (Number in each Category)	Yes 76	No 2
Who provides the examination Certification (Number in each Category)	State 33	Private 2 School 46
Are you happy that this certificate has a recognised value (Number in each Category)	Yes 79	No 1
Is there anything your teachers could do to help you with our studies outside of class (List all answers given)	Yes, my teacher helps me when I need TEACHER GOING TO REPEAT THE SUBJECT	

Progression		
After you finish this course do you plan to continue to study full time at a higher level (Number in each Category)	Yes 79	No 2
After you finish this course do you hope to go directly into the workplace (Number in each Category)	Yes 54	No 27
After you finish this course do you hope to get an apprenticeship (Number in each Category)	Yes 38	No 41
Have you been given information about how you might move on to higher level studies	Yes 60	No 13
Is help available to you in searching for employment (Number in each Category)	Yes 19	No 62
Is help available to you in searching for an apprenticeship (Number in each Category)	Yes 11	No 68
Is there a career guidance teacher or similar advice service available to you in your school / college (Number in each Category)	Yes 51	No 29
What could we do better to help you progress in your studies or to the workplace (List all opinions given)	To give us more periods for studying HELP US TO TURN BACK OUR COUNTRY	

Additional Comments
Are there any additional comments or suggestions you would like to make (List all comments given)
NO THANK YOU



Romania



Educational Integration of Refugees

Student Questionnaire Combined Results

General Details					
Country	Romania				
Country of Origin	Syria, Palestine				
Institute / School College	Scoala Gimnazială „Liviu Rebreanu” Bacau				
Age	<12 3	12 – 18 3	18 – 30	30 – 65	>65
Sex	Male 3			Female 3	
Number of years in this country	Syrians 1 year+, Palestinian 2m				
Level of Education before you arrived here	Primary 3	Secondary 3	Vocational	University	
Mother tongue	Arabic				
Other languages spoken					
Did you have to learn a new alphabet	Yes 6			No	
Language of your host country	Romanian				
Your spoken level of this language when you first arrived	None 6	Poor	Fair	Good	Fluent
Your current spoken Level of this language	None 6	Poor	Fair	Good	Fluent
Your written level of this language when you first arrived	None 6	Poor	Fair	Good	Fluent
Your current written Level of this language	None 6	Poor	Fair	Good	Fluent

Accommodation	
What type of accommodation do you have here	Boarding School
	Shared accommodation
	Own apartment (with family)
	Own House (with family) 6
	Temporary Accommodation
Did you get help to find suitable accommodation	Yes No
Is there a quiet area in the accommodation where you can study	Yes 6 No



Educational Integration of Refugees

Do you have internet access in your accommodation	Yes 6	No
Do you have any other comments regarding your accommodation and your ability to study there	No	

Family		
Are all of your immediate family in this country	Yes 6	No
Are you fearful for the safety of relatives in your home country	Yes – 6	No
How many people are in your immediate family here	6 – 4	
How many of these are also studying	0	
Is there financial pressure to start work as soon as possible	Yes 6	No
Are any members of your family able to help you with your studies	Yes 4	No
Have any members of our family completed third level education	Yes 4	No
Are any members of your family qualified in a recognised trade	Yes 4	No

Work (To be completed if you were working in your country of origin)			
For how many years were you working			
Type of job			
Were you	Self Employed		Employee
Status	Trainee	Apprentice	Fully Qualified
Can these skills be used in this country	Yes		No
What is the main barrier to you getting a job here	Language		
Are you working Part time	Yes		No
Do you resent having to retrain	Yes		No
Would you like to say anything else about your previous work	No		

Current Education				
Level of your current studies	Primary 3	Secondary 3	Vocational	University
Are all students in your class refugees	Yes		No 6	
How many students are in your class group	Syrians 28, Palestinian 22			
Are the students in your class	Male	Female	Mixed 6	
How many teachers do you have	1 – 22 for older students, 1 for younger students			
Do you have any classes with students born in this country	Yes 6		No	
Are you studying the language of this country	Yes –6		No	
Are you studying the culture of this country	Yes		No 6	
Do you have vocational subjects	Yes 6		No	
Are you learning Information Technology Skills	Yes 6		No	



Educational Integration of Refugees

Do you have religious studies	Yes	No 6
Have you been given career advice as part of your studies	Yes 2	No
Do you have access to a counselling service	Yes 6	No
If a counselling service is available have you availed of this service	Yes 2	No 4
Do you have any comments / suggestions to make about the counselling service	No	
What is your least favourite subject	Syrians: Physics and Maths/ Palestinians: none	
What is your favourite subject	Syrian- Geography and English/ Palestinians: Maths	
If you are having problems with a subject who do you go to for help	Teacher	
Do students studying at a higher level ever give help with study	Yes 6	No
Is there a formal mentoring system in your school	Yes	No 6

Initial Challenges	
What were your biggest fears before coming to classes in this country	Stress Isolation Worry about learning English, accents
What did you find hardest during your first weeks of classes	Limitations Difference in cultures Establishing a relationship with romanian students Language problems
In what ways did you find the system of learning in class here different from that in your country of origin	Being in mixed classes, lack of religious studies, homework system
What could teachers have done differently in the first days or weeks to make the transition to study in class here easier	-

Study and Class			
Do you study outside of your allocated class time	Yes 6		No
How much study do you do each day	2- 2 hours 4- 2/3 hours		
Do you have help with study outside of class time	Syrians -no Palestinians -Yes		
Do you use the internet to study	Yes 6		No
Do you have access to a library	Yes 6		No
Have you used other study aids such as DVD, CD etc.	4 Syrians -no 2 Palestinians -Yes		No
I think my level of attendance at classes has been	100% 4 Syrians	50 – 100% 2 Palestinians	<50%



Educational Integration of Refugees

How many days do you spend at the training centre / school each week	5 days – 6		
How many hours per week do you spend attending class or practical activity for this course	30 classes/week		
Is the course content relevant to your needs	Yes 6		No
Have you or will you undertaken work experience as part of your course	Yes		No 6
Does your course involve working with a company and time in class	Yes		No 6
Will you be sitting for formal examinations	Yes 6		No
Who provides the examination Certification	State	Private	School
Are you happy that this certificate has a recognised value	Yes 6		No
Is there anything your teachers could do to help you with our studies outside of class			

Progression		
After you finish this course do you plan to continue to study full time at a higher level	Yes 5	No
After you finish this course do you hope to go directly into the workplace	Yes 2	No 3
After you finish this course do you hope to get an apprenticeship	Yes 2	No 3
Have you been given information about how you might move on to higher level studies	No – 5	
Is help available to you in searching for employment	Yes 6	No
Is help available to you in searching for an apprenticeship	Yes 1	No Ss are not searching for apprenticeship
Is there a career guidance teacher or similar advice service available to you in your school / college	Yes 6	No
What could we do better to help you progress in your studies or to the workplace		

Additional Comments
No 6

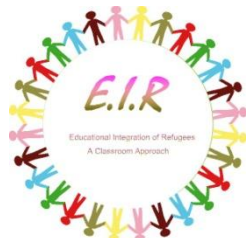
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Appendix 2 – Teacher Questionnaire

Ireland



Educational Integration of Refugees Teacher Questionnaire Combined Results

General Details					
Country	Ireland				
Institute / School College	North Cork Adult ED. C.E.T.B. Mallow				
Number of years teaching experience (Number in each Category)	<5	5 – 10 1	10 - 20	20 – 30 1	>30
Sex (Number in each Category)	Male			Female – 2	
Were you born in this country (Number in each Category)	Yes – 2			No	
Your highest Level of Education (Number in each Category)	Apprentice	Degree 2	Master Apprentice		Masters, PHD
Do you have specific qualifications in teaching this countries Mother tongue as a foreign language (Number in each Category)	Yes 1			No 1	
Other languages spoken (List all languages spoken)	Little French, Irish N/A				
How long have you been working specifically with refugees	1 Year				
Do you have specific training for working with refugees (Number in each Category)	Yes – 1			No – 1	
In your institute how many teachers in total work with refugees (Number in each Category)					
What is your employment status (Number in each Category)	Part Time 1	Contract Basis for the duration of this course 1	Casual hours	Permanent Whole Time	



Educational Integration of Refugees

Current Refugee Classes				
Level of your students current studies (Number in each Category)	Primary 1	Secondary 1	Vocational	University
Are all students in your class refugees (Number in each Category)	Yes – 2		No	
What age are your students (Number in each Category)	Youngest	Oldest		Average
	24 28	45 39		30
How many class groups do you have	1			
How many students are in each class group	8 – 10 3			
Are the students in your class(es) (Number in each Category)	Male 1	Female 2	Mixed 1	
How many teachers do your students have				
What subject(s) are you teaching them (List all subjects)	English – 2			
Do you use Information Technology in class (Number in each Category)	Yes 1	No 1		
If you use IT in class in what way do you use it (List all comments)	Translate for English to Arabic – 1			
Do you give career advice to your students (Number in each Category)	Yes	No 2		
If you are having problems with a subject or refugee student who do you go to for help (List all comments)	Centre Manager – 1 Supervisor – 1			
Do students studying at a higher level ever help your students with study (Number in each Category)	Yes	No 1		
Is there a formal mentoring system in your school (Number in each Category)	Yes	No 1		
If there is a mentoring system can you briefly describe how it works (List all descriptions)				
Do you feel that you have adequate personal support in your school for working with refugee groups (Number in each Category)	Yes 1	No 1		
If you answered “No” to the last question please say what type of additional support might be helpful for you (List all suggestions given)				
How would you describe the facilities available in your classroom in the context of refugee needs (Number in each Category)	Poor	Adequate 1	Good 1	Excellent
Is there anything, in terms of facilities, that you feel is essential in a refugee classroom (please specify) (List all opinions given)				



Educational Integration of Refugees

What is the average level of student attendance in class (Number in each Category)	100%	50% – 100% 2	<50%
How many hours per week do you spend in class with refugees	6 hours – 1 12 hours – 1		
How many hours per week do you spend with an individual refugee class	6 hours – 1 12 hours – 1		
Do you feel that the course content is relevant to their needs (Number in each Category)	Yes 2	No	
Do your students engage in work experience or block release (Number in each Category)	Yes	No 2	
If the answer to the last question is “Yes”, then who organises the work placement (List all comments givrn)			
Will your students be sitting for formal examinations (Number in each Category)	Yes	No 2	
Who provides the examination Certification (Number in each Category)	State	Private	School
Are you happy that this certificate has a recognised value (Number in each Category)	Yes		
Does this certificate allow students to progress to higher levels of study (Number in each Category)	Yes	No	

Initial Challenges	
What were your biggest fears before working with refugees in class (List all comments given)	None If they were to become distressed referencing their country in teaching
What did you find hardest during your first weeks with the refugee classes (List all comments given)	How to communicate They speak very loud – sometimes it like shouting angry
What aspects of the classroom situation here did refugees find hard compared to their previous classroom experiences (List all comments given)	Sitting for an hour, minimum talking. Taking turns.
What could you have done differently in the first days or weeks to make the transition to study in class here easier for refugees (List all comments given)	Nothing I can Think of Maybe build up the class time gradually. Meet all the families in a social setting with a interpreters
Did you find any resources online that were useful in class, if yes give some examples (List all comments given)	Yes Translator References to food and architecture from refused country



Educational Integration of Refugees

Have you used Socrative, Kahoot, Class Craft or any similar online classroom space (List all comments given)	No No			
Have you used Moodle or Ebooks with your class (Number in each category)	Moodle		Ebooks	
	Yes	No 1	Yes 1	No 1
Can you suggest any teaching method, tool or technique that seemed to work well in delivering your subject to refugees (List all comments given)	Pictures Pictures for vocals. Knowing their family makeup and what their children may be doing in school – for conversations			
Was there any teaching method, tool or technique that you used which seemed not to work with refugees (List all comments given)	No Lists			

Study outside of Class		
Do you students study outside of your allocated class time (Number in each category)	Yes 1	No 1
How much study are they expected to do each day (Number in each category)	3 hours – 1 2 hours – 1	
Do they have access to a library (Number in each category)	Yes 2	No
Do they use other study aids such as DVD, CD etc. (Number in each category)	Yes 2	No
Are supervised study sessions available (Number in each category)	Yes	No 1
Do you feel that anything more can be done to help refugee students to study (please specify) (List all comments given)	Talk to them about their lives to their religion Smaller groups by ability	

Additional Comments
Are there any additional comments or suggestions you would like to make? (List all comments given)
It's never a perfect situation by it's very nature but starting slowly and more social interaction would be good at the start. However, some students head on urging to learn and others not so much. Some students are very motivated and others not so ... As they are required to come to class – this can sometimes cause friction in the group, A monthly feedback survey via a interpreter would be useful to everyone.



Italy



Educational Integration of Refugees Teacher Questionnaire Combined Results

General Details					
Country	Palermo-Italy				
Institute / School College	Astalli Centre				
Number of years teaching experience(Number in each Category)	<5	5 – 10 X	10 - 20	20 - 30	>30
Sex(Number in each Category)	Male			Female X	
Were you born in this country(Number in each Category)	Yes X			No	
Your highest Level of Education(Number in each Category)	Apprentice	Degree X	Master Apprentice	Masters, PHD	
Do you have specific qualifications in teaching this countries Mother tongue as a foreign language(Number in each Category)	Yes X			No	
Other languages spoken (List all languages spoken)	English / Arabian				
How long have you been working specifically with refugees	Range from 5 to				
Do you have specific training for working with refugees(Number in each Category)	Yes X			No	
In your institute how many teachers in total work with refugees(Number in each Category)	13				
What is your employment status(Number in each Category)	Part Time Voluonteer	Contract Basis for the duration of this course	Casual hours	Permanent Whole Time	

Current Refugee Classes				
Level of your students current studies(Number in each Category)	Primary X	Secondary X	Vocational	University



Educational Integration of Refugees

Are all students in your class refugees (Number in each Category)	Yes X	No		
What age are your students (Number in each Category)	Youngest	Oldest	Average	
	X		X	
How many class groups do you have	5 groups			
How many students are in each class group	Range from 10 to 25			
Are the students in your class(es) (Number in each Category)	Male	Female	Mixed X	
How many teachers do your students have	Range from 2 to 4			
What subject(s) are you teaching them (List all subjects)	Italian since the threshold level to A2			
Do you use Information Technology in class (Number in each Category)	Yes X (rarely)		No	
If you use IT in class in what way do you use it (List all comments)	To improve listening /comprehension skills			
Do you give career advice to your students (Number in each Category)	Yes X		No	
If you are having problems with a subject or refugee student who do you go to for help (List all comments)	To my colleagues in the centre			
Do students studying at a higher level ever help your students with study (Number in each Category)	Yes X		No	
Is there a formal mentoring system in your school (Number in each Category)	Yes		No X	
If there is a mentoring system can you briefly describe how it works (List all descriptions)				
Do you feel that you have adequate personal support in your school for working with refugee groups (Number in each Category)	Yes Our centre has got many volunteers among them there are some who are qualified and other support them		No	
If you answered "No" to the last question please say what type of additional support might be helpful for you (List all suggestions given)				
How would you describe the facilities available in your classroom in the context of refugee needs (Number in each Category)	Poor	Adequate X	Good	Excellent
Is there anything, in terms of facilities, that you feel is essential in a refugee classroom (please	There are lots of books that the most motivated refugees use to improve their learning.			



Educational Integration of Refugees

specify) (List all opinions given)			
What is the average level of student attendance in class (Number in each Category)	100%	50% – 100% X	<50%
How many hours per week do you spend in class with refugees	10		
How many hours per week do you spend with an individual refugee class	Range from 2 to 10		
Do you feel that the course content is relevant to their needs (Number in each Category)	Yes X		No
Do your students engage in work experience or block release (Number in each Category)	Yes X		No
If the answer to the last question is “Yes”, then who organises the work placement (List all comments given)	The SPRAR projects in which they are involved in.		
Will your students be sitting for formal examinations (Number in each Category)	Yes		No X
Who provides the examination Certification (Number in each Category)	State	Private	School
Are you happy that this certificate has a recognised value (Number in each Category)	Yes		
Does this certificate allow students to progress to higher levels of study (Number in each Category)	Yes		No

Initial Challenges	
What were your biggest fears before working with refugees in class (List all comments given)	Meeting people with difficult backgrounds and being unable to help them
What did you find hardest during your first weeks with the refugee classes (List all comments given)	To convince the less motivated ones that learning Italian will help them to integrate.
What aspects of the classroom situation here did refugees find hard compared to their previous classroom experiences (List all comments given)	To restart their education despite the fact that they some of them have a diploma and others have a degree.
What could you have done differently in the first days or weeks to make the transition to study in class here easier for refugees (List all comments given)	
Did you find any resources online that were useful in class, if yes give some examples (List all)	Loecher website ,Italian L2 info Inclusion resource



Educational Integration of Refugees

comments given)				
Have you used Socrative, Kahoot, Class Craft or any similar online classroom space(List all comments given)	No			
Have you used Moodle or Ebooks with your class (Number in each category)	Moodle		Ebooks	
	Yes	No X	Yes	No X
Can you suggest any teaching method, tool or technique that seemed to work well in delivering your subject to refugees(List all comments given)	Most of students that come and ask for our help are illiterate or with a very low schooling level I don't think that in such condition we need to use sophisticated didactic online platforms or digital equipment. It's much more useful alternate activities able to develop all skills ,oral, written and comprehension with some grammar considerations.			
Was there any teaching method, tool or technique that you used which seemed not to work with refugees(List all comments given)				

Study outside of Class		
Do you students study outside of your allocated class time(Number in each category)	Yes	No X
How much study are they expected to do each day(Number in each category)	1 hour	
Do they have access to a library(Number in each category)	Yes	No X
Do they use other study aids such as DVD, CD etc.(Number in each category)	Yes	No X
Are supervised study sessions available(Number in each category)	Yes X	No
Do you feel that anything more can be done to help refugee students to study (please specify) (List all comments given)		

Additional Comments
Are there any additional comments or suggestions you would like to make?(List all comments given)



Germany



Educational Integration of Refugees

Teacher Questionnaire Combined Results

General Details					
Country	Germany				
Institute / School College	Adult Education, VHS, Vocational School				
Number of years teaching experience (Number in each Category)	<5 1	5 – 10	10 – 20 3	20 – 30 2	>30
Sex (Number in each Category)	Male			Female 6	
Were you born in this country (Number in each Category)	Yes 5			No 1	
Your highest Level of Education (Number in each Category)	Apprentice	Degree 2	Master Apprentice 2		Masters, PHD 2
Do you have specific qualifications in teaching this countries Mother tongue as a foreign language (Number in each Category)	Yes 5			No 1	
Other languages spoken (List all languages spoken)	English, Spanish, French, Arabic, Russian, Italian				
How long have you been working specifically with refugees	Range from 6 Months to 3 Years				
Do you have specific training for working with refugees (Number in each Category)	Yes 5			No 1	
In your institute how many teachers in total work with refugees (Number in each Category)	15				
What is your employment status (Number in each Category)	Part Time 1	Contract Basis for the duration of this course	Casual hours 3		Permanent Whole Time 2

Current Refugee Classes				
Level of your students current studies (Number in each Category)	Primary 3	Secondary	Vocational 3	University



Educational Integration of Refugees

Are all students in your class refugees (Number in each Category)	Yes 2	No 4		
What age are your students (Number in each Category)	Youngest	Oldest		Average
	16	60		24
How many class groups do you have	Range from 1 to 3			
How many students are in each class group	Range from 16 to 29			
Are the students in your class(es) (Number in each Category)	Male 1	Female		Mixed 5
How many teachers do your students have	Range from 1 to 5			
What subject(s) are you teaching them (List all subjects)	German Ethic, Alphabetisation			
Do you use Information Technology in class (Number in each Category)	Yes 6	No		
If you use IT in class in what way do you use it (List all comments)	Films, listening comprehension, as an extra material			
Do you give career advice to your students (Number in each Category)	Yes 5	No 1		
If you are having problems with a subject or refugee student who do you go to for help (List all comments)				
Do students studying at a higher level ever help your students with study (Number in each Category)	Yes 4	No 2		
Is there a formal mentoring system in your school (Number in each Category)	Yes 5	No 1		
If there is a mentoring system can you briefly describe how it works (List all descriptions)				
Do you feel that you have adequate personal support in your school for working with refugee groups (Number in each Category)	Yes 4	No 1		
If you answered "No" to the last question please say what type of additional support might be helpful for you (List all suggestions given)	More social workers, guided lessons			
How would you describe the facilities available in your classroom in the context of refugee needs (Number in each Category)	Poor	Adequate	Good 5	Excellent 1
Is there anything, in terms of facilities, that you feel is essential in a refugee classroom (please specify) (List all opinions given)	Internet access on computers, posters			



Educational Integration of Refugees

What is the average level of student attendance in class (Number in each Category)	100%	50% – 100% 5	<50% 1
How many hours per week do you spend in class with refugees	Range from 12 to 50		
How many hours per week do you spend with an individual refugee class	Range from 10 to 25		
Do you feel that the course content is relevant to their needs (Number in each Category)	Yes 6	No	
Do your students engage in work experience or block release (Number in each Category)	Yes 5	No 1	
If the answer to the last question is “Yes”, then who organises the work placement (List all comments given)	Me, counsellors, co-operators, VHS		
Will your students be sitting for formal examinations (Number in each Category)	Yes 6	No	
Who provides the examination Certification (Number in each Category)	State	Private	School 6
Are you happy that this certificate has a recognised value (Number in each Category)	Yes 6		
Does this certificate allow students to progress to higher levels of study (Number in each Category)	Yes 6	No	

Initial Challenges	
What were your biggest fears before working with refugees in class (List all comments given)	Different languages levels, discipline, acceptance
What did you find hardest during your first weeks with the refugee classes (List all comments given)	To be recognised as a female teacher, communication, learning atmosphere
What aspects of the classroom situation here did refugees find hard compared to their previous classroom experiences (List all comments given)	No religious difference, freedom of speech, homework, being on time, concentration
What could you have done differently in the first days or weeks to make the transition to study in class here easier for refugees (List all comments given)	Less paperwork
Did you find any resources online that were useful in class, if yes give some examples (List all comments given)	Online exercises, group work
Have you used Socrative, Kahoot, Class Craft or any similar online classroom space (List all	No



Educational Integration of Refugees

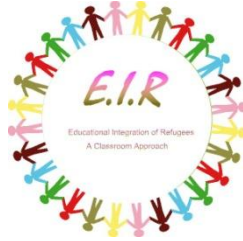
comments given)				
Have you used Moodle or Ebooks with your class (Number in each category)	Moodle		Ebooks	
	Yes	No 6	Yes	No 6
Can you suggest any teaching method, tool or technique that seemed to work well in delivering your subject to refugees (List all comments given)	Speaking their language, tools, methods depending on participant, level, education games, role-plays, mind maps			
Was there any teaching method, tool or technique that you used which seemed not to work with refugees (List all comments given)	According to level, education of participants, group work, presentation			

Study outside of Class		
Do you students study outside of your allocated class time (Number in each category)	Yes 1	No 5
How much study are they expected to do each day (Number in each category)	Range from 2h to 4h	
Do they have access to a library (Number in each category)	Yes 3	No 3
Do they use other study aids such as DVD, CD etc. (Number in each category)	Yes 5	No 1
Are supervised study sessions available (Number in each category)	Yes	No 2
Do you feel that anything more can be done to help refugee students to study (please specify) (List all comments given)	Library, smaller classes, free books, more contact to German people	

Additional Comments
Are there any additional comments or suggestions you would like to make? (List all comments given)



Turkey



Educational Integration of Refugees

Teacher Questionnaire Combined Results

General Details					
Country	TURKEY				
Institute / School College	ESENLER İLÇE MİLLİ EĞİTİM MÜDÜRLÜĞÜ				
Number of years teaching experience (Number in each Category)	<5 9	5 – 10 13	10 – 20 5	20 – 30 1	>30
Sex (Number in each Category)	Male 10			Female 18	
Were you born in this country (Number in each Category)	Yes 6			No 17	
Your highest Level of Education (Number in each Category)	Apprentice 1	Degree 9	Master Apprentice 17		Masters, PHD
Do you have specific qualifications in teaching this countries Mother tongue as a foreign language (Number in each Category)	Yes 24			No 3	
Other languages spoken (List all languages spoken)	ARABIC ENGLISH TURKISH				
How long have you been working specifically with refugees	Range from 1 to 3				
Do you have specific training for working with refugees (Number in each Category)	Yes 24			No 3	
In your institute how many teachers in total work with refugees (Number in each Category)	17 - 25				
What is your employment status (Number in each Category)	Part Time 1	Contract Basis for the duration of this course 17	Casual hours 1		Permanent Whole Time 7

Current Refugee Classes				
Level of your students current studies (Number	Primary	Secondary	Vocational	University



Educational Integration of Refugees

in each Category)	24	2	2	
Are all students in your class refugees (Number in each Category)	Yes 28		No 0	
What age are your students (Number in each Category)	Youngest	Oldest		Average
	7	15		
How many class groups do you have	Range from 3 to 17			
How many students are in each class group	Range from 30 to 44			
Are the students in your class(es) (Number in each Category)	Male 1	Female 1		Mixed 24
How many teachers do your students have	Range from 4 to 6			
What subject(s) are you teaching them (List all subjects)	BASIC SUBJECTS ARABIC ENGLISH CLASS TEACHER			
Do you use Information Technology in class (Number in each Category)	Yes 28		No 0	
If you use IT in class in what way do you use it (List all comments)	Smart board (12) To explain the material and illustration and deliver ideas for students			
Do you give career advice to your students (Number in each Category)	Yes 25		No 3	
If you are having problems with a subject or refugee student who do you go to for help (List all comments)	Guidance teacher Turkish director and schools manager I speak with school's management			
Do students studying at a higher level ever help your students with study (Number in each Category)	Yes 20		No 8	
Is there a formal mentoring system in your school (Number in each Category)	Yes 27		No 0	
If there is a mentoring system can you briefly describe how it works (List all descriptions)	Management Officer			
Do you feel that you have adequate personal support in your school for working with refugee groups (Number in each Category)	Yes 25		No 3	
If you answered “No” to the last question please say what type of additional support might be helpful for you (List all suggestions given)	-I use it for explaining in formation using pictures and more examples -a support with personel tools and needs -support with personel tools and needs			
How would you describe the facilities available in your classroom in the context of refugee needs (Number in each Category)	Poor 15	Adequate 10	Good 3	Excellent
Is there anything, in terms of facilities, that you feel is essential in a refugee classroom (please specify) (List all opinions given)	-I think they need flash cards and good qualities classes -They need to be less in class			
What is the average level of student attendance in class (Number in each Category)	100% 4	50% – 100% 20		<50% 4
How many hours per week do you spend in class	Range from 15 to 25			



Educational Integration of Refugees

with refugees			
How many hours per week do you spend with an individual refugee class	Range from 5 to 20		
Do you feel that the course content is relevant to their needs (Number in each Category)	Yes 26	No 2	
Do your students engage in work experience or block release (Number in each Category)	Yes 24	No 4	
If the answer to the last question is “Yes”, then who organises the work placement (List all comments givrn)	-They study at their homes -Teachers -The teacher of the class		
Will your students be sitting for formal examinations (Number in each Category)	Yes 27	No 0	
Who provides the examination Certification (Number in each Category)	State 4	Private	School 21
Are you happy that this certificate has a recognised value (Number in each Category)	Yes 25 No 0		
Does this certificate allow students to progress to higher levels of study (Number in each Category)	Yes 26		No 1

Initial Challenges			
What were your biggest fears before working with refugees in class (List all comments given)	Psychological problems I have no fears Dropping out of school Education with children of refugees from the war		
What did you find hardest during your first weeks with the refugee classes (List all comments given)	Shyness, Fear, Sadness Noise, Some students were out of school for more than one year		
What aspects of the classroom situation here did refugees find hard compared to their previous classroom experiences (List all comments given)	School, building, Technology, Democracy		
What could you have done differently in the first days or weeks to make the transition to study in class here easier for refugees (List all comments given)	-Listening them -I make a revision of the main information and encouraged them to study		
Did you find any resources online that were useful in class, if yes give some examples (List all comments given)	Yes. We took site addresses from book		
Have you used Socrative, Kahoot, Class Craft or any similar online classroom space (List all comments given)	YES 4 No 19		
Have you used Moodle or Ebooks with your class (Number in each category)	Moodle		Ebooks
	Yes 11	No 11	Yes 12 No 10
Can you suggest any teaching method, tool or technique that seemed to work well in delivering	Projector , games, fit of the lesson Working in groups is very active method. I		



Educational Integration of Refugees

your subject to refugees (List all comments given)	prefer to do that in the play ground sometimes. computers- projectors -screens- sound system
Was there any teaching method, tool or technique that you used which seemed not to work with refugees (List all comments given)	The number of students in classes is much

Study outside of Class		
Do you students study outside of your allocated class time (Number in each category)	Yes 22	No 6
How much study are they expected to do each day (Number in each category)	Range from 1 to 3	
Do they have access to a library (Number in each category)	Yes 4	No 24
Do they use other study aids such as DVD, CD etc. (Number in each category)	Yes 19	No 8
Are supervised study sessions available (Number in each category)	Yes 17	No 11
Do you feel that anything more can be done to help refugee students to study (please specify) (List all comments given)	Contact with parents They must be less in number in classroom	

Additional Comments
<p>Are there any additional comments or suggestions you would like to make? (List all comments given)</p> <p>We want raising to our salary because it is not enough for house rents Enables students in advanced levels to enter in the university Provide psychological assistance to refugees Provide material assistance to parents of students to eliminate phenomenon of (child labor)In Fact; I'm a refugee teacher. I have to encourage the students to build their future step by step. Most of the refugee student work in factories after school time. I feel that it is difficult for them to study well.</p>



Romania



Educational Integration of Refugees

Teacher Questionnaire Combined Results

General Details					
Country	Romania				
Institute / School College	Scoala Gimnaziala ,Liviu Rebreanu` Bacau				
Number of years teaching experience (Number in each Category)	<5	5 – 10	10 – 20 3	20 – 30 2	>30
Sex (Number in each Category)	Male 1			Female 4	
Were you born in this country (Number in each Category)	Yes 5			No	
Your highest Level of Education (Number in each Category)	Apprentice	Degree	Master Apprentice		Masters, PHD 5
Do you have specific qualifications in teaching this countries Mother tongue as a foreign language (Number in each Category)	Yes			No 5	
Other languages spoken (List all languages spoken)	2 English and French 3 none				
How long have you been working specifically with refugees	1 Year				
Do you have specific training for working with refugees (Number in each Category)	Yes			No 5	
In your institute how many teachers in total work with refugees (Number in each Category)	22				
What is your employment status (Number in each Category)	Part Time	Contract Basis for the duration of this course 5	Casual hours		Permanent Whole Time

Current Refugee Classes				
Level of your students current studies (Number in each Category)	Primary 1	Secondary 4	Vocational	University



Educational Integration of Refugees

Are all students in your class refugees (Number in each Category)	Yes		No 5	
What age are your students (Number in each Category)	Youngest	Oldest	Average	
	8	15		
How many class groups do you have	1			
How many students are in each class group	19-34			
Are the students in your class(es) (Number in each Category)	Male	Female	Mixed	
			5	
How many teachers do your students have				
What subject(s) are you teaching them (List all subjects)	English – 2			
Do you use Information Technology in class (Number in each Category)	Yes 5		No	
If you use IT in class in what way do you use it (List all comments)	Learning games, ICT activities, TPR			
Do you give career advice to your students (Number in each Category)	Yes 5		No	
If you are having problems with a subject or refugee student who do you go to for help (List all comments)	Headmaster, school counsellor			
Do students studying at a higher level ever help your students with study (Number in each Category)	Yes 5		No	
Is there a formal mentoring system in your school (Number in each Category)	Yes		No 5	
If there is a mentoring system can you briefly describe how it works (List all descriptions)	-			
Do you feel that you have adequate personal support in your school for working with refugee groups (Number in each Category)	Yes		No 5	
If you answered “No” to the last question please say what type of additional support might be helpful for you (List all suggestions given)	-			
How would you describe the facilities available in your classroom in the context of refugee needs (Number in each Category)	Poor 5	Adequate	Good	Excellent
Is there anything, in terms of facilities, that you feel is essential in a refugee classroom (please specify) (List all opinions given)	Bilingual text books, tailored curricula, counsellor assistance, language resources, special worksheets.			
What is the average level of student attendance in class (Number in each Category)	100% 4	50% – 100% 1	<50%	
How many hours per week do you spend in class	11-22 hours/week for primary teachers			



Educational Integration of Refugees

with refugees	2-4 hours/week –for secondary teachers		
How many hours per week do you spend with an individual refugee class	11-22 2-4		
Do you feel that the course content is relevant to their needs (Number in each Category)	Yes 2	No 3	
Do your students engage in work experience or block release (Number in each Category)	Yes	No 5	
If the answer to the last question is “Yes”, then who organises the work placement (List all comments given)			
Will your students be sitting for formal examinations (Number in each Category)	Yes 5	No	
Who provides the examination Certification (Number in each Category)	State 5	Private	School
Are you happy that this certificate has a recognised value (Number in each Category)	Yes 5		
Does this certificate allow students to progress to higher levels of study (Number in each Category)	Yes 5		No

Initial Challenges	
What were your biggest fears before working with refugees in class (List all comments given)	None Language barriers 5
What did you find hardest during your first weeks with the refugee classes (List all comments given)	Different social conventions in the T-S relationship 5 Communication 5
What aspects of the classroom situation here did refugees find hard compared to their previous classroom experiences (List all comments given)	Curricula, mixed classes, attitude, beliefs.
What could you have done differently in the first days or weeks to make the transition to study in class here easier for refugees (List all comments given)	Nothing I can Think of
Did you find any resources online that were useful in class, if yes give some examples (List all comments given)	Yes online dictionaries
Have you used Socrative, Kahoot, Class Craft or any similar online classroom space (List all comments given)	No 5 No 5



Educational Integration of Refugees

Have you used Moodle or Ebooks with your class (Number in each category)	-		-	
	Yes	No 5	Yes	No 5
Can you suggest any teaching method, tool or technique that seemed to work well in delivering your subject to refugees (List all comments given)	<p>Pictures</p> <p>Pictures for vocals.</p> <p>Knowing their family makeup and what their children way be doing in school – for conversations</p>			
Was there any teaching method, tool or technique that you used which seemed not to work with refugees (List all comments given)	Traditional teaching methods			

Study outside of Class		
Do you students study outside of your allocated class time (Number in each category)	Yes 5	No
How much study are they expected to do each day (Number in each category)	2-3 hours	
Do they have access to a library (Number in each category)	Yes all	No
Do they use other study aids such as DVD, CD etc. (Number in each category)	Yes 2	No 4
Are supervised study sessions available (Number in each category)	Yes	No 5
Do you feel that anything more can be done to help refugee students to study (please specify) (List all comments given)	<p>Counselling in Arabic</p> <p>Work in smaller groups</p>	

Additional Comments
<p>Even if the refugee families were welcomed in the local community, there are negative aspects such as: discrimination, work mobility problems, the fact that thee do not have papers, , adapted educational resources, need of an After-School programme, specialized tutors/mentors for the teachers working with refugees, different core curricula for beginners.</p> <p>Positive aspects:</p> <p>Support from the School Inspectorate, the exchange of good practices within the EIR partnership.</p>



Appendix 3 – Additional Dissemination Examples



EUROPEAN PROJECTS NEWSLETTER

St. John's Central College of Further Education and Training
Autumn Winter 2016



Educational Integration of Refugees

The first meeting of the project entitled "Educational Integration of Refugees – A Classroom Approach" took place at St. John's Central College in Naples, Italy early in October. This is a two year European Union funded Erasmus+ KA201 project. Within the EU there has been a very significant increase in the number of refugees, indeed the number of refugees in the EU continues to grow on a daily basis. Many of these will need to be educated in our classrooms. Since the scale of this is new, the successful integration of these students into the classroom is of paramount importance. Teachers are already specifically trained to meet this challenge. Yet teachers need to be in a position to prepare these students for a successful life as European citizens and through this to increase social cohesion. Some educational institutions have well developed strategies to approach this challenge while others are just beginning to take up the mantle. It is a key element of this project to examine how schools and colleges have tackled the challenges brought by refugees in the past, to adapt and share best practice, look to find new strategies for successful integration of

refugees and share the acquired knowledge widely within the teaching community. We need to empower teachers to continue developing their skills and competences in dealing with students in multicultural classrooms through a process of shared experiences and mutual support. The difficulties facing refugees and those who support them as they progress along their learning pathway should not be underestimated. Many carry deep psychological scars from their previous experiences and find it difficult to adjust to the cultural norms of their host country. Educationally they often face the added challenge of having to learn a new language, in some cases even a new system of writing, and then to assimilate their learning through this foreign medium. Even those who have a good previous education may face the problem of not having their qualifications recognised in their host country and may see difference in curriculum and methodology that they find difficult. Teachers working with refugees need to be conscious of their own cultural prejudice as well as the fears, frustrations and aspirations of the refugee students. They need to understand how the delivery of education curriculum in Europe may differ from the norms of their new students and also be conscious of the ways in which cultural beliefs can influence learning. In order to approach this issue in a structured form we intend to:

- 1) Listen to the needs, concerns, difficulties encountered and general opinions of refugees currently in our institutes.
- 2) Examine strategies currently in place in each institute to support Refugee/asylum seekers to integrate successfully

into the classroom and progress successfully along the learning pathway. 3) Adopt best practice from each institute and adapt these practices for use in each individual school/college. 4) Create new approaches/strategies to help Refugee/asylum seekers to integrate successfully into the European educational system. 5) Examine progression routes open to refugees. 6) Disseminate the project learning to as wide an educational audience as possible. We envisage that the activities we will undertake during the two years of this project will result in the improvement of the pedagogical and didactic skills of the participating teachers. Professional enrichment for all project team members by means of exchange of good practices with the other schools/institutions. Improvement of refugee and minority students' school life and social life by applying in class new didactic strategies, methods and techniques. This project is being coordinated by the Cork Education and Training Board (ETB), St. John's Central College, Ireland with the remaining partners being: VHS, Regensburg, Germany, ST. Giovanni-Stromboli, Italy, Center for Migrant Education, Turkey and Inspectoratul Scolar Județean Bacau, Romania

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Need to judge intelligence level; this is often difficult due to the language and cultural barrier

Social learning : Punctuality, relationships (cultural differences, number of children, marriage age etc.)

Workplace training

Use of film in learning (possibility for subtitles)

School Newsletter incorporating refugee issues, increase understanding from other students, perhaps partly in refugee language with translation. Refugee involvement in production.

School Website or other social media: refugee input, refugees language and culture included

A number of issues were also raised by participants:

The question was raised as to how to manage if refugees have their own school and do not want to integrate

Some stressed the importance of teacher meetings to resolve and stand specific refugee problems

Communication with family/parents was of key importance and in some instances there is a badly system for both sides and parents

In some countries there is a school for refugees and then transfer to ordinary school (Turkey). When these students transfer there is a policy to try to limit the number of refugees in each class

Partners at the meeting also visited:

Fieldtrip: practical learning, learning by doing

Project based learning / team work can help self enquire and promote informal language learning

Integration of refugees own culture into all of the above: cultural awareness / sharing, integration needs to be seen in some degree as a two way process.

Mentors: Either professional mentors or use of Peer Mentoring

offices of Europe Direct for a workshop and discussion on inclusion. The work of Europe Direct in Romania was explained and examples of reports created to inform policy in Romania were presented. Romanian views on accommodating refugees and on the EU quota system were explained in detail as were the historic and cultural reasons for these views.

The third teacher training event of this project took place in Naples Italy from 19th to 21st November. The primary purpose of this event was to try out some of the teaching techniques proposed from the previous meetings and to continue our engagement with refugees and the organisations who work with them. To this end each partner country presented one sample class where the use of visual aids or activities supplemented the learning material with a view to moving the classroom emphasis away from just verbal delivery. The language barrier is a significant challenge to learning for many refugees and any learning activity that can assist them in better understanding the verbal delivery is to be welcomed. The group also met with foreign students studying at ST. Giovanni-Stromboli school and had an opportunity to discuss the difficulties they experienced in attending classes in a foreign language.

During a day long visit to L'EIS, Impresa Sociale Onlus, the group had an opportunity to hear about the work of his non governmental organisation and to meet refugees staying in the L'EIS house. These



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Intercultural workshops and events.

The group also visited a housing house for Roma people, meeting and talking to both volunteers, teachers and Roma students on the challenges of cultural integration and the barriers within both communities to integration.

In the City Hall of Naples the group had an opportunity to meet with the Council Member of Social Policy, Dr. Roberta Gaeta who spoke about Neapolitan efforts to welcome and integrate refugees both in the education system and into the labour market.

Learnig Forum

The Learnig forum took place in Dublin Castle on November 20th. This year there was European Citizenship 30 years on and was intended to highlight the benefits of the Erasmus+ program aimed at facilitating peoples exit from conditions of difficulty to their full inclusion in the educational and social environment. In the case of refugees who are admitted Dublin provide cultural media, reception, encounter and citizenship opportunities, assistance and support to minors in their migratory project. This work includes the running of a Day Centre, Residential Care facilities, facilities for those just over the age of majority and Emergency housing for minors. For victims of Trafficking they provide actions for the detection, identification and referral to services for victims. For 1st Ex. One Good Adult Mental Health Center to this they promote intercultural through their intercultural centre, an intercultural library, organisation of in-



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Educational Integration of Refugees

Staff Training Event

The first phase of the Erasmus+ KA201 project entitled "Educational Integration of Refugees – A Classroom Approach" project was created a dialogue with refugees in each of the project partner countries and in particular to listen to the experiences, concerns, hopes and hopes of refugee students and the educational staff who work with them. This objective was to be achieved in two main ways. Firstly through the creation and analysis of a questionnaire to be completed by refugees in each partner country and secondly through teacher training activity where direct contact would be made with refugees and those who work with them. In an Irish context it was decided that the project would be enhanced by inviting EU staff working with refugees to become actively involved rather than confine participation to staff within St. John's Central College. To this end Fiona O'Connell, Further Education & Training Area Coordinator (South Cork) and Marion Hennessy who works with refugees at the Q-Conte Mallow joined the project team.

The questionnaire has now been completed in each country and an analysis of the results will be completed before the end of March.

The teacher training activity took place in Regensburg, Germany from Sunday, 27th November – Saturday, 03rd of December. Regensburg was selected as the venue for this activity due to the fact that the region has become home to a very large number of refugees in recent years and our partner organisation there, VHS Regensburg, is directly involved in providing integration and training courses for many of these refugees. In addition the relatively compact size of Regensburg made it possible

to visit all of the stakeholders involved in the German refugee process, from initial registration, through integration courses and into the workplace.

Visits to and meeting with the following stakeholders took place:

- Professional Career Activation Courses
- Language Integration Course
- Meeting with Volunteers
- Secondary School
- Vocational School
- Visit to an Employer

Meeting with unaccompanied minor refugees.

Meeting and discussion with all authorities: head of district, Jobcenter, Labour office, and network manager for refugees.

BAMF / Federal Office for Migration and Refugees

The meeting with BAMF provided participants with a very clear understanding of the German refugee process and provided a framework through which the other meetings could be viewed. There are seven main stages in the German asylum procedure:

- Arrival and Registration in Germany
- Initial distribution among the Federal States
- Reporting to and accommodation in the competent reception facility
- Personal application to the Federal office
- Examination of the Dublin procedure
- Personal interview at the Federal office
- Possibility for decision making in the national asylum procedure

This procedure can lead to the following possible outcomes:

- Acknowledgement of entitlement to asylum
- Award of refugee protection
- Award of subsidiary protection
- Imposition of a ban on deportation
- Outright rejection – with a notice to leave the country
- Rejection as "manifestly unfounded" – with a notice to leave the country

There is also an appeals procedure against the decision of the Federal Office in place.

Participants at the training activity witnessed first hand the main stages of this process, this included seeing the registration and interview process, visiting the refugee accommodation at the initial reception facility, talking to staff who conduct the interviews, meeting staff who check for forged papers etc.

The meetings at the career activation course, the language integration course, the vocational school and secondary school allowed the participants to talk directly with refugee students and their teachers about the difficulties and positive aspect of their educational experience. As would be expected the importance of language learning came very much to the fore as a key step in accessing the other educational opportunities available and ultimately accessing the



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Educational Integration of Refugees

VOL. XXVI, No. 4

Newsletter

SEP/OCT 2016

Greetings from the President

By Lina Velluzzi

Dear TESOL Italy members,

TESOL Italy's 41st National Conference is approaching. Speakers and teachers from all over the world will be present to share their ideas and expertise in the field of language professional development. Our plenary speakers this year are Dudley Reynolds, Joyce Kling and Nayer Ibrahim. Their participation has been made possible through the sponsorship of, respectively, TESOL International Association, the U.S.A. Embassy in Rome, and British Council.

Dudley Reynolds is the current President of TESOL and Teaching Professor of English at Carnegie Mellon University in Qatar. His research focuses on teacher development and second language learning. It's a great honor to have him at our Convention in Rome. Professor Reynolds will deliver the Keynote address, 'Language Teaching, Shaping in a Changing World', and will discuss changes occurring, and will discuss changes occurring, and how teachers can take them into opportunities for professional growth. Professor Joyce Kling is a postdoctoral fellow at the Centre for Internationalisation and Parallel

To all TESOL Italy members,

TESOL Italy expresses its heartfelt solidarity to the people of Central Italy for their losses and the damages in the major earthquakes that occurred on 26th October and 30th October 2016.

TESOL Italy, which is a non-profit association of Teachers of English to Speakers of Other Languages, is willing to offer its support to teachers wherever needed.

Lina Velluzzi
President TESOL Italy

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CLIL and learning technologies: a top priority for 2016-19

Gisella Langé, Foreign Languages Expert, MIUR
Letizia Cingano, PhD Researcher, INdIRE

On 30 October 2016 the Minister for Education Stefania Giannini presented the new National Teacher Training Plan for 2016-2019 in "Salà della Comunicazione" at the Ministry of Education in Rome. It is a very ambitious plan, aiming at rethinking and reshaping the training of all the school staff, considering the new challenges of 21st century education. The Plan aligns Italian teacher training with other European countries, introducing innovative and valuable items, such as portfolio, training units, badges etc.


Language competences and CLIL are among the top priorities for 2016-19 and new training activities will be promoted by the Ministry in 2019, involving both foreign language teachers and subject teachers at any school level, as shown in the table below:

(continued on p. 10)

(continued on p. 8)

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TESOL Italy Newsletter Sept/Oct 2016



Educational Integration of Refugees: A Classroom Approach By Gerald Brennan – Cork education and Training board

The first meeting of the project entitled "Educational Integration of Refugees – A Classroom Approach" took place at UL Giordani-Siriano in Naples, Italy early in October. This is a two year European Union funded Erasmus+ KA201 project. Within the EU there has been a very significant increase in the number of refugees, indeed the number of refugees in the EU continues to grow on a daily basis. Many of these will need to be educated in our classrooms. Since the scale of this is new, the successful integration of these students into the classroom is of paramount importance. Teachers are rarely specifically trained to meet this challenge. Yet teachers need to be in a position to prepare these students for a successful life as European citizens and through this to increase social cohesion. Some educational institutions have well developed strategies to approach this challenge while others are just beginning to take up the mantle. It is a key element of this project to examine how schools and colleges have tackled the challenges brought by refugees in the past, to adopt and share best practice, look to find new strategies for successful integration of refugees and share the acquired knowledge widely within the teaching community. We need to empower teachers to continue developing their skills and competences in dealing with students in multicultural classrooms through a process of shared experiences and mutual support.

The difficulties facing refugees and those who support them as they progress along their learning pathway should not be underestimated. Many carry deep psychological scars from their previous experiences and find it difficult to adjust to the cultural norms of their host country. Educationally they often face the added challenge of having to learn a new language, in some cases even a new system of writing, and then to assimilate their learning through this foreign medium. Even those who have got a good previous education may face the problem of not having their qualifications recognised in their host country and may see difference in curriculum and methodology that they find difficult. Teachers working with refugees need to be conscious of their own cultural prejudice as well as the fears, frustrations and aspirations of the refugee students. They need to understand how the delivery of educational curriculum in Europe may differ from the norms of their new students and also be conscious of the ways in which cultural beliefs can influence learning.

In order to approach this issue in a structured form we intend to:

- 1) Listen to the needs, concerns, difficulties encountered and general opinions of refugees currently in our institutes.
- 2) Examine strategies currently in place in each institute to support Refugees/asylum seekers to integrate successfully into the classroom and progress successfully along the learning pathway.

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- 3) Adopt best practice from each institute and adapt these practices for use in each individual school/college.
- 4) Create new approaches/strategies to help refugees/asylum seekers to integrate successfully into the European Educational system.
- 5) Examine progression routes open to refugees.
- 6) Disseminate the project learning to as wide an educational audience as possible.

In doing this we plan to maintain a clear focus on the work of the teacher in the classroom and how the teacher can be empowered to better assist students who are refugees. Only through the empowerment of teachers in this area can we hope to truly enhance the individual students learning experience. We also recognize that methods learned by teachers here can also be applied to the education of other minority groups.

We envisage that the activities will undertake during the two years of this project will result in:

- The improvement of the pedagogical and didactic skills of the participating teachers.
- Professional enrichment for all project team members by means of exchange of good practices with the school's other institutions
- Improvement of refugee and minority students' school life and social life by applying in class new didactic strategies, methods and techniques.

This project is being coordinated by the Cork Education and Training Board, Ireland with the remaining partners being VHS Regem, Germany, ITI, Giordani-Stroncone, Italy, Essener licei Milli Egittin Mudharraq, Turkey and Inspectoratul Scolar Judeean Bacau, Romania.



News from the lucky winner of a NILE teacher training course

TESOL Italy's 40th National Convention

My name is Gun-Marie Larsson and I was born in Sweden, where I grew up. I have always loved travelling and learning languages, so the choice to become a teacher was an easy one. I spent 13 summers teaching English in Finland, working for the Swedish language school EF (Europeiska Feriekolan), where I taught Swedish and also the exciting travelling in and out of Sweden.

I came to Sweden with host families and so did I.

I have a masters in the following languages: Swedish, English, and German. I have written course books in Swedish and English in Sweden for high school students. In 2005, I moved to Hanoi to teach Swedish at UNIS (United Nations International School) and I stayed there for four years, fully enjoying the life in an Asian country and all the exciting travelling in the region.

In 2009, I moved to Belgium, where I teach Swedish, English B (IB) and EAL at St. John's International School in Waterloo, south of Brussels. I still enjoy travelling, a nice dinner with friends, books and films and I must not be being able to have a dog.

Kiss regards,
Gun-Marie Larsson

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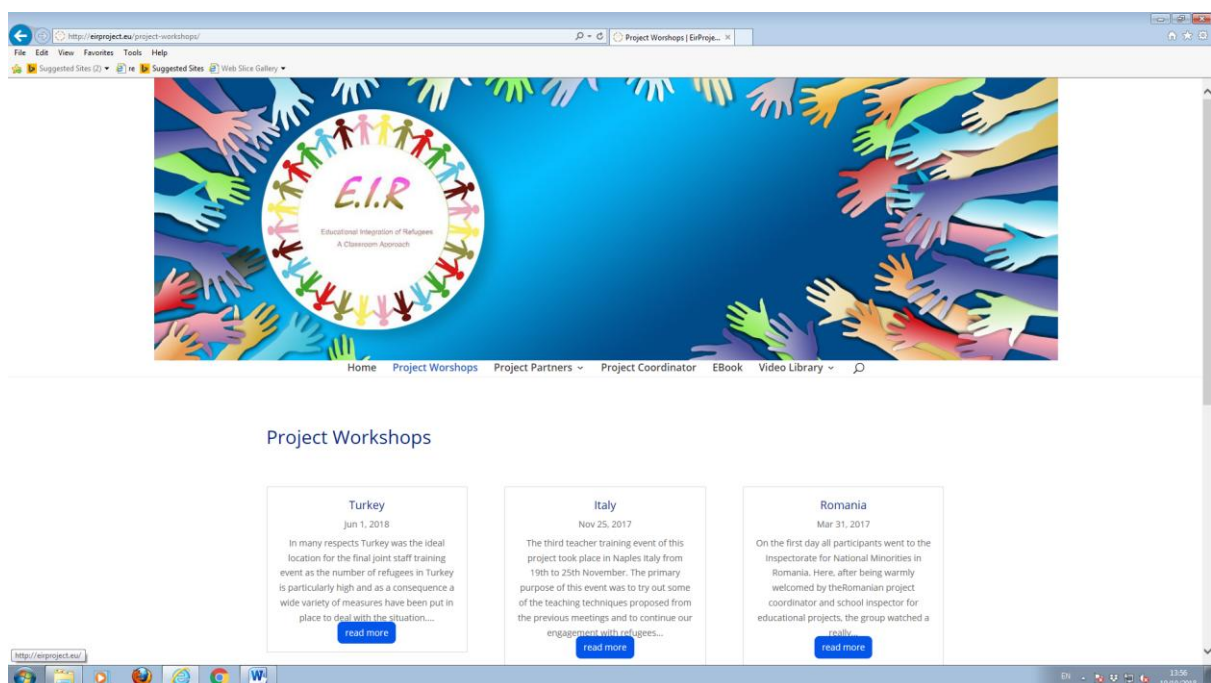
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Educational Integration of Refugees



EIR Project Website



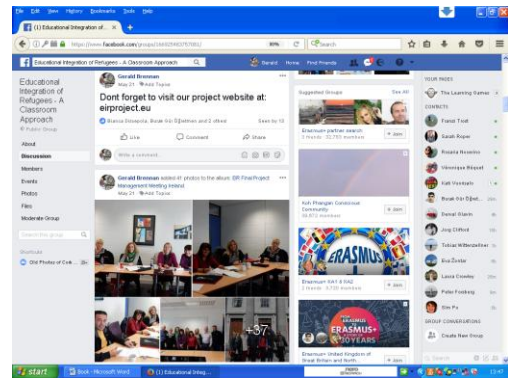
EIR Project Website



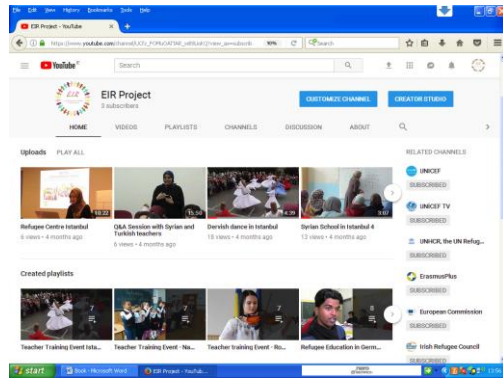
Educational Integration of Refugees



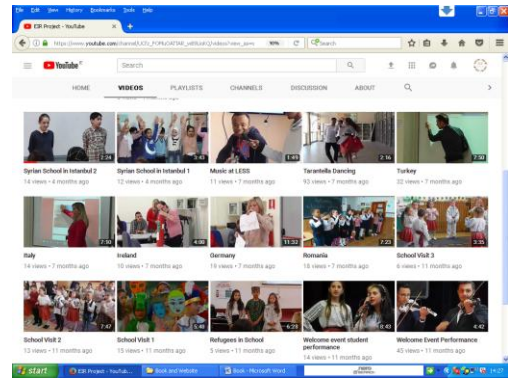
EIR Facebook Group



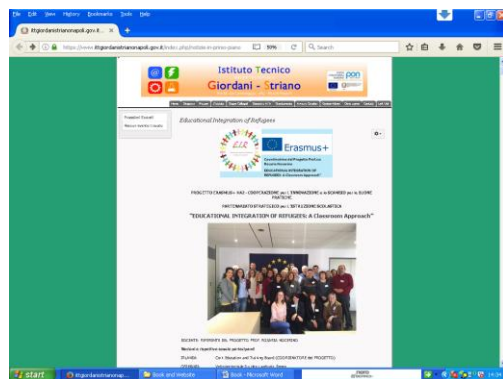
EIR Facebook Group



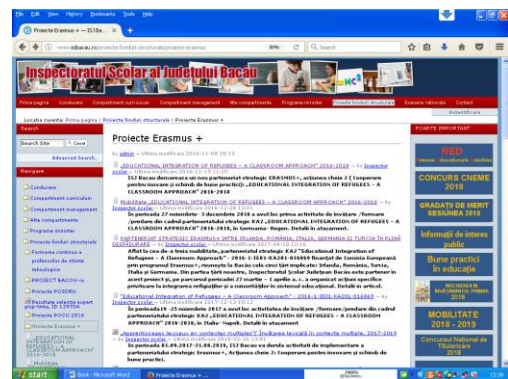
EIR YouTube Channel



EIR YouTube Channel



I.T. Giordani-Striano Website



Inspectorat Scolar Judetean Bacau website



Appendix 4 – Organisations Visited

Over the course of this project we had the opportunity to visit and engage with many organisations in our partner countries. All of these organisations gave freely of their time and experience in working with minority groups and refugees. To all of them we wish to express a sincere thank you.

Germany

- VHS professional career activation courses
- VHS language integration course
- Regen volunteers
- Bayerwaldakademie (meeting with minor refugees)
- BAMF (Federal Office for Migration and Refugees)

Romania

- School County Inspectorate- School inspector for educational projects
- Fundatia de Sprijin Comunitar: FSC (Community Support Foundation)
- Institution of the Prefect Bacau
- Coala Gimnazială "Domnia Maria" Bacău
- FSC: Community Support Foundation
- Volunteer Center Mozaic
- Școala Gimnazială "Ciprian Prumbescu"
- Școala Gimnazială "Mihail Andrei" Buhuși
- Milly's Village of the Seniors
- Europe Direct Office Bucharest

Italy

- Naples hosting house for Roma people
- City Hall of Naples (Council Member of Social Politics Doct.Roberta Gaeta)
- LESS: impresa sociale Onlus
- Catering Tobili (refugees cooperative institution)
- Dedalus (Cooperativa sociale)

Turkey

- Esenler District Directorate of National Education
- Esenler Kaymakamlığı (Local Governorship)
- Hasip Dinçsoy İO (Turkish School to see mixed classes with Refugees)
- Syrian Child and Youth Education Center
- Syrian Temporary School (GEM)
- Esenler Municipality Refugees Center
- The Human Resource Development Foundation
- WALD Foundation



Appendix 5 – Partner Websites

EIR Project Website

<http://eirproject.eu/>

Cork Education and Training Board – Cork Ireland

<http://cork.etb.ie/>

St. John’s Central College – Cork Ireland

<http://www.stjohnscollege.ie/>

Esenler Ilce Milli Egitim Mudurlugu – Istanbul Turkey

<https://esenler.meb.gov.tr/>

I.T. Giordani-Striano – Naples, Italy

<https://www.ittgiordanistrianonapoli.gov.it/>

Inspectoral Scolar Judetean Bacau – Bacau Romania

<http://www.isjbacau.ro/>

Volkshochschule ARBERLAND - Regen Germany

<https://www.vhs-arberland.de>



Appendix 6 - Project Teams



Gerald Brennan
Redmond Jennings
Ron n O'Chaoimh
Marion Hennessy
Derval Glavin



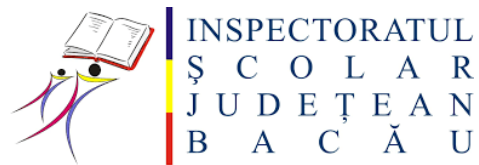
Bayram Ercan
Burak Gür Öğretmen
Samet Yumak
Selahattin Gökçen
Arif Ate
Eyyup Akkaya
Emre Özden
Medi Da



Lieselotte Jocham
Alexandra Sillion
Sabrina Meier
Johannes Drasch



Rosaria Nocerino
Patrizia Cardone
Daniela Cuccurullo
Bianca Discepola
Francesco Arovitolo
Jonathan Cortez
José Ernest Vittoria
Luis Guistano Mesquita da Silva
Rodolfo Sanches
Fabricio de Sousa Cirillo
Elena De Gregorio



Ana-Maria Rotaru
Marinov Doina
Camelia-Elena Popa
Ida Vlad
Cora-Mariana Nechita
Nocoleta-Laura Olaru
Florin Lazar
Julian Vrinceanu
Ion Munteanu
Nicoleta Amâiei

