



“Lend a Hand - Social Inclusion Programming for Migrant and Refugee Children at Primary Schools”

BEST PRACTICES ON SOCIALLY INCLUSIVE EDUCATION

The growth of the presence in schools of foreign students or with a history of immigration is a structural aspect of the school systems all around the world. In the school to world level important due changes are manifested to the increasing migratory trials that solicit her/it to new educational assignments. It is important that the school is able to encourage fast and deep integration processes that become a real structural component of the population. In base to the school experiences of the children of migrants, it is possible to realize the possibility of a country being able to rely on the intelligence and talents of the "new citizenships" for its economic and civil development. Students with migrant background can learn and foster a citizenship associated with the national context and at the same time open to an increasingly wider world, characterized by interdependence and interconnections. In this type of school, characterized by widespread plurality, students can train for full coexistence. Furthermore, in schools, families and communities with different histories and aspects can learn about cultural differences, reduce and eliminate mutual distrust, and take responsibility for building a common and shared future. With the pupils and the immigrant students occasion of change can be concretized for the whole school that represents the advance of as it will be tomorrow's world. For this reason, the schools, if equipped with sustainable tools, can be transformed into laboratories of cohabitation and new citizenship. Competences of the teachers and the executives, creativeness of the scholastic autonomies, active share of the students and the families, collaboration with the local corporate body and with the associations of the territory they are characteristic of this direction and appointment.

I) System Level Practices

* Joint procedures should be followed in the units attached to the Police Directorates and the Directorate General of Migration Management, where Syrians apply for registration and receive temporary protection identification.

* All Syrian children and their companions; provide information on how to access educational services in border crossing or temporary registration.

* Syrian students enrolled in public schools should take the necessary measures (prep class, language course etc.) to overcome the problems they face due to the language barrier in the existing system.

* Teachers and managers should be informed about the difficult living conditions, rights, services and mechanisms that Syrians can use and that they should have a rights based approach towards Syrian children.

* Schools in Syrian and Turkish students and their families to live together in a peaceful manner to facilitate; Efforts and programs should be planned to break down the possible prejudices between the two communities.

* Teachers should be equipped to improve their ability to work with children who have been traumatized by war and migration and to deal with possible discriminatory and bullying behaviors among students.

* A guidance system should be established for Syrian children who have been subjected to war and migration trauma in their own language.

* Books, stationery and other school supplies that children need in order to benefit from educational services should be provided free of charge.

* Regional disparities should be minimized in terms of children's access to education, and all Syrian students should be provided with equal access to educational support services.

II) School Level Practices

Inclusion of the foreign pupils in the classes

Initial training of teaching staff: for the initial training of secondary school teachers there is a lack of specific reference to intercultural education which, however, should be assumed methodologically by future teachers and in particular, the opportunity for the opportunity that the training of trainees has among the objectives, the acquisition of skills useful to:

- Favoring the acquisition of transversal skills of a relational and cognitive type. Orient the acquisition of "teaching mediation capacity" with the aim of welcoming the different points of view coming from different cultures and languages;

- Articulate teaching paths in a modular way;

- Introduce intercultural educational paths in the initial training of teachers, in the procedures for the recruitment of staff for the carrying out of educational activities, teaching and school organization.

There are four possible ways to prevent the forms of school segregation and to prevent concentration in certain schools:

- The first concerns the catchment areas, formalized or only valued among the criteria in the event of redundancy, in order to ensure greater heterogeneity and mix.

- The second is the guidance of foreign students and their accompaniment along the school path that takes into account personal talents and inclinations rather than their origins.

- The third is the access to the state and parental kindergartens of foreign children.

- The fourth road is the correct information for Italian parents on the theme of class heterogeneity, presenting the challenges but also the positive potential for growth for all.

The registration in a specific class of a foreign pupil without a recognizable prior academic career must be carried out taking into account the age and the skills achieved. The smaller one coming from the foreign countries is enrolled, in by general, to the class corresponding to the registry age. Whereas the generalities of the smaller one cannot be verified, they are considered valid those declared.

Reception procedures

It is necessary to create a positive climate, to remove obstacles and to promote favorable information:

- Prepare the environment
- Prepare for the reception of parents through an assembly and individual interviews (collect data on the habits of children)
- Translate communications that precede inclusion in multiple languages
- Organize the procedures for a sweet insertion of the foreign child in the classroom
- Reconstructing his story through storytelling and cooperative games
- Organize the environment and routines
- Teaching the language of communication (relationship with peers and with the teacher)
- Predispose a useful tool: The Protocol for the reception, prepared, discussed and deliberated from the College of the teachers that contains criteria, principles and indications concerning:
 - The registration and the edited by insertion the Executive, with the involvement of the coordinators of class:
 - first knowledge of the foreign child
 - the choice of the class
 - the insertion in the class
 - the cultural mediation
 - the collaboration with other services

Subjects involved in the different phases:

- register minors
- collect the documentation relating to the previous schooling (if any)
- acquire the option to use or not to use any Catholic religion
- tell the referents of the schools and the Function Objective / Instrumental at the right moment, with the purpose to favor the following phases of the reception

- furnish to the foreign parents material in more languages for a first information on the Italian scholastic system

3) Internationalization Commission:

- Promotion of the protocol of reception
- Data monitoring of immigrant pupils
- Identifying the needs of immigrant pupils (literacy, support for study, socialization with classmates ...)
- Facilitation of the interview with the family through the presence of an experienced teacher or recourse to the cultural mediator, where possible
- The trend of insertion in a specific class
- The construction of entrance tests that do not exclusively use linguistic competence and research evidence in the language of origin
- The use of internal resources to respond to those needs of immigrant pupils who cannot be answered only in class work
- The intervention of the scholastic Executive for particular situations

Class teachers:

- They take knowledge of the collected data
- They establish a run of reception modulated on how much agreement with the Executive and the Coordinator of class or interclass
- They perform entrance tests to evaluate the overall skills of the pupil
- Detect needs and plan a specific learning path during the activities planned for programming and transcribe it on the electronic register
- They meet the family, agreeing on their mutual tasks regarding integration
- They promote interaction with classmates by promoting work strategies in couple, for a small group, of cooperative learning, tutoring
- They identify ways of learning the Italian language through paths individualized, internal and external resources, use of information technology, ...

- They valorize the source language of the students
- They plan runs of education intercultural for all the students

Determination of the class

It is operated by the Head of the Institute and the coordinating teachers on the basis of:

- of the registry age
- previous schooling and the education system of the country of origin
- of the investigations and of the information collected

Choice of the section

The insertion on the base is evaluated:

- the presence of other foreign students
- of the socio-cultural characteristics of the classes

Choice of textbooks

It recommends the use of simplified texts, with glossaries, also illustrative that explain the meaning of the words of non-daily use.

Resources available

To facilitate the integration of foreign students and the learning of Italian, the school can count on some existing resources that must be activated in a flexible and productive manner, and on other resources that can be obtained at the provincial, regional and national level.

- Teachers' comprehension, contemporaneity and time completion
- Additional teaching staff
- Calendar and time flexibility
- Additional activity to load of the institution
- Activity realized in accord with Associations and Local Corporate body
- School networks

This chapter will present a brief overview of best practice related to meeting the needs of refugee children in schools. There are also some useful practice application including both school and classroom levels. Inclusive education practices in three partner countries' schools normally occurring in very different cultural contexts. Therefore, in Turkish educational system there should be more concentration on financial supportive systems, accommodation and providing teaching materials to students. On the other hand, in European countries, there are more attention on integrating students to a new cultural formation. We share some specific practices in different cultural contexts in order to enhance students' opportunities on adapting cultural differences. Here we are highlighting specific issues within the multiple areas which can significantly influence the quality of refugee children's experiences in schools. More detailed discussions of these issues occur in the project full text.

Psychological Needs of Children

As is evident from the earlier review of literature on psychological needs of refugee children, this debates including children's characteristic, home countries cultural context and language learning skills. In addition, these best practice applications are able to compare different cultural boundaries would be most useful.

- Consideration in the assessment of pre-exile stressors and significant events, as well as post-migration factors and critical events.
- It is important to describe the coping strategies used to survive traumatic experiences.
- School-based, family and social and individual interventions need to be interlinked to recreate a sense of social belonging to society.
- Systemic and strategic family therapeutic interventions are helpful in redefining and reorganising roles, expectations, relationships and responsibility in the family to ensure the family continues to operate as a unit, within their cultural frame of reference.
- Psychological approaches need to integrate the refugee's cultural values related to healing. Recognising any healthy and constructive components to cultural refreshing is critical to the healing process.
- Creating the space for collaborative input from children in defining the goals for healing.

Structure of Schools, School Policies and Teaching Practices

- Effective communication channels between the school and home.
- Existence and the application of policies for eliminating racism and bullying.
- Principal leadership in supporting teachers and programmes which focus on helping refugee students.
- Active participation to instructional process of parents within schools.
- Teacher knowledge of the refugee culture and community.
- Professional development of teachers aimed at increasing their skills for teaching traumatised children, knowledge of symptoms and triggers of emotional relapses and confidence in referring students to appropriate services (when available).
- Students from the host country should participate in programmes to develop their skills of different cultures, importance of diversity in the classroom, human rights.

Inclusive Education

- Use curriculum not only content based but also skill oriented and performance or "portfolio-based" assessment processes focused on identifying obstacles to more effective learning.
- Regular classroom teachers need training on "culturally responsive" approaches to teaching all children, skills and expertise in inclusive assessment and teaching strategies.
- Programmes and interventions required to facilitate inclusion for refugees need to be developed in collaboration with schools at a local level.
- Employ professionals skilled at working with schools to develop and implement required changes and who can work within the system and support regular teachers.
- An inclusive perspective requires parental involvement as full partners in every aspect of the educational planning, decision making process, and provision of services for their refugee children.
- Educators of refugee children need to develop consensus building strategies to facilitate the development of working partnerships between parents, teachers and all other stakeholders.

- Developing effective learning and teaching strategies for refugee students requires consultants and teachers to learn to think, explain and act according to predominant metaphors and theories of these cultures.
- National education resourcing needs to support and address two strategies for teaching refugees – providing for the needs of individual students and providing for changing the knowledge and understanding of teachers, parents and communities.
- Pre-service teacher education needs to focus on inclusive teaching strategies, methods of increasing teacher awareness of different cultures and their experiences.
- Class-wide and school-wide support for teachers in adapting curriculum and teaching strategies.
- Policy makers need to provide an ongoing programme of professional development that supports schools and class teachers throughout the country to become skilled in inclusive educational practices, which focus on refugees.

FIRST MEETING BETWEEN FAMILY, STUDENT AND RECEPTION COMMITTEE

The day after the enrollment of the new student, the Instrumental Function and at least two teachers of the Reception Committee (Intercultural Referent for Intercultural, L2 Laboratory Teacher / Teacher of the various subject areas, Teacher representative of the parallel classes, both for the school primary for the first degree secondary, where the newly arrived student will be inserted), will meet the family and the student, in the presence of the mediator if necessary, to gather all useful information on the new member, but above all it will be a meeting in which the family will receive information and indications to orientate themselves in the new school reality and possibly in the territory. Subsequently, the new student will be given some non-verbal tests to ascertain basic skills in the logical-mathematical-expressive field. The tests given will only serve to know the previous skills of the newly arrived and to trace the training path susceptible to changes in itinerary. The non-verbal tests do not constitute the premise for defining the class to which they belong, to this end it is reiterated that according to the current legislation, the pupil must be included in the class corresponding to the age.

INSERTION IN THE CLASS

The teachers involved encourage inclusion in the classroom by informing the classmates of the new arrival and creating a positive waiting climate (they can plan specific welcome activities and knowledge, instruct a pupil to carry out activities as a foreign pupil tutor and possibly involve students of the same provenance already entered in the school ...)

Furthermore:

- 1 promote small group activities;
- 2 evaluate the opportunity to make use of the cooperation of mediators;
- 3 design the personalized study plan (PSP) in agreement with the teachers literacy;
- 4 express their evaluation based on the established PSP