

# LOCAL DIMENSION OF CHILDREN'S MIGRATIONS AND ITS IMPACT ON EU INTEGRATION POLICY

International Online Conference

4-5 December 2020



## Conference Programme & Abstracts



Interkulturalni PL



Kraków



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Migrant Children and Communities in a Transforming Europe

The project Migrant Children and Communities in a Transforming Europe (MiCreate) aims to stimulate inclusion of diverse groups of migrant children by adopting child-centered approach to migrant children integration on educational and policy level.

[www.micreate.eu](http://www.micreate.eu)

The conference organized by Stowarzyszenie Interkulturalni PL and Znanstveno-raziskovalno središče Koper

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## About the conference

The conference on "Local Dimension of Children's Migrations and its Impact on EU Integration Policy" had been planned to be held in Krakow, Poland as a second international conference organized within the MiCREATE project. The first one had been organized in Barcelona on 24<sup>th</sup>-25<sup>th</sup> of October 2019 under the theme of "Migrant children's integration and education in Europe. Approaches, methodologies and policies". It became introduction to the research within child-centered scientific projects focused on migration, integration, social cohesion and diversity across Europe. Fourteen months later it was time to share first results and findings of such research and consider them in the context of European Union's policy on integration of migrants and children with migration background.

Due to Covid-19 pandemic and restrictions imposed by Polish government that prohibited live events an international conference must have been organized as an exclusively online event. It will however give opportunity to hear speeches and discuss with over 30 academics from numerous countries, divided into the seven thematic panels, considering the following issues: integration problems and challenges from migrant children's perspective, best practices regarding integration and education of migrant children, as well as overview of the impact of COVID-19s national and supranational restrictions on the education of migrant children and well-being and social situation of refugee children and children seeking asylum.

The research consortium within the MiCREATE project encouraged to send papers which elaborated and explored both theoretical and practical problems of migrant children's integration in local, European communities. The conference will focus on child-centered approaches in recent migration studies, innovations in education which can stimulate the effective integration of migrant children or children in transition, including distance learning in the context of pandemic or ways to anchor and adapt children to the new environment. Three ongoing Horizon 2020 projects on children migration will be represented in conference presentations, followed by the academic papers.

The conference is organized by INTERKULTURALNI PL Association together with project's partners and the City of Kraków (Commune of Kraków).

The conference language is English. Participants will receive ZOOM link after registration.

REGISTRATION: <https://micreate.interkulturalni.pl/>

Conference Committee:

Anna Arshakuni, Jagiellonian University

dr. Adam Bulandra, Interkulturalni PL Association

dr. Jakub Kościółek, Interkulturalni PL Association, Jagiellonian University

dr. Joanna Talewicz-Kwiatkowska, Interkulturalni PL Association, University of Warsaw

## About the MiCREATE project

The project starts from position that the existing social and political order does not offer enough autonomous space where children could independently speak for themselves. Our aim is to create 'a space' where migrant children of all ages are able to communicate and share their experiences after arriving or being brought up in receiving societies. The proposed project embarks on a mission to gather their stories in order to support their needs and aspirations when it comes to integration into majority societies, with an aim to make heard the voices of the least powerful members of communities, as an argument and factor for change.

Stemming from the need to revisit the existing integration policies, the research project aims at comprehensive examination of contemporary integration processes of migrant children in order to empower them. The project is problem-driven and exploratory at the same time. Its exploratory part mainly concerns child-centred approach to understanding integration challenges, migrant needs and their well-being. However, the findings of the open-ended exploratory research will be used in an explicitly problem driven way – with an aim to stimulate migrant inclusion, to empower migrants and build their skills already within the (participatory) research.



Univerza v Ljubljani



## The Conference Programme

All times in CEST (UTC+1), Warsaw, Poland Time

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**4 December 2020**

11-11:30

### Welcome and introduction

Prof. Andrzej Kulig, Vice President of the City of Kraków

Dr. Adam Bulandra (Interkulturalni PL, Poland)

Dr. Mateja Sedmak (Science and Research Centre Koper, Slovenia)

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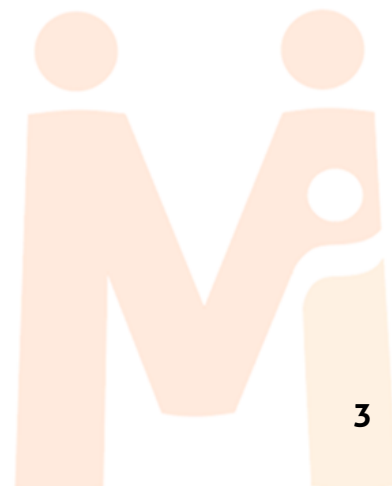
11:30- 12:30

### A keynote speech

Dr. Urszula Markowska-Manista (Faculty of Education, University of Warsaw & Childhood Studies and Children's Rights, University of Applied Sciences Potsdam)

*Children and Migration – Contemporary Dilemmas, Crises and Challenges of Policies, Research and Praxis*

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12:30-14:00

**Panel 1: Theoretical Considerations for Improving Integration of Migrant Children**

(Chair: Barbara Gornik)

1. Rachele Antonini (University of Bologna), *The NEW ABC Theoretical and Methodological Approach to the Integration of Children with a Migrant Background in Education*
2. Marijanca Ajša Vižintin (ZRC SAZU, Slovenian Migration Institute), *Our Emigrants Abroad and the Immigrants who Come: What Do They Have in Common?*
3. Shannon Damery (University of Liège), *Initial Outcomes from the H2020 CHILD UP Project: An Overview of Migrant Children's Integration and Educational Challenges and the Corresponding Local-level Best Practices in Seven Selected European Countries*
4. Søren Sindberg Jensen, Peter Hobel (The University of Southern Denmark), *Social Anchoring from a Children-centred Perspective Conceptualizing Integration in the Analysis of Two Cases from a Danish Context*

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14:30- 16:00

**Panel 2: Critical Look at various Educational Systems and Ways of Integration from the Perspective of Migrant Children**

(Chair: Shoba Arun)

1. Tina Høegh (The University of Southern Denmark), *Dilemmas in Research with Migrant Children*
2. Fernando Hernández-Hernández, Juana M. Sancho-Gil (University of Barcelona), *Abjection, Inclusion and Migrant Children: How Good Intentions Can Perpetuate Discrimination*
3. Gro Hellesdatter Jacobsen (The University of Southern Denmark), *Integration, Race, and "Doing Good" – Some Critical Reflections*
4. Paula Lozano Mulet, Silvia de Riba, Paula Estalayo Bielsa, Marina Riera Retamero, (University of Barcelona), *Theoretical Frameworks towards a Critical Cosmopolitan Curriculum. A Case Study in a Public School in Catalonia*

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16:30- 18:00

### Panel 3: School Life of Migrant Children – Difficulties and Challenges

(Chair: Alev Cakir)

1. Anke Piekut (The University of Southern Denmark), *Narratives of Othering and Belonging: Critical Incidents in Diverse Classrooms*
2. Fernando Hernández-Hernández, Juana M. Sancho-Gil (University of Barcelona), Maria Domingo-Coscollola (International University of Catalonia), *From MiCREATE to Drassanes World: Transforming School Culture through School and University Collaboration*
3. Lucy Hunt (University of Oxford), *Young Refugees' Perspectives on Post-compulsory (15+) Education in Mainland Greece: Learning Needs, Inclusion Challenges and Key Relationships during 'Unsettlement'*
4. Monika Skura (University of Warsaw), *Characteristics and Professional Competencies of Teachers from various Schools Working with Students with Diverse Cultural Backgrounds in Poland*

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**5 December 2020**

10:00-11:30

### Panel 1: Daily Basis of Migrant Children – Case Study

(Chair: Joanna Talewicz-Kwiatkowska)

1. Hristo Kyuchukov (University of Silesia), *Language Communication of Russian Roma Children in the Home Environment During Covid-19pandemics' crisis situations.*
2. Mira Liepold, Stella Wolter, Alev Cakir, Birgit Sauer (University of Vienna), *Waiting for Asylum in Austria: Well-being of Refugee Children in a Phase of Liminality and Precarity. Towards a Child-centred approach*
3. Shepherd Mutsvara (Pedagogical University of Krakow), *'The Odd-looking Fellow': An Autoethnographic Narrative on Identity and Exclusion of the Zimbabwean Child in the Diaspora*
4. Cătălin Berescu (Romanian Academia), *Homework, Home and Work in Informal Roma Camps*

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12:00- 13:45

## Panel 2: Polish Educational System and Migrant Children

(Chair: Joanna Durlik)

1. Anastazja Pylypenko, Paulina Martyna (Fundacja Dom Pokoju), *Barriers and Challenges of Roma Children Integration Exemplified by a Community of Romanian Roma Living in Wrocław*
2. Krystyna Slany, Justyna Struzik, Magdalena Ślusarczyk, Marta Warat (Jagiellonian University), *(In)visible Pupils? – Challenges on Integration and Support of Migrant Children in Polish Schools*
3. Joanna Stepaniuk (University of Warsaw), *Ukrainian Immigrant Children in Polish Educational Space – Integration Problems and Challenges*
4. Ewa Sowa-Behtane (Ignatianum Academy), *Preparing Teachers for Intercultural Education in the Context of Global changes (Using Poland as an Example)*
5. Alina Szulgan (58<sup>th</sup> Primary School in Warsaw), *Integration of Foreign Children in Polish School*

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14:15- 16:00

## Panel 3: Impact of Covid-19 on the Education and Well-being of a Migrant Children

(Chair: Judit Onsès)

1. Lucas Rech da Silva (Pontifical Catholic University of Rio Grande do Sul), *The Effects of Covid-19 on the Education of Migrant Students in Brazil: a Study of an Alternative School*
2. Lucija Dežan, Zorana Medarić, Barbara Gornik, Mateja Sedmak (Science and Research Centre, Koper), *Through the Eyes of a Migrant Learner Distance Learning and Equality During the Covid-19 Pandemic in Slovenia*
3. Damir Josipovič (Institute for Ethnic Studies, Ljubljana), *Migrations and Space in Corona-time: Troubled Borderlands and Minority Populations Revisited*
4. Aleksandra Szymczyk, Shoba Arun (The Manchester Metropolitan University), *Online Learning During a Pandemic and Its Impact on Migrant Children in Manchester, UK*
5. Anna Młynarczuk-Sokołowska (University of Białystok), *Hearing the Child's Voice. The Main Problems and Challenges of Remote Education in the Narratives of Students from the Białystok Migrant Community*

16:30- 18:00

#### Panel 4: Best Practices Regarding Integration and Education of Migrant Children

(Chair: Søren Sindberg Jensen)

1. Nettie Boivin (Jyvaskyla University), *Intergenerational Multimodal Oral Storytelling: Two-way Participatory Learning*
2. Joanna Durlik (Jagiellonian University), *How to School Polish School for Migrant Children? Main Needs for Improvement in the Polish Educational System*
3. Laura Malinverni, Paula Lozano-Mulet, Judit Onsès-Segarra, Miguel Stuardo-Concha (University of Barcelona), *Reflecting on Art-based Techniques to Support Children's Narrations about Themselves in a Multicultural Primary School*
4. Gabriela da Silva Bulla, Bruna Souza de Oliveira, Rodrigo Lages e Silva (Federal University of Rio Grande do Sul), *"O mundo é nosso": A Critical Literature Review on Challenges and Alternatives for the Inclusion of Migrants in Brazilian Schools*

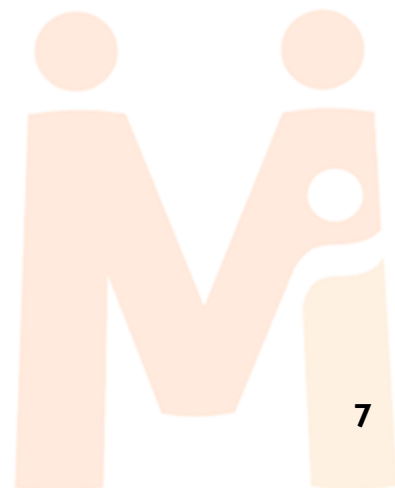
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18:00 -18:15

#### Closing remarks

Mateja Sedmak (Science and Research Centre Koper)

Adam Bulandra (Interkulturalni PL, Poland)



## Abstracts

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### A keynote speech

**Dr. Urszula Markowska-Manista**

#### **Children and Migration – Contemporary Dilemmas, Crises and Challenges of Policies, Research and Praxis**

Migration is a very broad subject. We often hear about migrants and participate directly or indirectly in migration processes. There are people with migration experiences among our family members and neighbours. Mass migration is currently also a subject of heated political debate within the parliaments of particular EU countries and in the European media. It might seem that in the barrage of media information, NGO reports, and academic research we are subjected to, there are no new topics in this area that do not repeat to us what has already been said, studied, and published. Yet there are still blank spots, crises and understatements. Child migration as a process that marks the lives of both adults and children demands constant reflection and a new, reliable interpretation of the reality in which children as migrants and societies call the hosts' function. Migration, and especially refugeeism, is usually triggered by situations that are more difficult to face than those encountered by adults and children at the next stage of their journey, in refugee camps, in the new country of residence. Migration usually stigmatises and forces one into submission. It leaves its mark especially on children. In my presentation, I would like to draw attention to unobvious aspects of migration, ones we are frequently unaware of, in which children play the main roles. Through reference to research, policies and praxis, I would like to draw attention to the situation of migrant children against the backdrop of the political crisis, but also the existential one, of our human values. It will not be a complete picture; I will only highlight examples of contemporary dilemmas, crises and challenges focusing on the place and situation of children in contemporary migration. I will also discuss the search for the de-colonisation of children's migration narrations.

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## Theoretical Considerations for Improving Integration of Migrant Children

Rachele Antonini

### The NEW ABC Theoretical and Methodological Approach to the Integration of Children with a Migrant Background in Education

A review of ongoing and recent past projects as well as reports by international organizations reveal how the attitude towards the involvement of children and their participation in research has changed. The UN convention on the Rights of the Child in 1989, and its subsequent ratification in subsequent decades by many countries, contributed to a paradigm shift in the sociology of childhood that determined a significant change in the perception of children's right to be considered active participants in society (Lansdown 1994; Hall & Sham 2007). This, in turn, has led to the re-definition of children's role and agency in constructing "their own lives, the lives of those around them and of the societies in which they live" (Prout and James 1990:8). However, "adult perceptions of children and children's marginalized position in adult society" (Punch 2002: 321) are still influencing how research with/on children is viewed and approached. More recently, funding bodies as well as organizations invested in the protection of children's rights have been advocating for a different approach to research with/on children by supporting and encouraging the implementation of co-creational and participatory methods of research that allow the voice of children and vulnerable groups to be heard and heeded.

This presentation will illustrate how the NEW ABC project will take a transformative approach and will contribute to educational, cultural and social inclusion by taking a collaborative and participatory approach in the co-creation of nine innovation pilot actions aimed at enhancing the integration of immigrant children and young people in education through collaborative partnerships that foreground young person-led innovation activities.

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**Marijanca Ajša Vižintin**

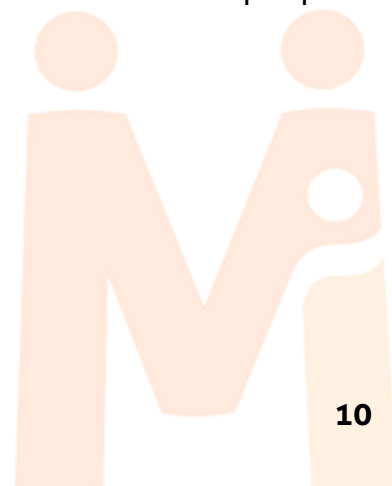
### **Our Emigrants Abroad and the Immigrants who Come: What Do They Have in Common?**

Slovenians reside in many European countries as well as on other continents. At the end of the 19<sup>th</sup> century, between WWI and WWII, in the second half of the 20<sup>th</sup> century, and even until today, Slovenians left (and have been leaving) their ethnic Slovenia lands (in the Austro-Hungarian Empire, Kingdom of Yugoslavia, SFR Yugoslavia and Republic of Slovenia) mostly as economic migrants or they simply wanted to lead a different life. There were also times when they were forced to leave the country because of their language, ethnicity or beliefs, or they tried to escape violence, war or other dangers. Do these people have anything in common with the economic migrants or refugees who came to our country in the 21<sup>st</sup> century to work or start a new life? They also believe there are better opportunities for building their career or for their children in a country other than their country of origin. Are migrations in the 21<sup>st</sup> century really something new?

Teachers could talk about these topics in history, geography, language or literature lessons. They could help students become aware of their history of emigration and immigration. Moreover, emigration from European countries across the Atlantic or to other European countries was typical not only for Slovenia, but for most European countries, at least at the end of the 19<sup>th</sup> century and between WWI and WWII. Today most European countries are both emigration and immigration countries. These issues should be addressed and could be implemented in most European countries. School curricula and textbooks should introduce these issues by using through historical facts and real life stories in school lessons. I believe this parallel perspective could help understand complex migration processes of and help the inclusion of newcomers.

Why is my paper child-centred? Many children were and are forced to migrate, or they migrate because their parents want them to. Some selected life stories from the last century presented in the paper will also include children's experiences of migration. In addition, children are also students and future citizens who influence the inclusion of newcomers. If they are given more information about their country's history of emigration and immigration and the complexity of migration, this could positively influence their perspective of newcomers.

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Shannon Damery

**Initial Outcomes from the H2020 CHILD UP Project: An Overview of Migrant Children’s Integration and Educational Challenges and the Corresponding Local-level Best Practices in Seven Selected European Countries**

Children with a migrant background face numerous challenges in school, and schools are also where society focuses a great deal of its expectations for migrant integration. As the migration landscape in Europe shifts, places that are welcoming large numbers of immigrants for the first time are looking for the tools and resources to accommodate this population, while places with long histories of immigration are finding new methods and practices. Clear data on the outcomes of programming designed to support migrant children in their integration, and to overcome the challenges they face in schools, is limited. Part of the reason for this is that a great number of initiatives exist only at the local level. The objectives of these programmes and the obstacles they face from inception to implementation, however, are enlightening. This paper presents the initial findings from the H2020 project, CHILD UP (Children Hybrid Integration: Learning Dialogue as a way of Upgrading policies of Participation) which researches the social conditions of migrant children’s integration through social participation, with the final aim of proposing innovative approaches to understand and transform these conditions. For this initial phase of the project, the partners compiled existing information on the situation of migrant children in schools (including scientific and grey literature as well as their local knowledge of educational practices and programming) in selected local contexts in Belgium, Finland, Germany, Italy, Poland, Sweden, and the UK. Based on this data, this paper links the context of children’s migration, integration, and the achievement gap (with migrant children having lower educational outcomes than local peers), with educational philosophies and approaches in local contexts. This highlights the different educational and integration challenges that are faced by children and families of various migratory statuses as well as the responses (or lack thereof) from governments and local actors (including individual schools and NGOs). To this end, the paper presents data on the achievement gap, the approaches to home and host country language learning, and systems of school governance in the selected contexts – which overwhelmingly offer a great deal of autonomy to local level actors, from regional authorities to individual teachers. Finally, the paper details the local level best practices, inside and outside of schools, as highlighted by partners. While the chosen practices in each local context were different, they centred around common areas including: combatting bullying and discrimination, improving the parent/school relationship and communication, one-on-one mentoring amongst children, and teacher training. The unique view that is offered by having input from local experts and data on local practices allows for greater insights into the challenges and possible solutions regarding integration. As can be seen from the common elements of the obstacles and approaches, these best practices can be widely shared amongst other local level actors.

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Søren Sindberg Jensen, Peter Hobel

### **Social Anchoring from a Children-centred Perspective Conceptualizing Integration in the Analysis of Two Cases from a Danish Context**

Studying the integration of migrant children and youth poses a number of challenges, both theoretically and methodologically, to the researcher, giving how politicized and controversial 'integration' has become in public discourse in many European countries. Approaching the matter from the perspective of children and youth in a children-centred perspective only adds to this complexity. Hence there is a need for adequate and context-sensitive conceptualizations of 'integration' and related theoretical notions.

We ask the following research question: How can we code, analyse and interpret interviews with migrant children and field notes from observation sessions when looking for how migrant children conceptualize and construe integration?

In order to answer the research question, we discuss and explore the utility of the theoretical notion of 'social anchoring' (Grzymala-Kazłowska, 2016, 2018) as way of conceptualizing integration in the study of integration processes within the MiCREATE project. Furthermore, focusing on the integration of migrant children in the context of schools, we discuss and explore the utility of the theoretical notions of 'cultural regimes' (Paulsen 2013) and 'acculturation' and 'accommodation' (Banks 2011a); the first notion addressing the approach to education and learning in a diverse classroom, the two next notions addressing the context of the identity work of children. The perspective of civic education is included (Banks 2011b).

Taking this discussion as our starting point, a model for coding, analysing and interpreting interviews and field notes is presented, and two analyses of interviews with migrant children are presented in order to discuss the usability and validity of the model and analytical strategy.

One of the informants is a child in the 10-13 age group and the other is in the 14-17 age group. Both informants are newly-arrived migrant children.

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## Critical Look at various Educational Systems and Ways of Integration from the Perspective of Migrant Children

Tina Høegh

### Dilemmas in Research with Migrant Children

In this paper I discuss ethical and communication dilemmas concerning the work with and around the children and youth we are looking at in the MiCREATE-project. My question and interest is to examine the question: What kind of knowledge and experiences do we collect about life conditions and wishes for initiatives from children and adolescents for integration who are in transition and/or newly arrived as migrants, and how can we make appropriate situations interviewing them?

The motivation for discussion are experiences from our fieldwork and interviews shared among MiCREATE-project research partners, where meeting the child using a child-centred approach demands extremely high sensitivity to contextual and communicative adaptation. In some cases it is impossible due to ethical considerations and communication limitations (language/translation or other circumstances), and these leave us with the question: What kind of knowledge and experiences am I gaining here?

The method is 1) to examine the communicative situation between researcher and child/adolescent in discursive and contextual detail, and 2) to mirror these analyses in a *stimulated recall* setting (Gass and Mackey 2016) with the experiences and reflections that the researcher who conducted an interview respectively had or has. This means that the aims in the paper are to collect and analyse stories from the interviewees and discuss their methodological reflections, and it means that the perspective in focus of the analysis is the interviewer and the questions asked, the discursive moves around the questions etc. This means that the perspective is the researcher's ethical considerations and communicational *doings* in an extremely complex situation interacting with the child or young person.

The ground for analyses of discourse are phenomenological and ethnographic (Schutz 1976; Perregaard 2016; Rosenthal 2004; Høegh 2017a and b), dialogic (Bakhtin 1981, 1986; Bakhtin 2003, Andersen 2017) and are inspired by positioning theory (Davies and Harré 1990).

Since this study has just started, the presentation at the conference does not yet have any results to present, but a methodological framework to present and discuss.

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**Fernando Hernández-Hernández, Juana M. Sancho-Gil**

### **Abjection, Inclusion and Migrant Children: How Good Intentions can Perpetuate Discrimination**

One of the controversial questions raised by the Social Sciences in relation to the (non) reception policies carried out by European countries following the increasing exodus of refugees from the wars in Syria and Libya implies, according to Nyers (2003), emerging forms

of political subjectivity and practice that contest the state's claim to monopolise the subject(s) of protection on its territory. To problematise or contest this claim, becomes a critical moment of dissidence of the universal subject rationality emanating from cosmopolitan theory. An introduction to the concept of abjection and its relevance could be a strategy for understanding the tension between the consideration of the migrant as a foreigner/abject.

Bonnie Honig's (2001) approach to cosmopolitan theory argues that the ambiguous narratives regarding the figure of the foreigner can serve as a critical resource for moving beyond state-centric accounts of political agency. Abjection describes a degraded, wretched, and displaced condition. Cosmopolitanism is quite a different thing, calling for an inclusive, sophisticated, and worldly demeanour. 'Abjection', as Nikolas Rose (1999) declares, "is an act of force". However, to see abjection as a practice of force underscores how 'being abject' is, in fact, always a matter of 'becoming abject'. As Rose (1999) states: "Abjection is a matter of the energies, the practices, the works of division that act upon persons and collectivities such that some ways of being, some forms of existence are cast into a zone of shame, disgrace or debasement, rendered beyond the limits of the liveable, denied the warrant of tolerability, accorded purely a negative value." (p. 253.)

Popkewitz (2008) points out the importance of paying attention to the "double gestures of pedagogy as processes of abjection" (p. 20). If abjection is related to isolation and exclusion of qualities of people outside of spaces of inclusion, research carried out in schools in Catalonia where the MiCREATE project has been carried out reveals:

- Defining schools attended by migrant children as 'high complexity' means configuring them with a stigma of abjection, insofar as this denomination defines a dispositive (in Foucault's terms) that is linked "to the recognition given to excluded groups for their insertion" (Popkewitz, 2008, p. 21).

- In the school's narrative and in the methodological perspective adopted by MiCREATE, the category of 'migrant children' is used to delineate a group of individuals whose social status is not entirely 'part of': it is acceptable for inclusion but is nevertheless excluded.

- In educational policies and school practices, the migrant child, in the host school, "inhabits the interstices" between the need for resources and intervention programmes considered as "special" (host classrooms, support staff, adapted teaching strategies...) to allow access and equality and, at the same time, is considered "as different and as the Other, who remains outside" due to his condition and quality of life (Popkewitz, 2008, p. 21).

- Expressions such as empowerment, integration, multiculturalism, interculturalism, problem solving, collaboration are part of "abjection processes". "They function as gestures of hope for an inclusive society" that will be achieved through pedagogical innovations and reforms. However, says Popkewitz 2008, p. 21, "the very formulation of such hope is a reflection of the fears of a part of society about the dangers and dangerous populations that threaten the desired future" that is oriented towards universalist cosmopolitanism from which migrants are excluded.

Abjection is a way of reflecting on the complex set of relationships of inclusion and exclusion that affect migrant children. Educational policies and school practices incorporate certain qualities of life and people. However, they also simultaneously exclude them.

Thinking about cosmopolitanism as a process of abjection allows us to think differently about the schooling of migrant children and practices and research focused on the child-centred approach.

Finally, we rescue Judit Butler's (1993) proposal that invites us to challenge what is seen and done without questioning, for example, the child-centred approach, and as something natural to generate subjects and regulate their behaviour.

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## Gro Hellesdatter Jacobsen

### Integration, Race, and "Doing Good" – Some Critical Reflections

Integration is a central concept in the MiCREATE project. According to the project description, the project aims, through a "comprehensive examination of contemporary integration processes", are to "stimulate the inclusion of diverse groups of migrant children". This must be undertaken by "adopting a child-centred approach to [...] integration" and "revisiting integration policies".

A basic definition of integration reads "incorporation as equals into society or an organization of individuals of different groups (such as races)" (Merriam-Webster, 2020). As a research term used in the MiCREATE project, integration may be understood as "the process by which people who are relatively new to a country (i.e. whose roots do not reach deeper than two or three generations) become part of society" (Rudiger & Spencer, 2003).

However, in debate and policy, integration is highly politicized and contested. In the Danish context, the concept of integration is often related to the problematization and racialization of immigrants (especially the 'non-Westerns' which is an official state term), which paradoxically seems to make successful integration unobtainable. Therefore, researchers must be completely aware of the differences between 'emic' and 'etic', or folk concepts and analytical concepts (Wacquant, 2011) when researching integration. As Danish anthropologist Mikkel Rytter warns: "uncritical use of the concept of integration in academic

writings may re-enforce and even widen the asymmetrical power structures that it was intended to describe, analyse and understand in the first place” (Rytter, 2019).

On this basis, the paper will discuss the implications for doing research with and about migrant children, focusing on addressing ‘race’ and racialization processes as well as the integrationist implications of ‘doing good’ (Padovan-Özdemir & Øland, 2020) among both school professionals and researchers. The aim is to contribute to a more nuanced understanding of how to research integration while also promoting a child-centred approach.

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**Paula Lozano Mulet, Silvia de Riba, Paula Estalayo Bielsa, Marina Riera Retamero**

### **Theoretical Frameworks towards a Critical Cosmopolitan Curriculum. A Case Study in a Public School in Catalonia**

“The cosmopolitan curriculum is for everyone, while the traditional curriculum is just for some students”. These words, from a headteacher of a public school in Barcelona, shape the goal of the new project that is currently being implemented in this institution. Each academic year the school develops a transversal proposal with the aim of transforming everyday life in the school. Thanks to the fact that this school is collaborating with the international project MiCREATE, some of the reflections emerged from our fieldwork have contributed to rethink the hegemonic curriculum.

It is within this context that we have developed this research. Our goal is to contribute to the school’s project through elaborating, in a dialogical way, theoretical frameworks for their practice. For that purpose, we carry out a literature review focused on: (1) Cosmopolitanisms (Lemos and Robbins, 2017); (2) Cosmopolitan Curriculum (Rizvi and Beech, 2017; Popkewitz, 2008/2009); (3) Critical Cosmopolitanism (Abu El-Haj y Skilton, 2017); (4) Critical transnational curriculum (Bajaj and Bartlett 2017); (5) Decolonial education (Ponzanesi, 2012;

Wood, 2017; Zembylas, 2018) and (6) Post-colonial Curriculum (Da Silva, 1999). This literature review is undertaken through a Critical Discourse Analysis (CDA) approach. Specifically, we follow the Van Dijk (2016) CDA' conception which claims that it "is a type of research that focuses on discursive analysis and studies, mainly, the way in which abuse of power and social inequality are represented, reproduced, legitimized and resisted in text and speech in social and political contexts" (p. 204).

According to Guo & Maitra (2017) the school curriculum is "homogenized and assimilationist" (p. 86) and it encapsulates "(often implicit) ideologies about how young people learn and how an 'educated person' should act and think" (Bajaj y Bartlet, 2017, p. 29). As a result, it gives priority to dominant subjectivities and social representations, while "reproducing power and privilege positions" (Díez, 2018, p. 36). Moreover, decolonial perspectives have remarked the need of reconfiguring euro-centric curriculums in order to embrace broader perspectives of the world (Ponzanesi, 2012, p. 26), not only in order to learn other systems of knowledge, but for destabilizing the idea of whiteness as a universal and avoiding the essentialization and classification of the 'others' (Sintos Coloma, 2017, p. 99). Thus, the following questions emerge: How to develop a non-ethnocentric curriculum? How to elaborate a curriculum which takes into account and enables other forms of subjectivities and social realities? How to explore a curriculum "that does not separate issues such as knowledge, culture, aesthetics with notions as power, politics and interpretations"? (Da Silva, 1999, p. 25).

The notion of cosmopolitanisms (Popkevit, 2009; Rizvi y Beech, 2017; Ponzanesi, 2018) allows us to open up lines of flight to face these questions, not as a fixed formula but as a *rhizomatic* network that interconnects different realities through a contextual perspective. This embraces a critical and political perspective to go beyond abstract proposals. As a contextual and situated project elaborated for and with a school, its aim can connect with global justice purposes (Cano, 2017, p. 277).

As our work is an ongoing process, we propose some lines of discussion that could contribute to the school's project: Can this proposal be a practice of resistance to reconfigure the current hegemonic curriculum? How can a cosmopolitan curriculum become a tool that enables other ways of living together in school, more inclusive with the diversity of experiences and subjectivities of the students?

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## School life of Migrant Children – Difficulties and Challenges

Anke Piekut

### Narratives of Othering and Belonging: Critical Incidents in Diverse Classrooms

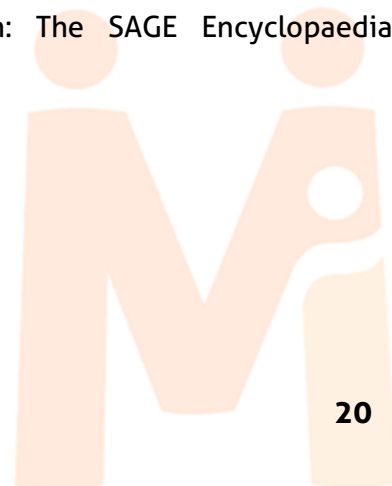
In my paper, I am focusing on how schools with diverse classrooms (or 'reception' classes, as is the case for Denmark) with migrant adolescents ages 13-17 mediate and control narratives of ethnicity and culture, and how teachers, often implicitly, engage in cultural normativity in regard to migrant student experiences and comprehensions of being a young migrant in Denmark. By bringing together narrative theory and the concept of 'critical incidents', I will point at processes of cultural misunderstanding and othering in the diverse classroom. As storytelling, or creating narratives, can be defined as an interactional accomplishment by at least two participants (Gubrium & Holstein, 2009), in the context of school it seems that the interactional dynamics are in favour of the teachers, as the student experiences and perceptions only partially are recognized or taken into account. By defining a narrative as an organized whole with events, actions and a plot (Polkinghorne, 1995; Clandinin, 2007), the linkage of events to a plot is key, as the plot functions to compose or configure events into a narrative (Bruner, 1986). Understanding the configuration of events

in a classroom as a narrative, the narrative plot narrows down what to include and to exclude in daily pedagogical practices. 'Critical incidents' in the classroom can be understood as encapsulated and condensed narratives. These 'critical incidents' seen as narratives of culture, othering and belonging (Bakhtin, 1986; Dervin, 2016) will be examined, as well as the concept of 'critical incidents' as part of a narrative understanding. For an incident to be 'critical' it must be exemplary and function as an interpretative key as part of lengthy and broad ethnography and participatory observation in classes. The critical incidents encapsulate social relations and cultural understanding, embedded in the context of school. Such a critical event can be categorized as an 'extreme instance' and can be viewed as a narrative of what is both perceived of as 'critical' and what appears to be significant in the ongoing fieldwork (Erickson, 1977; Emerson, 2014; Simmons, 2018). In the presentation I will focus on two key incidents from two classrooms with migrant students aged 13-17. In focus are the student's perceptions of the incidents, as observations and narrative interviews are the main data for the analysis. As such, the adolescent's perceptions and sense-making of classroom practices are not retrospective perspectives, but evident and strong 'on the spot' observations in the overriding narratives of othering and belonging in the classroom, and in the wider society.

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**Fernando Hernández-Hernández, Juana M. Sancho-Gil, Maria Domingo-Coscollola**

## **From MiCREATE to Drassanes World: Transforming School Culture through School and University Collaboration**

In the field of education, a common difficulty found by researchers seems to be the approval of educational communities for becoming 'objects' of their studies. In our long career as educational researchers, closely engaged and committed with institutions, we had been able to explore the root of this. The implementation of logical positivist approaches to educational research has given school communities the 'nasty' feeling that they were not agential human beings, rather objects to be converted in numbers, statistics, ANOVA and standard deviations.

As expressed by the principal of one of the schools where we conducted one of the first ethnographic studies in Spain (Sancho et al., 1993): "the only thing researchers do is taking data and running". Even more "evaluating our performance and results without taking into account our working conditions".

### **Connection with MiCREATE**

By taking into account his background, this contribution reflects part of the work undertaken in the MiCREATE project with Drassanes primary school, and an educational institution placed in the old district of Barcelona with which we have already undertaken other projects for four years. We go on from the beginning of our negotiation process, when we invite a managerial team to the school to explore how the institution is coping and responding to student cultural diversity. They told us "you are helping us to look at something we usually neglect". This neglected zone is about how eurocentrism and colonialism has a place in the curriculum, the pedagogical relations, and the views of teachers at school. Our ongoing relationship with this and other schools has been possible by the institutional ethos (willingness to learn and to improve) and our research group positioning (researching with not others based on a relational ethic).

### **Best practice focus**

Specifically, in this contribution, we focus on several issues that, according to the school staff, their participation in MiCREATE allowed them to think. They realized that:

- They look at students but do not reflect on how they gaze;
- They care and welcome students, consider their social, economic, and cultural diversity but never think about how they look at them, what they want from them;
- They do not ask how the school community perceives, experiences, expects, looks with distance, is afraid of, misses....

They also asked themselves to what extent the notion of inclusion/integration entails a colonization gaze. How far the existing curriculum is euro-catalo-centric (Hernández-Hernández & Sancho-Gil, 2018). From there, they started reflecting on the importance of

taking into account student experiences and views (child-centred approach) through art-based research (visual display of their strengths, visual narration of their life-stories, word cloud). They began to appreciate the educational value of rescuing the social and cultural subject and not only the pedagogical subject (Hernández, 2010), as well to reinforce the importance of including community networks in school life.

All these reflections took them to the following question: how to develop a relational curriculum where young students, teachers, parents and the community could contribute to learning from differences and questioning the hegemonic narratives on cultural identities and the pre-eminence of Western knowledge. Exploring this question, they asked several controversial questions regarding the notion of cosmopolitan (Popkewitz, 2012). Based on these ideas this academic year, the school launched the project "World Drassanes: Who I am, how we learn, who we are.

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## Lucy Hunt

### **Young Refugees' Perspectives on Post-compulsory (15+) Education in Mainland Greece: Learning Needs, Inclusion Challenges and Key Relationships during 'Unsettlement'**

"With a steady flow of young refugees arriving in Europe, their participation in education is increasingly important for social cohesion and positive psychosocial impacts. However, little academic attention has been paid to their post-compulsory (15+) education experiences at Europe's borders. Little is known about their challenges in Greece, for example, despite high numbers of 15 to 17-year-olds continuing to arrive, and recent (inter)national policy initiatives being implemented which aim to integrate youth into both formal and non-formal educational structures. While access has increased since 2016, only half of all secondary-age refugee youth enrol in high school, and drop-out rates are high. Non-formal educational activities run by NGOs, for their part, see high but inconsistent levels of engagement. More research is therefore needed to investigate the factors influencing

participation in these learning environments, departing from young people's own perspectives.

This paper is based on nine months of ethnographic fieldwork conducted in Thessaloniki, Greece for a doctoral project which contributes to filling this gap. Specifically, it aims at 'thick description' of young refugees' educational aspirations and decision-making processes and the social and contextual factors which impact them. This is undertaken through participant observation as a volunteer teacher, focus group discussions (involving creative methods) and interviews with 'stakeholders' such as teachers, parents, social workers, coordinators and cultural mediators. The paper presents findings addressing the micro-level of the individual and their everyday experiences in these 'spaces of encounter' (cf. Valentine), and how relationships with family, peers and teachers impact their aspirations and participation. It therefore takes a relational approach which aims to uncover the multiple, overlapping social influences on young refugees' decisions to participate in education - and the conflicts between them. It also problematises the nature of 'integration' as a concept, especially during a period of 'unsettlement' or 'waithood' (cf. Honwana). It concludes with young refugees' own suggestions of 'good practices' and key relationships to leverage to support their participation."

Why my paper is child-centred?

This paper is based on interviews and focus group discussions with refugee youth. It aims to help the audience view young refugees' educational challenges from the bottom-up, focusing on the individual level.

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**Monika Skura**

### **Characteristics and Professional Competencies of Teachers from various Schools Working with Students with Diverse Cultural Backgrounds in Poland**

A teacher has the accumulation of knowledge, skills, insight and provides support which plays a critical role in student learning and achievement. I wish to identify the characteristics of those who teach and care for students with SEN in different types of schools. The study aimed to explore what teachers' personal and social competences as well as skills in working with students from diverse cultural backgrounds are. I tried to determine in detail whether the workplace (mainstream school, integrative school, special school) or the teacher's professional type (general, support, special) differentiate respondents' declarations of willingness to work, preparedness, experience and difficulties in working with students with different educational needs. In addition, after separating the opinions of individual groups of teachers in terms of these four aspects of working with students, I wanted to determine whether they differ in terms of the level of emotional intelligence and social competences from people who expressed a different assessment of working with students with adaptation difficulties.

The research comprised 225 teachers working with SEN students: 97 supporting teachers, 64 regular school teachers, and 64 special school teachers (those with ID and autism). The data was collected using a questionnaire, the Two-dimensional Emotional Intelligence Inventory (DINEMO) and the Social Competence Questionnaire.

The study reveals that teachers have little experience of school work with students from diverse cultural backgrounds. The group studied shows indecision as regards their willingness to work with culturally diverse students (the number of proponents is similar to the number of opponents). Lack of preparedness to work with students from culturally diverse backgrounds is particularly visible among teachers of special schools, while teachers of mainstream schools are second in this regard. It also seems that the respondents confuse the terms referring to students from national minorities and refugees. They find it difficult to determine which groups in Poland belong to national minorities, and which to ethnic minorities. The conducted analyses aiming to determine whether teachers of culturally diverse students working in various schools have a different level of emotional intelligence and social competences, allowed to observe that those with higher test scores are better prepared to cope with socially-challenging situations and are open to forming relations with other people. Such features as the ability to build social interactions, hence understanding one's own and other people's emotions, as well as forming bonds, seem particularly important in working with students with adaptation difficulties.

The need to understand how important the recognition of complex challenges and the skill to work with students with multiple educational problems are, necessitates a new postulate directed at universities and schools.

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## Daily Basis of Migrant Children – Case Study

Hristo Kyuchukov

### Language Communication of Russian Roma Children in the Home Environment During Covid-19 pandemic's crisis situations.

The paper presents the results from research undertaken among Russian Kalderash Roma in the surroundings of Moscow at the beginning of the Covid-19 pandemic crisis.

Before the start of the lockdown in Russia, Roma parents in a small town 100km outside Moscow stopped their children going to school. The researcher spent a week with a Roma family using an ethnographic approach for observation. The goal of the study was to discover what kind of literacy or/and language activities the children use to communicate between themselves and with extended family members. The conversations were mainly in Romani. The register of the adults was also observed.

The children were also tested with a special test in Romani which measures the knowledge of Romani grammatical categories. 19 children between the age of 6 to 10 were

tested and their results showed that at this age 85% of the children knew the grammatical categories of Romani. The paper will present and discuss which grammatical categories the children know and which grammatical categories are still difficult to acquire.

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**Mira Liepold, Stella Wolter, Alev Cakir, Birgit Sauer**

### **Waiting for Asylum in Austria: Well-being of Refugee Children in a Phase of Liminality and Precarity. Towards a Child-centred approach**

In the course of the implementation of the Vienna Basic Service Act (*Wiener Grundversorgungsgesetz*) in 2005 and especially since the 'summer of migration' in 2015, the City of Vienna has provided various temporary basic services accommodation for asylum-seeking refugee children and their families. Some refugee children and their families have been waiting for a positive asylum decision in temporary basic services accommodation since 2015. Refugee children are particularly vulnerable in this "phase of liminality", an uncertain threshold phase (Victor Turner) which creates "precarious lives" (Judith Butler).

This article examines the well-being of refugee children living in temporary basic services accommodation in Vienna. Austria is an interesting case, as the country has adopted the UN convention of children's rights, but at the same time gradually has been restricting the right to asylum.

We analyse how children experience institutional settings of liminality, insecurity and precarity. The aim is to contribute to a sound understanding of the experiences of refugee children during the time waiting for a decision on asylum and to a child-centred perspective on refugee children that focuses on the needs, wishes and the agency of refugee children. This article is based on 15 semi-structured interviews with refugee children conducted in Vienna between August and October 2020. The results indicate that in order to support the well-being of refugee children in this phase of liminality and precarity, not only individual emotional support but also institutional support is required, e.g. a child refugee policy that is child-centred and thus specifically targets the well-being of the children.

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## Shepherd Mutsvara

### **The Odd-looking Fellow': An Autoethnographic Narrative on Identity and Exclusion of the Zimbabwean Child in the Diaspora**

Zimbabweans continue to migrate *en-masse* to neighbouring African States and international destinations ever since the radical land reform programme of 2000. Most Zimbabweans in the diaspora have constrained immigration status and as such this has led to the social and legal exclusion of the Zimbabwean child in the new hosting country. Therefore, using South Africa and Poland as prime case studies, the question for determination in this paper is two-fold. First, it needs to be demonstrated, through literature review, if South Africa and Poland are providing an enabling policy framework to integrate Zimbabwean children in their communities despite the immigration status of their parents or guardians. To this end, the paper incorporates autoethnography in analysing data gathered through an online survey (n=77). The second line of enquiry is political, and examines the Zimbabwean government's efforts in containing mixed migrant flows to other countries. The results of the survey reveal that children who migrate with their parents or guardians within Africa face a myriad of social and legal challenges in the new host country. The migration status of their parents or guardians significantly determines the range of economic, social and cultural rights they enjoy without giving regard to the child's best interests. On the other hand, as Zimbabweans migrate out of Africa, the challenge faced by accompanying children is more social than legal. They face social and cultural issues which heavily impact on their self-esteem and identity. The paper concludes by evaluating the Zimbabwean government's efforts in addressing the drivers of emigration. Zimbabwe's image as a failed state is translated onto her citizens and impacts negatively on the way they are viewed in the socio-political spheres of the hosting countries. This invariably has a negative bearing on the best interests of the Zimbabwean child in the diaspora.

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**Cătălin Berescu**

### **Homework, Home and Work in Informal Roma Camps**

*"My child goes to school every day, their son (the neighbours') doesn't! They all lie about their children going to school, I am not lying to you, mine truly does, he always did, he's in the second grade now, the car picks up the children in the morning and brings them back in the afternoon." The caravan houses three people and it is organized, kept and decorated like the house she had in her village in Mureș, except that most of the objects are local, recuperated or received and they concentrate an amazing diversity of cultural references, assimilated as decoration or, in the case of the Muslim objects, as signs of friendship, a gift from the patron of her husband. The child is already more French than his parents, she also attended kindergarten despite their continuous change of location during the last years.*

Children living in shacks and makeshift shelters are often regarded as the most vulnerable actors of transnational migration. My research followed the practices of families regarding the way in which children are integrated in the rough spatial context of informal settlements, with little or no access to utilities, exposure to hazards and insecurity. Based on fieldwork with Roma families originating in Romania in the periphery of Paris (Bobigny, Saint Denis, Aubervilliers), several experiences in Naples, Italy, and also on numerous occasions in which I encountered families in the corresponding localities of origin (Călărași, Ploiești, etc), I propose an analysis of the physical space that children occupy in the economy of the family, in the space of the informal shelter and in the management of the surrounding area of the camp. Some findings indicate that the child is a central asset in the integration policy of the family, and that his or her wellbeing is not only a natural option of the parents, but a question of the political economy of the migrant family.

Why and how my conference paper is child-centred? \*

The paper is built on a set of research experiences in France and Italy that used participatory observation as the main methodological tool alongside visual documentation. The particular situation of illegal Roma camps and the very vulnerable situation of children that live in makeshift shelters only allows mediated verbal contact, nevertheless, cross-interviews and direct observations allowed me to systematize the findings and place them in a larger housing policy context. As an architect, my work is largely centred on the shelter and

the environment but I chose to focus on children following the many discussions on the legalization of informal settlements that I was part of, that were taking place in various political contexts, and in which the situation of Roma children was central. The argument of the dire situation of children is often used against the parents, as a racist trope. The situation on the field is a great deal more diverse, nuanced and, in many ways better than expected. Moreover, at least in France, the child is a mediator of integration, and the education of children operates as a leverage tool for the family that lives in a situation of informality in their relations with the authorities.

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## Polish Educational System and Migrant Children

Anastazja Pylypenko, Paulina Martyna

### Barriers and Challenges of Roma Children Integration Exemplified by a Community of Romanian Roma Living in Wrocław

The purpose of this article is to present barriers and challenges of the integration of Roma children exemplified by the community of Romanian Roma living in Wrocław. For about 30 years approximately 200 representatives of this society lived in a settlement on the outskirts of the city. It so happens that most of Roma were able to get by without education for centuries, they did not see it as a necessity. Being 'invisible' to the system they avoided compulsory schooling, but for the past 10-15 years the situation has radically changed. Since Romania is in the EU their citizens have access to social welfare in Poland. Moreover the administration of private and public land has also changed, regulations are stricter, surveillance systems work increasingly better. These seemingly side issues have amounted the Roma community being more visible and has create a situation where we can now ask questions about their exclusion from the Polish majority.

A new project appeared, with the support of the city authorities, the purpose of which was to help the Roma community become an independent, integrated part of the residents of Wrocław. Members of the community are offered accommodation and support in many areas of everyday life that include healthcare, social welfare, help with employment, integration and education. All of them reveal many life difficulties but undoubtedly integration and education are the most challenging. While working on the project it became increasingly clear that the Polish educational system is designed *exclusively* for people who take part in it from generation to generation. It seems this factor is a paramount obstacle for children to be integrated into the system. On the one hand the children lack the support of their parents, on the other hand, the educational system in Poland is not prepared to include such children. *The major barrier* is that these children do not enter schooling at the appropriate age, they often skip several years of schooling and the system is not prepared to compensate for the loss of



these years. Since the parents did not partake in the process themselves they cannot offer the necessary support to their children. What this reveals is actually how much parent participation is needed in the whole educational process.

At present, the only possible solution to this problem has been an individual personalized approach, which is carried out through the analysis of the situation by a family assistant, cooperating with the child's parents, as well as the cooperation of a large number of organizations, without which it is impossible to adapt the education system to the needs of Roma children. However, this is still not enough until the education system starts to notice children with special needs and provide them with the required level of support. Ultimately, 'the monolith' of Polish education needs to offer a more flexible approach.

This paper aims at inspiring future practices and presenting the potential problems of integrating Roma children. We want, however, to highlight that it is worth looking at every actor in this process as capable of change, but the measure for success cannot be expressed in numbers (be it children's grades or just attendance) but in their happiness.

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**Krystyna Slany, Justyna Struzik, Magdalena Ślusarczyk, Marta Warat**

### **(In)visible Pupils? – Challenges on Integration and Support of Migrant Children in Polish Schools**

In recent years Poland has been gradually becoming a migrant country, experiencing increased visibility of migrant children at schools. In this situation, the question arises to what extent Polish schools are ready to accept these children, enhance their agency and support integration processes? Are schools able to effectively support migrant children linguistically as well as help them enter class groups in the course of their educational activities? What is also important is to what extent are schools supported in these activities by local communities, local government and finally the state? Moreover, we ask how the Polish education system is perceived and navigated by students, with particular emphasis on migrant children and their parents. Do they feel they would get help and support when needed, or do they feel they have to cope by themselves?

In our presentation, we refer to quantitative research carried out in schools as part of project *CHILD-UP: Children Hybrid Integration: Learning Dialogue as a way of Upgrading policies of Participation* (Horizon 2020) in Kraków and Łuków. On the one hand, we have been interested in the integration of migrant children in the largest Polish cities, and the troubles and challenges of everyday school life. Their school relations and agency were also investigated. Moreover, we wanted to explore the integration experiences of children, whose parents are refugees or are involved in the refugee procedure.

In both research locations, the questionnaires were distributed at the beginning of June and in September 2019. As it appeared that the number of returned questionnaires would not be sufficient for the research goal, it was decided that the research area would be

expanded to include the Primary School of Bezwola attended by refugee children from the Centre for Foreigners in Bezwola and public schools in Poznań, Warsaw, and Gdańsk. Altogether, there were over 600 questionnaires collected from children and approximately 500 from parents. Besides, teachers, social workers and cultural mediators and/or interpreters were also interviewed. The research conducted in the region where there are refugee centres, resulted in a significant number of migrant children in the classroom: over 20%. In large cities like Krakow, where groups of economic immigrants are visible, the number of migrant children in classes was small, usually numbering two or three. A certain number of immigrant children in the class affected not only the structure of the class, but also school interactions (children-teachers) and peer relationships.

The research results have shown that despite an inconsistent integration policy and lack of support for institutions, the school is an important place for integration due to the positive course of relationships with teachers and relationships with students. A positive assessment of school activities at the level of specific settings was expressed by teachers, parents and children, on average, children with a migration background more often agreed that they comply with school regulations by listening to their teachers, following instructions and informing teachers about their needs. Children with a migration background are much more convinced than non- migrant children that teachers treat the pupils fairly and take care of them. The most common problems were troubles connected with the daily school routine but most of the children confirmed that they are able to get help when in trouble. However, the challenge remains if such a positive assessment applies to the whole country and how to transfer these good practices at a systemic level.

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**Joanna Stepaniuk**

### **Ukrainian Immigrant Children in Polish Educational Space – Integration Problems and Challenges**

The title of this paper refers to the diagnosis of the situation of Ukrainian children in Polish educational conditions. The issue of children's education with immigration experience will be presented from the perspective of teachers, parents and students themselves. The procedure of a foreign child's admission to Polish school will be presented, as well as the everyday problems that Ukrainian children face at school. At the same time I will pay attention to the educational opportunities and threats resulting from the cultural diversity of students. In addition, I will present the hopes and expectations of students and their parents towards Polish school and Polish teachers. I will refer to both the literature, legal provisions and the results of my own empirical research. In the final part, I will present conclusions and recommendations regarding the chances, threats and educational hopes of respondents, the majority of whom were Ukrainian children. I will also give consideration to Polish teachers and whether they, in the ongoing discourse about the phenomenon of immigration and

refugees, are well prepared to work with foreign children and have cultural and intercultural competences.

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**Ewa Sowa-Behtane**

### **Preparing Teachers for Intercultural Education in the Context of Global changes (Using Poland as an Example)**

A systematically growing number of foreign children is undoubtedly a challenge for the Polish education system. In large Polish agglomerations, such as Warsaw or Krakow, schools no longer comprise single-ethnic, single-cultural or monolingual classes. This situation means that there is a need for intercultural education, which offers teachers opportunities to build understanding and communication skills across cultures.

The methodological approach was reviewing teacher education programmes as well as in-depth interviews with 5 teachers.

The research material obtained in the study revealed a rather low level of teacher preparation for work at school in the field of intercultural education. All respondents admitted that they needed additional preparation in this area in their professional work. They declared an interest in broadening their knowledge and acquiring skills necessary for working in the multicultural world. Teachers were interested in training sessions, workshops, conferences and open lessons.

Why do we need to educate teachers in the intercultural context?

- To change teachers' negative attitudes concerning pupils' communities and concerning learning and teaching;
- To develop teachers' capacities for analysing pupils' opinions, attitudes and learning obstacles;
- To integrate information about pupils' cultures;
  - To integrate information about the main problems related to quality of life;
- To develop teachers' capacity to educate towards sustainable development and be integrated with education towards tolerance and mutual understanding;
- To develop teachers' capacity for a territorial approach.

The results of the study provide implications for the future development of intercultural education, such as:

- Intercultural education needs to be based on the social and cultural diversity that students bring to school.
- Intercultural education needs to be based on the reconceptualization of relationships among teachers, parents and other community members.
- Intercultural education needs to take into consideration the socio-political context in which schooling takes place.

In Poland and other countries with as little experience of cultural diversity as Poland, much work in the field of intercultural teacher education needs to be undertaken. Therefore, further studies investigating the competences of teachers should be conducted and study programs which adequately prepare teachers for functioning in a globalized world should be developed on their bases.

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**Alina Szulgan**

### **Integration of Foreign Children in Polish School**

Year after year there are increasingly more foreign children in Polish schools. It is a great challenge for teachers who do not know really know how to work with these students. Within educational regulations there are numerous solutions for foreign students: additional Polish lessons, compensatory classes in other subjects, the support of an assistant who speaks the student's native language, free school commuting, and social support. These regulations are both useful and helpful but they do not solve all the existing problems.

The schools which teach foreign children, are often not prepared to work with multicultural classes. Students differ in various aspects: nationality, proficiency in Polish, age, knowledge resources which do not necessarily match the Polish school programme. Teaching in such a class requires the ability to work on different levels and to adjust the lessons to the individual needs of every student. A teacher needs to think through the details of every lesson extremely carefully so that each student could benefit from them.

It is extremely important to prepare Polish students for living among schoolmates from different cultures. School is responsible for creating a friendly atmosphere, preventing

exclusion and intolerance. Enormous work is also essential to prepare and introduce the foreign student to the Polish school.

In my paper, I will present the solutions that have evolved by the faculty at the Tadeusz Gajcy Primary School, No. 58 in Warsaw.

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## **Impact of Covid-19 on the Education and Well-being of a Migrant Children**

**Lucas Rech da Silva**

### **The Effects of Covid-19 on the Education of Migrant Students in Brazil: a Study of an Alternative School**

The effects of Covid-19 on the education of migrant students in Brazil: a study of an alternative school, Lucas Rech da Silva PhD Candidate/CNPq Pontifical Catholic University of Rio Grande do Sul, International internship period at the University of Barcelona/CAPES. This case study (Yin, 2005) is focused on a school associated with UNESCO in the city of São Paulo, Brazil, that is defined as a school of resistance (Singer, 2010), or “alternative” in English terms. The ethnographic field work (Rockwell and Ezpeletta, 1989) , in loco and virtual (Ferraz and Alves, 2017), began in February 2020 and will continue until the end of 2021. Therefore, the field notes described here are related to the strategies used in remote emergency education and the dilemmas faced by the school in welcoming migrant and native students.

This study will be child-centred, once all projects carried out by the school are dedicated to the better inclusion of students in the multicultural territory in which the school is found. This article is based on a critical and intercultural decolonial theoretical perspective (Walsh 2009), where fieldwork presents the lifelong learning and collaborative work among peers as tools for solving conflicts at school. The study also points out that, in the context of the crisis, innovation arises from the difficulties of praxis, creating new paths to be followed after the chaos generated by the pandemic. The actions carried out by the school, which is located in a multicultural territory marked by several vulnerabilities, are always focused on trying to maintain the pedagogical, affective and institutional link with the greatest possible number of students. However, dropout is inevitable and it is already known that a large number of students are unable to continue their studies in a remote format due to their need to complete multiple chores at home. In some cases, they must also work. 25% of its students are of a migratory origin, from a total of 11 nationalities.

In addition to the difficulties associated with the challenges of remote education, the study showed the need to reinvent pedagogical work, especially regarding educational technologies, as well as the curricular content that needs to be reinvented in a post-pandemic 21<sup>st</sup> century society. In this sense, the creation of a podcast in a broadcast radio format provides relevant announcements and subjects to the school community; and the creation and publication of weekly didactic materials in an inclusive format made available through social media to guarantee wide access, as well as the opening of virtual classrooms in

different social networks to facilitate the otherwise students' fragile and scarce access to the internet. These are some of the actions that emerged from the pandemic which will change school work permanently for years to come. It is these actions, their potential and weaknesses, that will be discussed in this article.

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**Lucija Dežan, Zorana Medarić, Barbara Gornik, Mateja Sedmak**

### **Through the Eyes of a Migrant Learner Distance Learning and Equality During the Covid-19 Pandemic in Slovenia**

The aim of the article is to present how school closure and distance learning in time during the Covid-19 pandemic has been affecting migrant children and youth, and their integration within the educational setting in Slovenia. Drawing on social inequality literature, the article reflects particularly on existing social inequalities that migrant children face in schools and the related issue of their (re)production in the time of the pandemic. During the Covid-19 pandemic, schools were faced with numerous challenges, including technical and organizational ones that additionally exposed the vulnerabilities and disadvantaged social conditions of some learners.

Schools are at the same time possible intermediaries for wellbeing and the realms of reproduction of inequalities. This dual perception of schools as the most important drivers of integration of migrant children and promoters of diversity, but at the same time spaces of reproduction, is evident also in Slovenia (in the case of migrant children). Additionally, in Slovenian schools, this duality can be observed regarding how schools tackle the integration of migrant children. On one hand, there are schools with an assimilationist approach with virtually no practices related to welcoming, improving coexistence, including or integrating migrant children, and on the other, schools that devote plenty of time and resources to these

issues. Furthermore, children often face inequalities deriving from the intersection of their socioeconomic backgrounds, ethnicity, religion, etc. It is therefore important to take into account different factors shaping the experiences of migrant children in the school environment.

The paper suggests that the existing inequalities that characterize the education system in Slovenia faced by migrant children and youth are reflected in experiences with distance learning in the time of Covid-19. (Moreover, these inequalities are often amplified by the pandemic). Distance learning was challenging for migrant children who faced communication and language constraints, and additionally difficult for socio-economically disadvantaged individuals or learners who live in precarious living conditions. Nevertheless, the aim is to present the complexities of their experiences resulting from the differences across schools in tackling the integration of migrant children as well as from the intersecting inequalities individual children face.

The results are based on the research on the integration of migrant children in Slovenian schools conducted within the MiCREATE (Migrant Children and Communities in a Transforming Europe) project. Our analysis stems from qualitative research (interviews and focus groups) with educational community members and migrant children that were conducted in April and October 2020.

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**Damir Josipovič**

### **Migrations and Space in Corona-time: Troubled Borderlands and Minority Populations Revisited**

We are facing a considerable shift in the ways social interaction unfolds. The year 2020 brought unprecedented challenges in the production of cultural, social and geographical space. This contribution aims at shedding new light on the shift that has fundamentally influenced and shaped our societies in ways unthinkable before. By revisiting Lefebvre's and Harvey's concepts on the production of space and the transition to postmodernity we are analysing the shifts occurring concurrently in the Slovenian-Croatian borderlands. Special attention is paid to vulnerable groups, especially children. We examine how children were affected by so-called "tele-school" and how their socio-economic position combined with infrastructure (means and networks) has returned the negative loop in their educational attainment and socio-cultural skills, especially in minority populations causing a spiral effect of neglect. Cases of basic sustenance deprivation, like food and potable water, in the circumstances of overall pauperization are also shown.

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**Aleksandra Szymczyk, Shoba Arun**

**Online Learning During a Pandemic and Its Impact on Migrant Children in Manchester, UK**

The global Covid-19 pandemic has changed 'normality' and everyday life including education, which has altered dramatically for an estimated 1.2 billion children forced out of the classroom globally. The measures taken by national governments all over Europe to contain the pandemic have particularly affected vulnerable groups such as migrant children. In all the countries under study, governments decided in mid-March to close schools for pupils of all ages, and in the UK, only a handful of children of key workers, special needs and vulnerable children have continued to attend classes on a daily basis. The majority of pupils have had to rely on tele-schooling, which has not only proven challenging for pupils, teachers and parents alike, but has also highlighted and amplified existing inequalities within the British society. Based on interviews with staff from Manchester schools and the City Council Department for Education, this paper intends to critically evaluate the consequences of the school lockdown and to propose new ways of stimulating the sustainable integration of migrant pupils in the future. The policy brief takes into account the possible effects of national measures to contain the effects of the Covid-19 pandemic on the integration of migrant children, in light of previous MiCREATE results. The paper presents the challenges faced by schools in Manchester and the particular consequences these have for migrant children, and outlines solutions and recommendations for establishing a systematic and holistic inclusion policy for migrant pupils going forward. Finally, we discuss the implications of the pandemic and the associated restrictions for employing a child-centred approach in research and educational contexts.

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**Anna Młynarczyk-Sokołowska**

**Hearing the Child's Voice. The Main Problems and Challenges of Remote Education in the Narratives of Students from the Białystok Migrant Community**

The purpose of the presentation is to show the main problems and challenges related to education and integration processes of children from the Białystok migrant environment during the lockdown period in the light of their narratives (ten students from two primary schools with the highest number of foreigners).

The school is a place of gathering autobiographical experiences which trigger a series of emotional and cognitive processes. They can be important in the context of students from the migrant environment, education and integration. The school space is an educational space – a field of learning – but also of interpersonal relations (Pasterniak 1995). Newcomers are often students with special educational needs (Strekalova and Hoot, 2008). In the case of this



group the educational process often needs to be individualized (teaching contents, school requirements and the evaluation system). As proven by research results, in the case of students from a refugee background, Polish school is the basic environment where they develop their linguistic and intercultural competence, acquire knowledge concerning Polish culture, understand the reality of living in Poland, and where they build relationships with their peers (Młynarczuk-Sokołowska, Szostak-Król, 2014, 2016; Kubit and Świerszcz 2014). This explains why it is important to look for answers to the question: How do students from a migrant background experience remote education?

Children's narratives show that they associate remote education with a high level of stress and a sense of loneliness. There are difficulties with understanding instructions and material for working alone which leads to a lack of direct and regular contact with teachers, the fear of not getting promoted to the next grade, and the fear of losing linguistic competence needed to communicate in Polish. Additionally, in the context of children's narratives, examples of good practices implemented by the Dialog Foundation (which were available to children with migrant background) will be presented.

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## Best Practices Regarding Integration and Education of Migrant Children

Nettie Boivin

### Intergenerational Multimodal Oral Storytelling: Two-way Participatory Learning

The challenges of inclusion in communities (Killen and Macaskill, 2020) can be addressed with the elderly engaging in intergenerational multimodal oral stories (Pecorini and Duplaa, 2017). The Covid-19 crisis has highlighted elderly people as a vulnerable and excluded community. Connecting to the younger social media generation and in particular newly arrived (refugees, migrants, transmigrants, immigrants) requires a shift in intergenerational storytelling performance. Therefore, the project utilizes prior and existing research on multimodal storytelling as a means to create stronger social interaction. Language learning, knowledge and values are passed on to children. It is not just the act of storytelling whether on or offline but understanding different audience expectations of storytelling performances depending on age and the degree to which children are digital natives. This study examines aspects of storytelling discourse: performance style (participation), length (time), and mode (multimodality). We utilized the Pecorini and Duplaa (2017) multimodal intergenerational storytelling framework to design the sessions. The intergenerational storytelling and art session was held at a co-joined pre-school and elderly care home. There were 15 pre-school children aged 4-6 and half were newly arrived to Finland. There were 4 elderly retirees. 3 lived near the facility and one was a resident in the home. There were 6 sessions over a two month period. There was a component of a two-year funded Building Bridges between the communities (newly arrived and local). The theme of the project was to utilize everyday cultural practices particularly around food. In addition, the study used an intersecting methodology of narrative inquiry of small story analysis in conjunction with multimodal discourse analysis. The research investigated two questions: (1) *How can intergenerational storytelling create two-way social integration between local elderly people and newly arrived young children?* (2) *In a digital globalized world, what aspects of oral storytelling provide two-way participatory learning?* Data were collected from qualitative pre- and post-session discussions from six storytelling sessions, video recordings made by participants, and multimodal artwork created by children after each storytelling session. The results reveal that: (1) elderly participants had to adapt their multimodal storytelling performance style, (2) children liked multimodal aspects of storytelling, and (3) interactive participative storytelling was the most effective method of two-way social learning. Highlighted was not just the content but the process of performance and in addition, and the degree of interactive participation is important to examine. Moreover, the study highlighted that using oral storytelling methods with local elderly people and newly arrived pre-school children, illustrated and engaged the public in histories by local communities (Heydon, 2011; Darby, 2017, p 1). Interactive participative storytelling was the most effective means for social interaction between pre-school children and elderly people (Boivin, 2020).

The study data builds on prior research that found that multimodal oral storytelling, regardless of modality, creates two-way learning and participation.

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**Joanna Durlik**

### **How to School Polish School for Migrant Children? Main Needs for Improvement in the Polish Educational System**

Within the “Migrant Children and Communities in a Transforming Europe” project, one of important parts of data collection included interviews with educational experts: people employed in national educational institutions and NGOs working in the area of education, multiculturalism and diversity management.

In my paper, I will present the main results and conclusions from the Polish part of the project, i.e. from 12 interviews with experts working for several institutions and NGOs from different parts of Poland. All the interviews used structured and semi-structured methodology and were conducted in 2019 in the first phase of data collection for the project. Key topics discussed with the experts were: their experience in the field of education and especially in working with migrant students and communities; their opinions about the stage of preparation of the Polish educational system and the educational policy in Poland in the context of multiculturalism and growing number of migrant students; their ideas for improvements in the field.

I will focus primarily on the last issue and will refer the most important improvements and solutions that, according to our experts, could and should be introduced into the Polish educational system so that it could meet the needs of students with migrant experience more accurately. Among these, they listed:

- More accurate adjustment of additional and compensatory classes to individual student needs;
- Providing teachers and educators with basic knowledge and skills in diversity management and the prevention of intolerance;
- Employing more psychologists and pedagogical consultants prepared for work in multicultural and multilingual communities and skilled in multicultural communication work in multicultural and multilingual communities;
- Changing university curricula and training future teachers and educators for:
  - Better adjustment of exam regulations so that they considered the specific situation of migrant students, especially their language proficiency;
  - More efficient networking between different levels of the educational system;
  - More sensitivity to the specific needs of return migrants and also adjusting legal regulations to their situation; etc.

These topics will be discussed in a broader context of the present situation of the Polish educational system.

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### **Reflecting on Art-based Techniques to Support Children's Narrations about Themselves in a Multicultural Primary School**

According to McAuliffe, et al. (2019) during 2019 there were 272 million international migrants, representing 3.5% of the world's population. It is within this context that our era has been labelled "The Age of Migration" (Castles & Miller, 1999). In the specific case of Europe, in 2019 nearly 82 international migrants lived on the continent, constituting an increase of almost 10% since 2015 (McAuliffe et al., 2019). In this context schools play an important role in promoting migrant children integration and meeting students' needs (Eurydice, 2019). For this reason, the MiCREATE project aims to stimulate the inclusion of migrant children and youth by adopting a child-centred approach to migrant children integration on educational and policy level 1. The project involves schools from several European countries, including Spain. This communication builds on part of the fieldwork developed in one primary school in Barcelona, Spain during the 2019-2020 academic year.

The school has approximately 225 students, 50% of whom are migrants or come from families with migrant backgrounds and trajectories. Following a child-centred approach (Due, Riggs and Augoustinos, 2014), our main goal was to investigate four main aspects of children's experiences in and out of the school: the educational system, migration experiences, perceptions about their present and future and family and wider community. To this end, we designed different art-based techniques to facilitate children's involvement. Several studies have used visual methods and artistic approaches when carrying out research with migrant children and youth (Kirova & Emme, 2008; Guruge et al., 2015; Vecchio, Dhillon & Ulmer, 2017; Moskal, 2017; Zhang-Yu et al., 2020). This may include drawings, photographs, videos, mental maps, performance, poems, photovoice, quilting, digital storytelling, etc. (Vecchio, Dhillon & Ulmer, 2017; Moskal, 2017).

In this case, twenty-two pupils (aged 10-11 years), one teacher and six researchers participated in the study. In the field work, we carried out the following arts-based workshops which involved collaboratively building a story about a newly arrived student at school; making a <http://www.micreate.eu/> puppet of oneself; making a family map; and making a travel suitcase. Each workshop invited children to think and narrate themselves in different circumstances, as well as explore their relations towards school, friends, family, displacement and themselves.

On the one hand, students' self-exploration through art-based approaches gave the opportunity to develop a dynamic where pupils could narrate themselves and delve into their realities and experiences (Zhang-Yu et al., 2020). This encounter allowed the school to open

a reflective and narrating space for students that the daily organization of the classes did not allow before. They could know more about their classmates' lives, feelings, experiences, expectations and dreams, and relate to them in a different manner. However, on the other hand, the proposed techniques also had some limitations mainly related to the need for restructuring the existing power relationships and building an environment of trust. These limitations open paths to discuss the possible improvements of employed art-based techniques.

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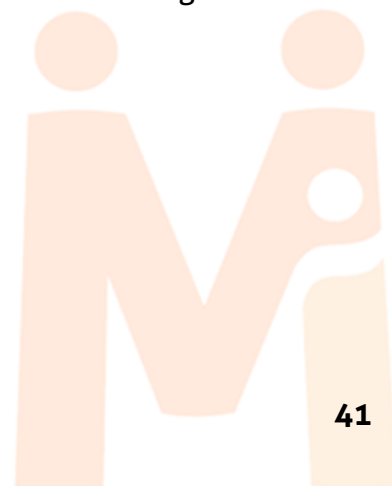
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**“O mundo é nosso”: A Critical Literature Review on Challenges and Alternatives for the Inclusion of Migrants in Brazilian Schools**

Considering historical and contemporary migration, various school communities throughout Brazil have been constituted as multilingual and multicultural. In this paper, we reflect upon the current challenges and alternatives for the better inclusion of migrants in Brazilian schools, highlighting what could be named ‘best practices’ for the promotion of multiculturalism and multilingualism. To do so, we critically analyse studies undertaken in Brazil from the areas of Education, Letters, Psychology, Sociology and Law (more specifically, 29 PhD dissertations, MA theses and monographs from 2007 to 2019, and 15 papers and book chapters from 2014 to 2020). Based on our literature review, we could identify the demands and guidelines that were reiterated in the studies analysed, involving governmental, school and classroom action. In governmental terms, action included hiring teachers of Portuguese as an Additional Language (PAL) to work in schools with migrants; establishing protocols for the integration of migrants in schools; developing guidelines so that schools can know how to better receive migrant students; training managers and school staff to work with multiculturalism and multilingualism; training teachers on multilingual and multicultural education, ethnic-racial relations, PAL teaching; and including migrants in the official state documents of Brazilian education. Concerning school and classroom action, besides the teacher education demands also mentioned for the governmental level, the analysed studies advocate for reformulating the school’s Political Pedagogical Project and discussing the curriculum collectively; promoting a school culture of acceptance and appreciation of differences; creating a project to welcome new students which is led by the students themselves; proposing group work, including Brazilians and migrants as collaborative pairs; promoting actions to share the culture of students and their families with the school community; promoting transdisciplinary research on students’ places of origin and sociolinguistic maps of the school community, which can culminate in events such as multicultural festivals; working with the themes of racism and prejudice; encouraging students to freely use their linguistic repertoires at school; promoting activities for the use of different languages for the collective expansion of linguistic, discursive and cultural repertoires in the school community; using technological resources for translation; providing free PAL classes, especially for students who cannot establish intersubjectivity with the Portuguese-speaking community; offering classes in students’ languages or workshops for sociolinguistic awareness; and finally, using authentic texts of different discourse genres from the students’ places of origin and in their languages. In order to provide greater materiality to our discussions based on this literature review, we articulate our reflections with some online data made available by Brazilian schools with great experience in welcoming migrants into their communities.



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