**

# Generic Tips

**Migrants, Asylum Seekers and Refugees**

## Generic Tips for Migrants, Asylum Seekers and Refugees

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| classroom_tip | Classroom-based tips (focus on instructional methods) |

1. Develop and implement an antiracist policy, which deals with any incidents of racism towards migrant, refugee or asylum-seeker pupils because of any aspect of their identity, such as their background, accent, language skills, appearance, legal status in the country of arrival or religion.
2. Report clearly on pupils’ academic profiles, with special emphasis on their prior academic accomplishments, so as to avoid them repeating a grade they have already completed. A great challenge for migrant, refugee and asylum-seeker pupils lies in getting their educational achievements recognised.
3. Put special emphasis on teaching the language of the host country (extra personalised teaching, remedial teaching).
4. Encourage social integration between all pupils through organising work in small groups for doing common learning activities and cross-cultural events. In such small groups, make sure that minimum linguistic communication is guaranteed; for example you may use translators, or make sure at least two members of the group speak the same language.
5. Avoid any potentially offensive stereotypical references to cultural, religious, ethnic or other groups when teaching.
6. Identify shared cultural values and differences in the classroom. Plan for opportunities where pupils can voice their personal values and beliefs to create a sense of belonging.
7. Teach topics that touch upon other cultures, countries and religions in an objective way, challenging stereotypes and deconstructing essentialist views about culture and religion.
8. Provide pupils with various opportunities and ways in which to express their life experiences. Art and storytelling are particularly effective techniques.

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| school_tip | School-based practical tips (focus on instructional methods) |

**Announcement / Sign at School**

Explain clearly how the specific school unit works, what the school rules are, and its associated culture. This applies mostly to first-generation migrant, pupils.

**Community**

1. Explain clearly to both pupils and parents how the national system works in a comparative way, if possible, to the national system of the countries of origin. Specifically, explain how expectations, norms, and behaviours in your schools may be different from those in the new arrivals’ home country.
2. Collaborate with settled, or second-generation immigrant families from the same national or linguistic communities as those of the newcomers to your school, asking them to act as cultural mediators and even translators to facilitate parental involvement in their children’s education and the integration process. This applies mostly to first-generation migrant pupils.

**Curricular Adaptations**

1. Provide pupils with a condensed form of the curriculum that allows them to catch up to their grade levels in core content. This applies mostly to first-generation migrant pupils.
2. Put particular emphasis on teaching the language of the host country in extra teaching periods.
3. Develop extra-curricular activities to facilitate the two-way process of social integration throughout your school community.

**Discipline**

Develop and implement an antiracist policy, which addresses incidents of racism towards migrant, refugee or asylum-seeking pupils because of any aspect of their identities, such as their background, accent, language skills, appearance, legal status in the country of arrival or religion.

**Educational Visits / Field Trips / Camps / School Exchanges / Trips Abroad**

Organise school events, projects and visits that promote intercultural understanding and take into account the cultural sensitivities of migrant pupils. Avoid events of the “folklore” approach (e.g. multicultural festivals with traditional cooking, dancing and singing by the ‘foreigners’), as these may lead to the intensification of stereotypes by putting migrant or refugee children under the spotlight because of their backgrounds. Such events also promote an essentialist view of cultures, which takes identities as fixed and permanent rather than fluid and changing.

**Food (Canteen / Visits / Camps / Trips)**

Provide a culturally tolerant atmosphere that allows all pupils to maintain their individual cultural and religious habits. For example, it might be very difficult for some new pupils to find time and appropriate space to pray during school hours, or find snacks in the school canteen that are allowed according to their religion, or to follow the dress code of their cultural or religious group.

**Other (Education / School System)**

1. Explain clearly to both pupils and parents how the national system works in a comparative way, if possible, to the national system of the countries of origin. Specifically, explain how expectations, norms, and behaviours in your schools may be different from those in the new arrivals’ home country.
2. Explain clearly how the specific school unit works, what the school rules are, and its associated culture. This applies mostly to first-generation migrant, pupils.

**Other (Extracurricular Activities)**

Develop extra-curricular activities to facilitate the two-way process of social integration throughout your school community.

**Parents / Parents’ Associations**

1. Enhance teachers’ cultural awareness through discussions with the parents of migrant, refugee or asylum-seeking pupils, and systematic training about the dominant cultural values of the newcomers joining the school community, involving experts from the corresponding communities. [Reference: McBrien, J. L. (2005). Educational needs and barriers for refugee students in the United States: A review of the literature. Review of educational research, 75(3), 329-364.]
2. Explain clearly to both pupils and parents how the national system works in a comparative way, if possible, to the national system of the countries of origin. Specifically, explain how expectations, norms, and behaviours in your schools may be different from those in the new arrivals’ home country.
3. Explain clearly how the specific school unit works, what the school rules are, and its associated culture. This applies mostly to first-generation migrant, pupils.
4. Collaborate with settled, or second-generation immigrant families from the same national or linguistic communities as those of the newcomers to your school, asking them to act as cultural mediators and even translators to facilitate parental involvement in their children’s education and the integration process. This applies mostly to first-generation migrant pupils.
5. Enhance teachers’ cultural awareness through discussions with the parents of migrant pupils or systematic training about the dominant cultural values of the new families joining your school.

**Safety**

1. Develop and implement an antiracist policy, which addresses incidents of racism towards migrant, refugee or asylum-seeking pupils because of any aspect of their identities, such as their background, accent, language skills, appearance, legal status in the country of arrival or religion.
2. Explain clearly how the specific school unit works, what the school rules are, and its associated culture. This applies mostly to first-generation migrant, pupils.

**Scheduling Events**

Provide a culturally tolerant atmosphere that allows all pupils to maintain their individual cultural and religious habits. For example, it might be very difficult for some new pupils to find time and appropriate space to pray during school hours, or find snacks in the school canteen that are allowed according to their religion, or to follow the dress code of their cultural or religious group.

**School Breaks**

1. Develop and implement an antiracist policy, which addresses incidents of racism towards migrant, refugee or asylum-seeking pupils because of any aspect of their identities, such as their background, accent, language skills, appearance, legal status in the country of arrival or religion.
2. Provide a culturally tolerant atmosphere that allows all pupils to maintain their individual cultural and religious habits. For example, it might be very difficult for some new pupils to find time and appropriate space to pray during school hours, or find snacks in the school canteen that are allowed according to their religion, or to follow the dress code of their cultural or religious group.

**School Celebrations / Events / Activities**

Organise school events, projects and visits that promote intercultural understanding and take into account the cultural sensitivities of migrant pupils. Avoid events of the “folklore” approach (e.g. multicultural festivals with traditional cooking, dancing and singing by the ‘foreigners’), as these may lead to the intensification of stereotypes by putting migrant or refugee children under the spotlight because of their backgrounds. Such events also promote an essentialist view of cultures, which takes identities as fixed and permanent rather than fluid and changing.

**School Projects**

Organise school events, projects and visits that promote intercultural understanding and take into account the cultural sensitivities of migrant pupils. Avoid events of the “folklore” approach (e.g. multicultural festivals with traditional cooking, dancing and singing by the ‘foreigners’), as these may lead to the intensification of stereotypes by putting migrant or refugee children under the spotlight because of their backgrounds. Such events also promote an essentialist view of cultures, which takes identities as fixed and permanent rather than fluid and changing.

**School Uniform**

Provide a culturally tolerant atmosphere that allows all pupils to maintain their individual cultural and religious habits. For example, it might be very difficult for some new pupils to find time and appropriate space to pray during school hours, or find snacks in the school canteen that are allowed according to their religion, or to follow the dress code of their cultural or religious group.

**Pupil Support**

1. Develop and implement an antiracist policy, which addresses incidents of racism towards migrant, refugee or asylum-seeking pupils because of any aspect of their identities, such as their background, accent, language skills, appearance, legal status in the country of arrival or religion.
2. Explain clearly to both pupils and parents how the national system works in a comparative way, if possible, to the national system of the countries of origin. Specifically, explain how expectations, norms, and behaviors in your schools may be different from those in the new arrivals’ home country.
3. Collaborate with settled, or second-generation immigrant families from the same national or linguistic communities as those of the newcomers to your school, asking them to act as cultural mediators and even translators to facilitate parental involvement in their children’s education and the integration process. This applies mostly to first-generation migrant pupils.
4. Assign teachers with specialisation in intercultural education the role of school counselors with the duty of helping newly arrived migrant pupils to adjust to the new environment and culture, but also to process any trauma, if encountered. [Reference: Banks, J. A. (1994). An introduction to multicultural education. Needham Heights: Allyn and Bacon]

**Teacher Professional Development**

1. Enhance teachers’ cultural awareness through discussions with the parents of migrant, refugee or asylum-seeking pupils, and systematic training about the dominant cultural values of the newcomers joining the school community, involving experts from the corresponding communities.

[Reference: McBrien, J. L. (2005). Educational needs and barriers for refugee students in the United States: A review of the literature. Review of educational research, 75(3), 329-364.]

1. Enhance teachers’ cultural awareness through discussions with the parents of migrant pupils or systematic training about the dominant cultural values of the new families joining your school.