

SCHOOL TO SCHOOL-STRATEGIC PARTNERSHIP

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**"JOURNEYS OF HOPE"**  
EDUCATIONAL PATHWAYS  
TO SOCIAL INCLUSION AND TOLERANCE

## **Manual for teachers**

A compendium on how to handle with  
migrants and refugees in the classroom



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YouTube: <https://www.youtube.com/channel/UC4vIp-rzAXIKdSywy4kzjYg>

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## Partner schools



### **Öffentliches Stiftsgymnasium der Benediktiner zu St. Paul**

Hauptstrasse 1  
A-9470 St. Paul im Lavanttal  
Contact person: Prof. Giovanni Santoro  
Tel: +43 4357 2304  
Email: [sang@stiftsgym-stpaul.at](mailto:sang@stiftsgym-stpaul.at)  
Website: [www.stiftsgym-stpaul.at](http://www.stiftsgym-stpaul.at)



### **4th High school of Ilion**

Alamanas & Dios 1  
EL-13122 Ilion, Athens  
Contact person: Prof. Leonidas Turlas  
Tel: +30 697 41 02 132  
Email: [aleotour@yahoo.gr](mailto:aleotour@yahoo.gr)  
Website: [www.4lyk-iliou.att.sch.gr](http://www.4lyk-iliou.att.sch.gr)



### **Liceo Scientifico Filippo Silvestri**

Piazza San Pasquale 1  
I-80055 Portici  
Contact person: Prof. Emilia de Paola  
Tel: +39 081 48 59 64  
Email: [emiliadepaola@katamail.com](mailto:emiliadepaola@katamail.com)  
Website: [www.liceosilvestri.gov.it](http://www.liceosilvestri.gov.it)



### **IES Joaquin Turina**

Donante de Órganos 2  
ES-41007 Sevilla  
Contact person: Prof. Simón Pérez González  
Tel: +34 955 62 37 75  
Email: [turinadireccion@gmail.com](mailto:turinadireccion@gmail.com)  
Website: [www.iesjoaquinturina.es](http://www.iesjoaquinturina.es)



### **Istanbul Lisesi**

Turkocagi Caddesi 4  
TUR-34000 Istanbul  
Contact person: Prof. Ayse Balta  
Tel: +90 533 65 44 056  
Email: [ielcomenius@gmail.com](mailto:ielcomenius@gmail.com)  
Website: [www.istanbullisesi.meb.k12.tr](http://www.istanbullisesi.meb.k12.tr)

# CHAPTER 1.

## INTRODUCTION

### 1.1. Introduction

**Even though the diversity found in European societies is not a new phenomenon, its nature is rapidly changing.** Europe is becoming increasingly diverse due to intra-European mobility, international migration and globalisation. These societal changes affect the educational landscape and organisation, and create both new opportunities and challenges for schools and other educational institutions. Recent studies show that intolerance and social exclusion are increasing both in schools and in society. **The growing number of refugee, asylum seeker and migrant children entering Europe places specific demands on schools and teachers.** These phenomena lead teachers to reconsider their everyday practices and strategies to meet the learning needs of these pupils.



Available at: <http://npyou.northpark.edu>, accessed on 12/06/2018

These social transformations highlight the need for teachers and schools to be better prepared. **Teachers and schools should be able to provide support to newly arrived pupils, to address the specific needs of all learners, and to foster tolerance, respect for diversity and civil responsibility in all school communities.** They should build on the benefits diversity brings to education. Teachers also need to be prepared to identify and address processes that lead to discrimination, exclusion and racism, as well as to the growth of radicalisation leading to violent extremism. However, international evidence shows, that working with multicultural and multilingual student populations is one of the areas where teachers feel the least prepared (OECD, 2014)<sup>1</sup>.

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<sup>1</sup> Available at: <https://publications.europa.eu/en/publication-detail/-/publication/ee99b607-1db0-11e7-aeb3-01aa75ed71a1>, accessed on 19/05/2018

With the *Declaration promoting citizenship and the common values of freedom, tolerance and non-discrimination through education*<sup>2</sup> **the EU and its Member States have called for renewed efforts to prepare teachers for diversity, and to lay the foundations for more inclusive societies through education.** They recognise the need to empower and equip teachers to take an active stand against all forms of discrimination, to meet the needs of pupils from diverse backgrounds, to impart common fundamental values and to prevent racism and intolerance<sup>3</sup>.

This transnational project in the field of education, approved after the specific Erasmus+ call for proposals on Social inclusion through education, training and youth (2016), was inspired by the Paris Declaration and supports it in promoting its following four objectives:

- **Ensuring young people acquire social, civil and intercultural competences** by promoting democratic values and fundamental rights, social inclusion and non-discrimination, as well as active citizenship;
- **Enhancing critical thinking and media literacy** particularly in the use of the Internet and social media, to develop resistance to discrimination and indoctrination;
- **Fostering the education of disadvantaged children and young people** by ensuring that our education and training systems address their needs; and
- **Promoting intercultural dialogue through all forms of learning** in cooperation with other relevant policies and stakeholders<sup>4</sup>.

Therefore, the aim of this short manual for educators, which will consist of a compilation of a non-formal education tool in the field of migrations, refugees and human rights education and promotion amongst young people enrolled in formal education, is:

- to bring together the various strands of the project through the years and to show the working techniques, good practices and examples on how to work with students on the project topic;
- to report on the conclusions reached by students and measures they intend to take to promote a better integration and inclusion as well as a culture of human rights;
- to function as an impulse generator for further ideas and developments, as the activities implemented and the results achieved can inspire third parties and can be integrated into future measures and processes as well as influencing future strategies or practices.

The current chapter one provides an introduction to the manual, including the aims and scope of this work.

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<sup>2</sup>Informal meeting of European Union Education Ministers, 'Declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education', 2015. Available at: [https://ec.europa.eu/commission/sites/cwt/files/dp\\_mobilisation\\_europeenne\\_20150317.pdf](https://ec.europa.eu/commission/sites/cwt/files/dp_mobilisation_europeenne_20150317.pdf), accessed on 19/05/2018.

<sup>3</sup> Available at: <https://publications.europa.eu/en/publication-detail/-/publication/ee99b607-1db0-11e7-aeb3-01aa75ed71a1>, accessed on 19/05/2018

<sup>4</sup> Available at: [http://ec.europa.eu/education/sites/education/files/201605-colloquium-report-radicalisation\\_en.pdf](http://ec.europa.eu/education/sites/education/files/201605-colloquium-report-radicalisation_en.pdf), accessed on 19/05/2018

According to a series of articles related to the topic, chapter two sets out to reiterate the Commission's commitment to promoting fundamental values through both formal and non-formal learning and to share developments since the adoption of the Declaration<sup>5</sup>, while chapter three sets out to specify the educational needs of immigrant and refugee students<sup>6</sup>.

The fourth chapter, by providing a list of suggestions and practical activities to be carried out in the classroom, focuses on what school communities can do to promote and improve integration and social inclusion by discussing race, racism and other difficult topics with students.

Chapter five, by bringing together the various stands through the years, provides a practical overview of our project, showing activities undertaken, good practices and examples of how to work and deal with pupils on the topic.

Finally, chapter six outlines conclusions and recommendations.



Available at: <http://www.smlocarno1.ti.ch>, accessed on 12/06/2018

<sup>5</sup> Available at: [http://ec.europa.eu/education/sites/education/files/201605-colloquium-report-radicalisation\\_en.pdf](http://ec.europa.eu/education/sites/education/files/201605-colloquium-report-radicalisation_en.pdf), accessed on 19/05/2018

<sup>6</sup> <https://www.ukessays.com/essays/education/educational-needs-of-immigrant-and-refugee-students-education-essay.php>, accessed on 20/05/2018

# PART A

## CHAPTER 2.

### PREVENT VIOLENT RADICALISATION

#### 2.1. Learning for inclusion: empowering educators and promoting fundamental values

Education offers people from different backgrounds opportunities to build up trust and mutual understanding. The role of educators goes beyond equipping learners with factual knowledge and cognitive skills. They can also play a vital role in helping learners develop their full personal potential and become open-minded, active, responsible citizens with a critical mind-set.



Available at: <https://bangkok.unesco.org>, accessed on 12/06/2018

Inclusion through education does not work in isolation. It must be reflected in society as a whole. Schools should be fully part of the local communities and establish close contacts with families. Moreover, to succeed in creating an inclusive education environment it is necessary to address the specific characteristics of each individual pupil, which does not allow for an approach wherein all pupils are being treated as one and the same. Social inclusion is promoted when differences are acknowledged and embraced, including those of a cultural, religious and linguistic character. At the same time, the rules that should be respected should be clear to all learners. Common EU values cannot be compromised.

Fundamental values cannot be transmitted through one-way communication, but have to be lived and experienced through dialogue and reflection. Schools need to be a place where everyone feels safe to bring up problems and controversial issues, which can be discussed and resolved in a constructive and peaceful manner. School curricula are neither static, nor streamlined, and there are many ways to introduce and address issues related to citizenship, fundamental values and migration in a classroom.

The work of teachers and educators should be based on the assumption that every child is capable of succeeding in school as well as in life in general. Students should be aware that both the school and society at large have high expectations for them and that they will receive the support needed to meet these expectations<sup>7</sup>.

## **2.2 Engaging with youth at local level**

The future of Europe will be very much determined by the vision, attitudes and actions of today's young people. It is hence essential that they are respected members of society, regardless of their background and culture and that they take ownership of fundamental values. Despair and loss of hope make young people vulnerable to indoctrination.

Children spend only 40% of their time in the classroom and therefore formal education will not yield tangible results, if it functions in a vacuum. Non-formal learning activities, involving youth workers, volunteering, sports or cultural organisations can play a crucial role in shaping generations of open minded citizens.

The phenomenon of radicalization is the responsibility of society as a whole. Young people should be adequately accompanied in their complex path to adulthood and in finding their place in society. It is necessary to be ambitious in the organisation of the environment for this development to take place, hereby involving schools, parents, youth organizations and sport clubs. Projects conceived and run by youngsters themselves can foster a feeling of responsibility and commitment. In addition, the broadening up of such initiatives that started out as one for young people with a specific background, e.g. ethnic/religious, to an opportunity for all young people in the neighbourhood and by which the intercultural dialogue is stimulated, should be promoted. We need to build bridges to vulnerable young people to break their isolation and offer them real opportunities to succeed.

If communities form separate clusters within society without any communication between them, diversity will remain a source of conflict rather than richness. Common identities - for example being citizens of a town or member of a sport club - which embrace diversity in a positive manner can help overcome divides in local communities. At the same time, we need to confront our differences and learn to accept them. Interpersonal dialogue is just as important as intercultural dialogue. Difficult discussions around controversial questions pertaining to identity and faith are inevitable to help develop mutual understanding<sup>8</sup>.

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<sup>7</sup> Available at: [http://ec.europa.eu/education/sites/education/files/201605-colloquium-report-radicalisation\\_en.pdf](http://ec.europa.eu/education/sites/education/files/201605-colloquium-report-radicalisation_en.pdf), accessed on 19/05/2018

<sup>8</sup> Available at: [http://ec.europa.eu/education/sites/education/files/201605-colloquium-report-radicalisation\\_en.pdf](http://ec.europa.eu/education/sites/education/files/201605-colloquium-report-radicalisation_en.pdf), accessed on 19/05/2018

## CHAPTER 3.

### EDUCATIONAL NEEDS

#### 3.1 What is the difference between a refugee and a migrant?

Teachers in classrooms today face an ever-changing, more difficult challenge than those who taught in previous generations. The culture and the demographics of students in class since the influx of immigrants and refugees in the last years changes year by year, making it complicated for educators to work in an unfamiliar ground effectively. During the past years, the amount of foreign speaking students in a typical public school has doubled, if not tripled. Therefore, a question arises: **How are teachers meeting the needs of these students?** As educators, we have a unique opportunity to help educate our mainstream students and families about newly arriving refugees, develop cultural understanding and acceptance, and smooth the transition for both refugees and mainstream students. In fact, this manual addresses the needs of the changing environment in which teachers and students cohabit on a daily basis, how teachers reach students with language barriers, and complications that both parties face daily.



Available at: <http://www.unhcr.org>, accessed on 12/06/2018

In order to understand the basis for this manual, one must firstly understand the concept of refugee and immigrant.

*"An immigrant leaves his homeland to find greener grass. A refugee leaves his homeland because the grass is burning under his feet..."<sup>9</sup>*

Refugees are individuals who fled their lands in fear of persecution due to personal, religious or political beliefs, in search of a safe haven. Immigrants are people that migrate to a different country in search of a more suitable job opportunity or better living conditions.

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<sup>9</sup> Barbara, Law. 2010. The More-Than-Just-Surviving Handbook: ELL for Every Classroom Teacher. Portage and Main Press.

The major difference between a refugee and an immigrant is that refugees leave their country in a hurry, whereas the immigrant plans the move ahead of time.

### 3.2. What are the needs of immigrant and refugee student?

This question is of great relevance to the manner in which teachers address the needs of students arriving from different countries. The needs of these students vary by country and status with which they enter. They also vary by culture and depend upon the services each student received in his/her home country. Many students from other countries have difficulty reading. A number of studies found out that students who have learnt to read in their first language are far more effective in using the language of their new home than those who have no reading ability at all. Teachers must show sensitivity and passion when attempting to help foreign students in their reading ability, **as these students will be discouraged if they are corrected too often, or too soon when learning the new language.** Educators must approach them with caution and allow for extra time when completing assignments.

After arriving in a new country, students usually have difficulty finding a proper school. They seem to prefer a school close to where the family is staying, instead of a school with a special program and classes for this kind of students.

The needs of immigrant and refugee students are a very multifaceted situation, that teachers cannot handle simply utilizing the classroom resources. These students need to build their knowledge in core content areas also. Educators and administrators must not shelter these students from mainstream classroom culture, as it will hinder their ability to integrate into local culture. The more exposure these students receive on a day-to day basis, the quicker they acquire these skills.

There is another need that immigrant and refugee students have when arriving in a new country. Because immigrant students often acquire the local language quicker than their adult parents many times this causes the student to take on the responsibility of an adult. They understand the role they possess in their home culture, yet when arriving in the classroom, there is much confusion as to how these students fit in our society. The parents of immigrant/refugee students may not have adequate time to ensure that the student knows how to act in the new culture, which leads to confusion and unease for the student. The teacher plays a large role in assisting by finding resources to help each immigrant/refugee student in understanding classroom roles for students.

## CHAPTER 4.

### HOW TO WORK IN CLASSROOM

#### 4.1 How do teachers effectively address each need?

In developing strategies that teachers use to help immigrant and refugee students adapt to the new classroom culture, the first thing a teacher must incorporate is **effective management skills**. Teachers **must re-invent styles of teaching** in order to reach each foreign-born student and understand each student's cultural background. It is important for teachers to develop activities that encourage students to learn not only in their native language, but also build on what they already understand.



Available at: <http://www.scott.k12.ky.us>, accessed on 12/06/18

In a research article found, analysts report that utilizing a dual-language program is helpful for immigrant and refugee students. This concept involves students using first their home language to learn subject material, and then using the new language while learning different content areas. This teaching concept is known as a dual language program and its effectiveness in a given school system relies upon the acquired skills teachers possess in the program, and the ability to successfully reach each student.

#### 4.2 Where do teachers fail in reaching the needs of immigrant and refugees students?

With the vast influx of immigrant and refugee students arriving in the classroom over the last years, the challenge to give these students proper education has proven difficult for many teachers of all grades. There are several problems when attempting to reach the immigrant and refugee students. The first issue is that the immigration/refugee population is not getting any smaller.

There is one area in which educators and administrators fail in meeting the needs of immigrant/refugee students that often many in society do not consider. In some areas of the EU, these students do not receive enrolment in schools where classes had been made special for them, but often in schools that have the advantage of being closest to where the immigrant/refugee students live.

### 4.3 How schools can encourage and support refugee or immigrant students to succeed?

Helping refugee and immigrant students succeed not only takes place in the classroom setting, but can assist refugee/immigrant students and their families outside the class also. Teachers must work on making each immigrant/refugee family feel welcome. There are several things teachers can pursue to help students adapt within the new environment when arriving in the classroom. The first is the teacher must educate him/herself about the new student. It is important to learn about their culture, and from what country they originate. It helps new students to lower their affective filter if the teacher allows each individual to share their experiences with the class.

Below is a list of suggestions and activities **schools should utilize to promote the integration and social inclusion** of new immigrant and refugee students in class. Some of them have been implemented during the project lifecycle and will be presented in chapter five.

- **Determine a "welcome" process:**  
This will ensure the refugee students and families feel welcome when they arrive, and that everyone knows what their role will be in enrolling new students throughout the year. Be sure to include a process of assessment so teachers will have consistent information on newly enrolling refugee students.
- **Learn about your "new" students and focus on their strengths:**  
Many refugee students bring many unique skills, strengths, and knowledge into the classroom. Build on those strengths of resilience and consider having them share their knowledge about their country, customs, and culture. Educators should also support them in maintaining their home culture and language, while balancing the importance of developing the skills and knowledge to succeed in any EU state.
- **Check if they have proper state support and resources (accommodation, food, medicines, clothes, etc.):**  
Take actions (charitable actions, collections of medicines and clothes, etc.) to make your students and the whole school community aware of the problems these new friends and their families are facing.
- **Identify children and youth who are at high risk, and plan interventions:**  
Schools bear a responsibility to identify refugee students that may be at heightened risk based on the factors outlined above.

- **Remember that students may be under a lot of stress:**

Refugee children and youth are often traumatized from premigration and resettlement experiences. They may have been exposed to violence and combat, home displacement, malnutrition, detention, and torture. Many have been forced to leave their country and cannot safely return home. Some may have come without their parents and without consideration to their health or safety. Psychological stress and traumatic experiences are often inflicted upon these children over months or even years, and many experience discrimination once entering EU schools. Additionally, they often resettle in high-poverty and high-crime neighbourhoods, increasing exposure to stressful conditions.

- **Understand the effect of trauma on school functioning:**

Extreme stress, adversity, and trauma can impede concentration, cognitive function, memory, and social relationships. Given the often chronic and significant stress placed on refugee students, many are at increased risk of developing trauma and other mental health disorders, undermining their ability to function effectively in school.

Furthermore, given the environment of their previous schooling and the immigration, many have experienced significantly interrupted schooling; coupled with language gaps, many students arrive unprepared to participate in school with their same-age peers.

- **Equip staff to provide trauma-sensitive responses and psychological support:**

A trauma-sensitive school views behaviour as a potential outcome of life circumstances rather than wilful disobedience or intentional misbehaviour. Trauma-sensitive approaches emphasize helping school staff understand the impact of trauma on school function and seeing behaviour through this lens; building trusting relationships among teachers and peers; helping students develop the ability to self-regulate behaviour, emotions, and attention; supporting student success in academic and non-academic areas; and promoting physical and emotional health.

- **Understand the challenges of relocation and acculturation:**

Refugee children and youth must often make significant adjustments to life in their new communities and schools. This includes language differences, not understanding how schools function, not knowing where to go for help, little familiarity with the curriculum or social norms, and difficulty making friends.

Some refugees are relocated to communities with an existing population from their country.

- **Get to know the families by having regular meetings:**

Consider what works best for the families, if they live in a concentrated area with a community centre, you may want to hold the meetings in their neighbourhood.

- **Be sensitive to family stressors:**

Parents and other family members are also dealing with the stress of relocation, including trying to navigate and achieve self-sufficiency in their new community. Some parents may have experienced significant stress or trauma during the migration process, which can lead to increased risk of a range of negative outcomes for their children.

- **Engage and empower families:**

Families from other countries may have different views about education (for example the education of girls). Schools can work with cultural liaisons and families to find ways to connect with parents and ensure they have opportunities to participate in their child's schooling.

- **Increase exposure to language:**

Have simple phrases and pictures posted around the room and the school, especially in classes attended by pupils of primary and the first years of secondary school.

- **Pair students with trained peers who can serve as "buddies":**

Create a school ambassador program with trained peers to guide newly enrolled refugee students through their first weeks of school.

- **Keep students engaged:**

Identify appropriate resources and support activities to keep the newly enrolled students engaged in learning even while their language skills are still very low. Try to make the learning time meaningful (by doing group work with other students who speak the same language), but not exhausting for the student (like writing a summary in the new local language!).

- **Integrate the students into school activities:**

Many studies provide new knowledge about how social integration is constructed in schoolwide events through cultural-level values and commitments, school community-level practices, and personal-level interactions among students.

In addition they have shown that students' experiences of belonging to their school community relate to their general wellbeing, as well as to their level of academic performance<sup>10</sup>.



Students of the 4<sup>th</sup> High school Ilion, Athens, Greece, dressed in traditional uniforms, on the occasion of National Day of Greece. One is from Pakistan and two are from Albania.

- **Use various resources to introduce particular conflicts:**

A book can be a great way to introduce a particular conflict or issue to students or colleagues. Set up dedicated booklists in the school library including books for children, young adults, and school or community professionals that can be used in the classroom.

Online resources could be used for the same purpose: they provide a lot of background information on refugees and highlight numerous materials that educators could use to support refugee students and families.

- **Stop any type of harassment or bullying immediately:**

Promote acceptance and actively teach conflict resolution skills to both the perpetrators and the refugee students. Refugee children may be at risk of aggressive behaviour from others if classmates or even teachers unfairly stigmatize them. Make it clear that such behaviour, in any form (in person, online, or on social media) is unacceptable.

<sup>10</sup> Available at: <https://www.tandfonline.com/doi/full/10.1080/20004508.2016.1275184>, accessed on 20/05/2018

- **Use appropriate materials according to their age:**

For students who need to develop initial literacy skills, work with other staff to provide age-appropriate materials that allow the students to practice their developing skills but don't require them to complete activities designed for very young children.

In our experience with refugee students, we have been deeply impressed by their resilience, determination, and overall positive attitude.

It can be easy for us to forget what has occurred in their past and the challenges their families may be facing because our students are focused so positively on the opportunities before them and their bright future. They may have had no choice in leaving their home country where the "grass was burning under their feet," but instead of looking back, many of them look forward to "greener pastures" as they build their new life in the EU with educational success.

Through increased understanding of the refugee experience, teachers will be better able to meet their students' needs and be a resource in educating other students and adults on the refugee experience, and the continuing need for inclusion and support<sup>11</sup>.



Available at: <https://gdpr.uxinetwork.com/>, accessed on 12/06/2018

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<sup>11</sup>Available at: <https://www.ukessays.com/essays/education/educational-needs-of-immigrant-and-refugee-students-education-essay.php>, accessed on 20/05/2018

#### 4.4 Say stop to racism to deal with diversity and discrimination in the classroom

Equality and diversity, or multiculturalism, is the idea of promoting and accepting the differences between people. More specifically, equality is about ensuring individuals are treated fairly and equally, regardless of their race, gender, age, disability, religion or sexual orientation. Diversity is about recognising and respecting these differences to create an all-inclusive atmosphere. Promoting equality and diversity in education is essential for both teachers and students. The aim is to create a classroom environment where all students can thrive together and understand that individual characteristics make people unique and not 'different' in a negative way<sup>12</sup>. We all have to work at challenging negative stereotypes, and not judging people because of how they look or who they are. We can take a stand against discrimination in all its forms (racism, sexism, homophobia, fat phobia, ageism, ableism, for example), and look at our own attitudes, beliefs, and behaviours<sup>13</sup>.



Available at: <https://www.ei-ie.org>, accessed on 12/06/2018

Educators play a crucial role in helping students talk openly about the historical roots and contemporary manifestations of social inequality and discrimination. Learning how to communicate about such topics requires practice. The following resources and examples – implemented in our classrooms during the whole project lifecycle – can be used to build competency when discussing all kinds of discrimination and diversity, as well as to facilitate difficult conversations about race, racism, diversity, stereotypes and prejudices.

<sup>12</sup> Available at: <https://www.highspeedtraining.co.uk/hub/classroom-equality-diversity/>, accessed on 28/05/2018

<sup>13</sup> Available at: <http://teentalk.ca/learn-about/appreciating-diversity-2/>, accessed on 28/05/2018

## 4.5 Anti-racism, minorities and human rights



Available at: <http://www.tronc.com/gdpr/chicagonow.com/>, accessed on 28/05/2018

### Introduction

**Purpose:** Students are to be engaged in anti-racism discussion and to understand the phenomenon of racism and discrimination.

**Process:** Brain-storm anti-racism issues with the class in order to get an understanding of the student's general knowledge of anti-racism issues.

- What do the students know about racism and anti-racism issues?
- What are their attitudes to anti-racism?
- What are their experiences of anti-racism?
- Why is anti-racism relevant to us in society and why do we discuss this topic?

**Discussion:** Ask the students to find a partner and interview each other about what they know about anti-racism issues. Ask the students to discuss what they learned from the interview about each other's view on anti-racism.

### Worksheet

#### 1<sup>st</sup> Activity

**Purpose:** This worksheet is to familiarize students with the subject matter of racial minority issues in their communities. It should also address the issue of those students who are growing up as member of the majority group in the society.

#### **Process:**

- What have you been taught to believe about (racial) minorities in your community?
- Make a list of what you know about racial minorities in your culture.
- Do you know of any stereotypes of racial minorities in your society?
- How have you been taught to behave with people of other racial groups?
- What role models do you know of in any racial minority groups?
- List some positive values that you know of in minority groups.

**Discussion:** Ask the students to discuss their answers in small groups. Discuss how accurate the answers are about racial minority groups. Ask the students how they can learn more about minorities in their communities. Ask the class how they feel as members of majority/minority group.

## **2<sup>nd</sup> Activity**

**Purpose:** This exercise is to help the students see themselves from the perspective of their classmates. This exercise should also help to raise the students' awareness about diversity issues and multiculturalism in their cultural settings in their communities.

**Process:** Have students sit with a partner. Each student should write a brief description of how they perceive their partners. The description should be positive examples only.

**Discussion:** Have the students discuss the impact of first impressions and how first impressions affect their lives in a social setting. In a large group discuss what the positive descriptions were of each partner and whether the descriptions were accurate. Ask each student to describe how they felt when they were first described by their partner. Ask the students to discuss some of the consequences of first impressions.

## **3<sup>rd</sup> Activity**

**Purpose:** To have students look at the various concepts affecting anti-racism, keeping in mind the conceptual and historical development of this issue.

**Process:** Provide the students with a standard definition of these words listed below.

Equal Opportunity	Anti-Semitism
Equity	Xenophobia
Anti-racism	Islamophobia
Racial Discrimination	Gender Issues
Racism	Sexism

**Discussion:** Have the students discuss the definitions and ask them how gender issues, racism and anti-racism affect their lives. Ask the students whether or not there has been any changes to these issues over the last decade.

## **4<sup>th</sup> Activity**

**Purpose:** To look at issues surrounding minority groups in a global setting.

**Process:** Provide the students with articles about other (racial) minorities around the world. Have the students read and discuss these articles in small groups. Ask the students to suggest other solutions for minority issues in a global setting.

**Discussion:** Have the students share their solutions with the rest of the class. Discuss the students' recommendations and observations about these global issues. Ask the students to reflect on the local issues in their communities and list some of the similarities and differences to those of a global nature.

## **5<sup>th</sup> Activity**

**Purpose:** Racism is negative, Human Rights are positive. The engagement against racism however is an engagement in favour of Human Rights. The International Convention on the Elimination of All Forms of Racial Discrimination of 1965 was one of the first Human Rights conventions of the United Nations.

**Process:** Have the students decide on what these rights might be in society and what they include and don't include.

- Human Rights
- Social Rights
- Cultural Rights
- Economic Rights
- Civil and Political Rights
- Gender Rights
- The Right to Live
- The Right to Health
- The Right to have a private life
- The Right to non-discrimination and to equal treatment

**Discussion:** Have the students discuss in pairs how racism could negatively influence their basic human rights and have them list examples of what these possible occurrences could be in daily life.



Available at: <https://www.ultimavoce.it>, accessed on 12/06/2018

## 4.6 Stereotypes and prejudices



Available at: <https://blog.nus.edu.sg/audreyv/2014/04/26/labels-labels-labels/>, accessed on 28/05/2018

### Worksheet

#### 1<sup>st</sup> Activity

**Purpose:** Students are to be able to learn definitions about stereotypes and prejudice.

**Process:** Provide the students with a definition of stereotype and prejudice. Have students define stereotype and prejudice. Have students make a list of examples of stereotypes and prejudice in society. How is stereotype evident in popular culture? Using cartoons as a theme reflect on contemporary images of stereotypes and prejudice in this media.

**Discussion:** Have students discuss the way that they treat others based on stereotypes and prejudice. Have students reflect on how they have been affected by labelling, stereotypes and prejudice. Have students discuss ways to avoid attitudes based on stereotypes and prejudice.

#### 2<sup>nd</sup> Activity

**Process:** Have the students write examples of how they think that stereotype and prejudice affect the lives of these minority groups.

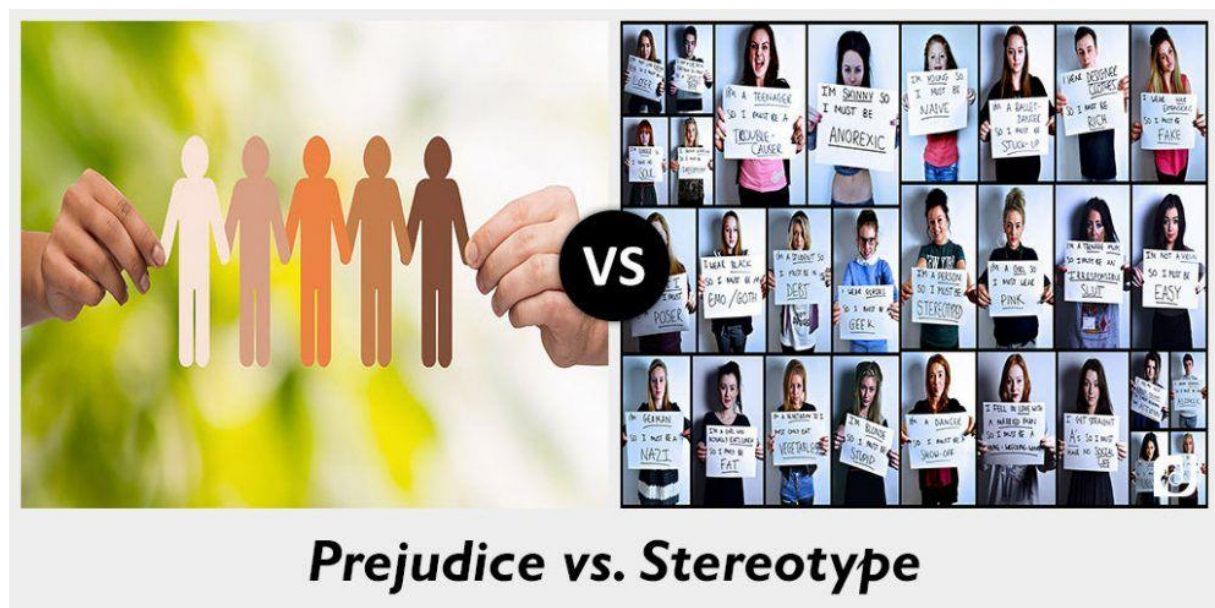
**Process:** Have the students write examples of how they think that stereotype and prejudice affect the lives of these minority groups?

- Eastern Europeans
- Muslim women and men
- Jews
- Inter-racial couples
- Second generation immigrants
- Asian Women
- Gypsies
- African / Blacks
- Others

Have the students give examples of who would belong to the following minority groups in their communities. For example:

- Ethnic minorities
- Language minorities
- Cultural minorities
- Religious minorities

**Discussion:** Have the students discuss in small groups how stereotype and prejudice can have a negative impact on these minority groups. Ask the students to give examples of ways in which people can change their behaviour towards these minority groups in our society.



Available at: <https://www.differencebtw.com>, accessed on 12/06/2018

## 4.6 Discrimination and inequality



Available at: <https://www.askideas.com/speak-up-stop-discrimination-on-human-rights-day/>, accessed on 28/05/2018

### Worksheet

#### 1<sup>st</sup> Activity

**Purpose:** Analyze everyday situations where discrimination takes place in our communities.

**Process:** Provide the students with the list below of where discrimination can take place publicly. Have the students work independently and create examples of whom these public forms of discrimination are directed against.

- Public Transportation
- Restaurants
- Sports
- Hospitals
- Hotels
- Clubs

**Discussion:** Lead a discussion about each situation in small groups. Ask the students what role the government could play in creating policies to prevent discrimination.

#### 2<sup>nd</sup> Activity

**Purpose:** The students are to experience the impact of inequality in society.

**Process:** Ask the students to find a partner. Assign one of the following roles to each student. Have one student play the role of a person belonging to a racial minority and the other play the role a person belonging to a racial majority. Have the students role-play some of these scenarios listed below:

- **Scenario 1:** Have some students role-play trying to find an apartment and have them experience difficulties because they are of a racial minority group. Have their partners play the role of a landlord of a majority group. Have the students play the reverse role after 15 minutes.

- **Scenario 2:** Have some students role-play applying for a job and have them encounter difficulties because they are of a racial minority group. Have their partners play the role of an employer of a majority group.

**Discussion:** Ask the students how they felt while role playing. Discuss the differences in playing the reverse roles. Lead a discussion about inequality in society. Discuss some of the consequences of inequality in society.

### **3rd Activity**

**Purpose:** Students will explore images portrayed in a film and discuss the impact these images have on racial minority groups.

**Process:** Teachers will prepare several scenes using a classic, contemporary or documentary film. Both positive and negative clips will be viewed by the class. After viewing the film, have the students create a list of the positive and negative images seen in the film.

**Discussion:** Ask the class what makes the film positive or negative. Have the class make a list of some positive films produced about racial minorities. Ask the class to suggest ways to voice their concerns about negative film making about minority groups.

### **4<sup>th</sup> Activity**

**Purpose:** To look at how (racial) minority groups are represented in print media in society.

**Process:** Students are encouraged to bring in mainstream magazines to class. Divide the students into small groups and have them discuss in what context they are represented in print media. Have the students cut out examples of how minority groups are represented in print media. What role does nationality play in the reporting of criminality in the press?

**Discussion:** Have the students report in general their observation of how racial minorities are represented in magazines and in print. Ask the class to suggest what changes could be made in some of these publications. Discuss what kind of impact these public images have on racial minority groups.

### **5<sup>th</sup> Activity**

**Purpose:** The students are given another medium to reflect on their perception of themselves in society.

**Process:** Have the class discuss some of the ways youth are represented in advertisement. Discuss some of the possible themes that are evident in advertising which target youths:

- What are the positive and negative images of you and others of different backgrounds reflected in advertisement?
- Do advertisements contain positive or negative stereotypes of minority and majority groups in your society?

- How would you interpret the function of popular advertisement in your society?
- Divide the students into groups which are to work together to create an advertisement for presentation in class.

**Discussion:** Ask each group to present its advertisement. Discuss the class' reaction after watching the advertisement. Ask the class whether the advertisement reflect the cultural reality of their community. Ask the students who these products are targeting.



Available at: [www.wenzelfenton.com](http://www.wenzelfenton.com), accessed on 12/06/2018

## 4.7 Diversity in society and community involvement



Available at: <https://www.islamabadscene.com/national-college-of-arts-celebrates-cultural-diversity-to-promote-inclusive-society/>, accessed on 28/05/2018

### **1<sup>st</sup> Activity**

**Purpose:** To help students become aware of how they are perceived by society as a whole or the community in which they live.

**Process:** Have the students work independently and identify the concerns that they have about youth in their community. Have the students select a partner and have them discuss their concerns.

**Discussion:** Lead a class discussion about some of the concerns identified by the students and the impact on youth. Ask the students whether the community and government should be concerned about youth in society.

### **2<sup>nd</sup> Activity**

**Purpose:** To have students recognize and value diversity in society as a member of both a minority and majority group.

**Process:** Ask students to work independently and to make a list of what makes them unique from the others in their school, families and surrounding environment. Divide the students into small groups and have the students share what makes them unique. Identify similarities which are common between you and others of a different background. Identify differences between individuals who are of the same cultural backgrounds.

**Discussion:** Ask the students to discuss their uniqueness with the rest of the class. Ask the class to discuss how it feels to be different in certain group settings. Discuss the advantages and disadvantages of differences amongst classmates.

### **3<sup>rd</sup> Activity**

**Purpose:** This activity is designed to have students become more aware of some positive aspects within their community.

**Process:** Have the students collect newspaper articles about positive things within their community. Allow students enough time to read each other newspaper articles in class.

**Discussion:** Discuss in large groups the need for positive news in the community. Discuss the differences in the articles. Ask the students what is the importance of being aware of news in their community. Lead a discussion about some of the resources available in the local community. Ask two community agencies to come and visit the class.



## **IN THE SOCIAL CONTEXT...**

A SUCCESSFUL COMMUNITY IN WHICH INDIVIDUALS OF DIFFERENT RACE, ETHNICITY, RELIGIOUS BELIEFS, SOCIOECONOMIC STATUS, LANGUAGE, GEOGRAPHICAL ORIGIN, GENDER AND/OR SEXUAL ORIENTATION BRING THEIR DIFFERENT KNOWLEDGE, BACKGROUND, EXPERIENCE AND INTEREST FOR THE BENEFIT OF THE WHOLE COMMUNITY.

Available at: <http://embracingdiversity.us/>, accessed on 12/06/2018

# PART B

## CHAPTER 5.

### A PRACTICAL OVERVIEW

#### 5.1. The various stands of our project

According to the *Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education*<sup>14</sup>, one of the aims of our project was to make the concept of social inclusion operational, even in face of resistance to change, guiding students to energetically promote tolerance, whilst learning to working together and appreciating their differences. Student activism and its impact on all participants can play an important role in raising awareness of refugee and migrant issues.

Therefore, this paragraph brings together the various stands through the years, showing the most important activities undertaken, good practices and examples on how to promote the inclusion of people with disadvantaged backgrounds and to work and deal with pupils on the topic.

#### 1st Cross student exchange in Greece

Topic: Historical Development of Immigration in Europe

Date: 14/01/2017 – 20/01/2017

Hosting school: 4th High School of Ilion, Athens, Greece

Sending schools: Liceo Scientifico Filippo Silvestri and IES Joaquin Turina

The schools participating in this exchange gathered medicines and offered them to the NGO "Medicine du Monde Greece", operating in migrant and refugee camps in Athens.



<sup>14</sup>Informal meeting of European Union Education Ministers, 'Declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education', 2015. Available at: [https://ec.europa.eu/commission/sites/cwt/files/dp\\_mobilisation\\_europeenne\\_20150317.pdf](https://ec.europa.eu/commission/sites/cwt/files/dp_mobilisation_europeenne_20150317.pdf), accessed on 19/05/2018.

## **2nd Cross student exchange in Italy**

Topic: Analysis of the current situation of migration and refugees, causes and consequences

Date: 05/03/2017 – 11/03/2017

Hosting school: Liceo Scientifico Filippo Silvestri

Sending schools: Öffentliches Stiftsgymnasium St. Paul and Istanbul Lisesi

In order to get ready for the second student exchange in Naples, Italy, the Austrian pupils taking part in the exchange had to analyse the refugee crisis, its main reasons and consequences. As preparation, the pupils had the chance to visit the first immigration class for refugees at the WI'MO Klagenfurt and the asylum seeker accommodation centre in Lamm (St. Andrä im Lavanttal, Carinthia).

Currently, about 20 refugees from Afghanistan, Iran and Syria have lessons there. Dipl – Päd. Heidelinde Cas-Brunner and her team teach them German, as well as European culture. Moreover they prepare the refugees for their continuation into secondary school. The pupils of the Stiftsgymnasium St. Paul were very shocked by the stories of the mostly unaccompanied teenagers (all pupils in the integration class are younger than 20). In particular, the play "Azadi", in which the refugees outlined the main reasons for their escape as well as the experiences on their journey to Austria, was really heart touching.

Afterwards, all of our students had the chance to interview the headmaster of the WIMO, as well as the actors of the play and other refugees.

Anna-Maria Grassler told us: "I was particularly moved by the stories of their escape as well as the scenes presented in the theatre play, since until that moment I had only been an outsider. Until then I had only found out very little about the refugee crisis. That day I realized how much pain teenagers of my age have already been through. I was also fascinated by the fact that the refugee class was so open-minded and keen on sharing their experiences with us."





Video available at: <https://youtu.be/2mojspIaMp8>, accessed on 12/06/2018

Link to the [Photogallery...](#)

Link to the [German report...](#)

In preparation for the exchange, the Austrian working group also prepared a brochure distributed during the activities in Portici about the reasons for escape and the distribution of refugees in Austria. In this occasion the students interviewed a Syrian student – *Alanoud Aljomaa* – who had been attending our school for two years.

**ALANOUD ALJOMAA**



She originally came from Alraqa, Syria and has been in Carinthia since then. The reason why she left her home country was of course the war in Syria. From Saudi Arabia to Dubai she travelled by plane, from there she flew to Vienna and finally she got to Carinthia by car. The whole journey took about one year, however, she was not that scared because her family was by her side. Her family includes her parents, herself and three siblings. She is happy to be in Austria and does not wish to return to Syria. She said the education in Austria was much better and she is dreaming of becoming a doctor

Strategic partnership for the exchange of good practices  
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LICEO SCIENTIFICO  
FILIPPO SILVESTRI




This project is funded by the Erasmus+ Programme of the European Union

**WITH COURAGE  
LET US ALL COMBINE!**



**2. Short-term exchange in  
Portici (Naples)  
05.-11.03.2017**

**Austrian working group**



Stiftsgymnasium St. Paul  
Bildung mit Mehrwert

*Journeys of hope: Educational pathways to social inclusion and tolerance*

### Facts and numbers

The concrete number of refugees is now higher than it has ever been before. Currently about 51 Mio. people are trying to escape from countries they once called their home, which are now war zones affected by crime, poverty and unfairness.

In the statistics Austria ranks number 5 among European countries regarding the number of asylum applications.

In the year 2016 about 37,000 (37.135) people applied for asylum in our country. Against the opinion of the majority of the European people this figure is much smaller compared to the year 2015 where there were about 89,000 asylum applications.

Until the 1st January 2016 about 121,000 people had come to Austria but since November 2015 the number of asylum seekers has been decreasing.

Of all the refugees that have come to Austria 28,000 of them are Syrians, 18,300 are Afghan and about 10,000 people are from Iraq.

### The distribution of the refugees in Austria's federal states



In Europe, most of the refugees are accommodated in countries like Italy, Greece, Germany and Sweden.

The refugees are distributed according to the economic situation and the population of individual states.

According to the statistics of the year 2014 one out of three asylum seekers who submitted an application in Europe, chose Germany.

In absolute numbers Germany accommodates most of the refugees.

In Austria most of the refugees are accommodated in lower Austria in countries like Carinthia, Vienna, Upper Austria and in Salzburg.

### The reasons of escape in relation to the countries

Refugees have to fear for their lives. In many countries, the living conditions are getting worse. Due to the financial crisis of the refugees, access to health care is refused. Life is getting more expensive, poverty increases. The hope to obtain safety, education and equality is fading as the refugees are faced with intolerance and barriers in each area. They even do not have a chance to get a job, in order to afford living, it is a negative spiral.

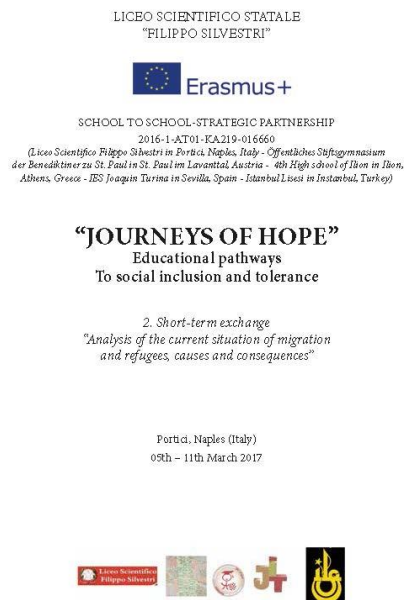
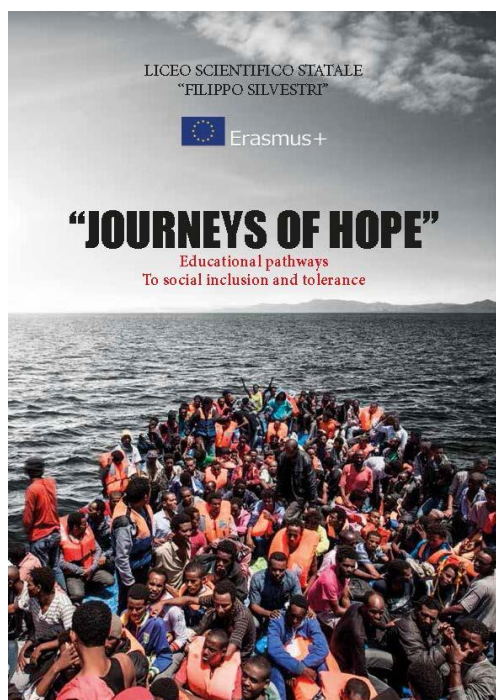
In Syria people flee from their home country because of war, terror or persecution due to their faith, political attitude or oppression. The current situation in Syria is challenging. People live in daily fear. They lose their hope in the country where they grew up, have their family and friends but lack jobs and future perspectives.

In Egypt many people of Lebanon declare that they are unable to pay the rent. Their debts are so high that they cannot pay them back. Even affording life, like having enough to eat, seems to be impossible. Some from Jordanian say they cannot care for the family.

In Iraq minorities are persecuted, survival poses a daily risk.

Link to the [Brochure...](#)

Italian students worked on the subject of the current crisis of migrants, the responsibility of rich countries for creating refugees and the possible future scenarios and joint solutions to the problem. The results of their analysis can be found in the brochure they prepared.



## AN ANALYSIS OF CURRENT MIGRATION FLOWS AND THEIR CAUSES

While in Eastern Europe countries are building walls to respond to the rising flow of migrants and to restrict immigration, in the rest of the continent, including Italy, the mass exodus from very poor countries produces political and social tensions and often uncontrolled reactions of racist imprint. Several studies on migration flows give evidence that neither Italy nor Europe in general are the areas where this phenomenon is getting more critical.

Middle East is mostly interested by this phenomenon. It is also the area that is absorbing a huge number of migrants.

Countries with poor economies as Iran, Egypt, Turkey (where there are much poorer citizens than Italians and Europeans) have opened their boundaries to migrants.

Turkey, Lebanon, Jordan, Iraq and Egypt accepted more than 97 per cent Syrian refugees.

Turkey is the country with the largest number of refugees hosted in 2014 (about 1 million 600 thousand people).

Pakistan, Lebanon, the Islamic Republic of Iran, Ethiopia and Jordan are the countries where the remaining part of the refugees was hosted in 2014.

All together Middle Eastern countries accepted around 35 per cent of total refugees, 20 million people in total. The annual report of the United Nations High Commissioner for Refugees (UNHCR) states that in 2015 people forced to migrate and escape from their home country due to war were approximately 60 million, 8.3 more than the previous year.

Ten years before migrants were 22 million less.

There are conflicts all over the world, in particular 15 more than during the last five years and they are causing a significant increase of migrations flows. European countries are quite reluctant to act with human interventions and this is the reason why Middle East countries (mainly Islamic) blame European countries.

Amnesty International has stated there is a clear violation of the rights of migrants and refugees that are in Turkey where police used fire on those who tried to go through the unofficial crossings.

In Europe, in the western Balkans, the migratory flow has doubled in a year,

5

Against this new landscape, countries in Europe and elsewhere will have to think hard about how to approach their protection responsibilities. Giving in to the impulses to erect bigger fences without concomitantly dealing with the root causes of these movements will only serve to deepen the pockets of smugglers, not reduce the flows themselves.



Written by:  
Chiara Acampora, Vittoria Acampora, Daniela De Falco,  
Martina Imperato, Francesca Scarrone

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Link to the [Brochure...](#)

During the week of the second exchange in Portici, the students visited a refugee camp in Naples (LESS), where they had the chance to talk with refugees from a lot of African states and to donate to them some clothes collected at their own school before the exchange.



Video available at: <https://youtu.be/sypmcxPO-9I>, accessed on 12/06/2018

### **3rd Cross student exchange in Austria**

Topic: Cultural Diversity in Europe

Date: 05/11/2017 – 11/11/2017

Hosting school: Öffentliches Stiftsgymnasium St. Paul

Sending schools: 4th High School of Ilion and Liceo Scientifico Filippo Silvestri

In preparation for the exchange, the Austrian working group prepared a video about cultural diversity following the theme of food and typical dances in Austria.



Video available at: [https://youtu.be/EM\\_QQ96KiBA](https://youtu.be/EM_QQ96KiBA), accessed on 12/06/2018

The Greek working group prepared a theatre play video about stereotypes and prejudices towards migrants and refugees, which was performed during the exchange, also with Austrian and Italian students.



Video available at: <https://youtu.be/ixAqYbYFKsU>, accessed on 12/06/2018

One of the most interesting activities of the exchange was the visit to the “transition class for refugees” at the WIMO Institute in Klagenfurt for moments of dialogue with the project operators and with the guests of the structure, for the purpose of making students aware of the problem. After a short presentation, all students split into smaller, multinational groups including youths from Syria, Bangladesh and Tibet, and were given material to paint together. Afterwards all students presented their work explaining their meaning. They also made garlands together.



Video available at: <https://youtu.be/rZkG1oFFs7o>, accessed on 12/06/2018

#### **4th Cross student exchange in Spain**

Topic: The fight against prejudices and racism in Europe

Date: 18/02/2018 – 24/02/2018

Hosting school: IES Joaquin Turina

Sending schools: 4th High school of Ilion and Istanbul Lisesi

In preparation for this exchange, the Austrian, Greek and Italian groups prepared some videos on how to prevent and fight prejudices in different situations.



Video available at: <https://youtu.be/oY6pzpUerBA>, accessed on 12/06/2018

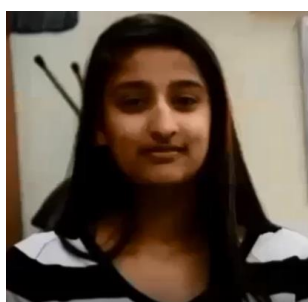


Video available at: <https://youtu.be/DfrRedVpfOw>, accessed on 12/06/2018



Video available at: <https://youtu.be/bWkGr7poH8U>, accessed on 12/06/18

Three of students who performed in the Greek video were from Pakistan, Egypt and Albania.



During the exchange in a classroom immersion, conducted by our Spanish teacher, Mrs. Teresa Rivero, who led an interactive and entertaining activity in which all Erasmus+ partners took part and discussed (in English) prejudices and racism, they were shown some photos of famous Afro American and South American sportsmen, concluding that respect and equality are core values, and that racism responded actually, to obscure economic reasons.



## **5th Cross student exchange in Istanbul**

Topic: Human rights, European and UN laws that protect refugees and asylum seekers

Date: 08/04/2018 – 14/04/2018

Hosting school: Istanbul Lisesi

Sending schools: Öffentliches Stiftsgymnasium St. Paul & IES Joaquin Turina

In preparation for this exchange, the Austrian group prepared a video about human rights in different situations.

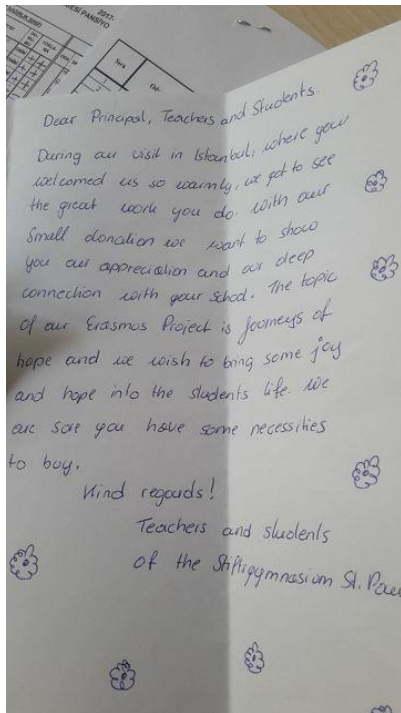


Video available at: <https://youtu.be/jYSQsAR7j5g>, accessed on 12/06/2018

During the exchange students and teachers went to a primary school in Findikzade where the Syrian refugee children got educated. After watching a presentation about the difficulties that Syrian refugees got over, they meet some of those students. Visiting them and hearing what they had experienced raised our awareness about refugees and wars. As a gift, we were given bookmarkers that were prepared by the Syrian students.



After the exchange the Austrian partners donated 500 Euros for the Syrian refugee students in Fatih GEM to be spent on some of their necessities and to bring some joy and hope into their little worlds.



In order to fulfil this heartfelt wish the Turkish team did their best to contact the headmistress of the school and after getting together they agreed on buying some clothes for 35 students who were really in need. They bought gift cards which cost 50 TL each from a local clothes shop LCW. Besides, with the rest of the money they bought some more gift cards of a supermarket "A 101" so that very poor ones could get some food supplies.



After buying the clothes on May 28 they were invited to our school, where they integrated with the Turkish students and did some sports, dance and art activities. Cloth bags with the Erasmus logo of our project "Journeys of Hope" were given as a present. They left the school with good memories.



The amount of the donation might have been moderate, but the effects of it was really huge as it touched their hearts and that they felt they are not alone in this world and this was all clear in their eyes that it had brought some happiness and joy into their journeys of life and hope.

## **CHAPTER 6.**

### **CONCLUSIONS AND RECOMMENDATION**

#### **6.1. Conclusions and recommendation**

In conclusion it can be assumed that extensive education to social inclusion and global citizenship is strictly related to the respect of human rights and the promotion of intercultural dialogue. Only through participation and the creation of international co-operation networks can the gap between non-migrants and students of migrant background be reduced.

Resources and tools are thus important to integrate children of refugees in the classroom and in other learning situations but to handle diversity and to eradicate biases and stereotypes towards foreign students, a real multicultural perspective is essential. Only real experiences can help prevent the marginalisation of young people. Therefore, children must be provided with opportunities for action in schools and particular focus must be placed on improving the opportunities for them to participate as active social operators who are able to express their views on matters of tolerance. Only through practical participation and social interaction with others is sensitivity towards inclusion developed and pupils are provided with opportunities to influence the way the school operates, although under the guidance of educators.

As a matter of fact building successful learning pathways requires that learners are provided with guidance and support not only in the areas of education but also in that of personal development, and the setting up of relations with other agents and the involvement of counsellors and all educational stakeholders are essential to achieve empowerment.

In the end we can well say that all the knowledge and skills children need to participate in and influence the school's activities have been acquired thanks to our Erasmus+ project. Our project 'Journeys of Hope: Educational pathways to social inclusion and tolerance' has helped them to recognise all the mechanisms that lie behind social exclusion, has helped us to perceive the importance of our role as teachers, and the role of the whole school community in implementing measures of prevention and in providing opportunities for both real experiences and research.

Teamwork has been extremely important for developing awareness and providing services to foster tolerance and respect for diversity.

Students have found it challenging to have relationships with peers from other countries and with migrants and have developed social interaction skills. From their perspective the project has contributed to their idea of learning not simply as a matter of performance in the classroom, but as active participation and the acquisition of their role as members of the school community and of society in general.

The important added value produced by the project is that it has helped us all to perceive the well-being of students as a state of balance in the school.

We have asked ourselves questions about our willingness to accept rejected students who, in most cases are introverted and reveal their distress through their sad eyes, but who can sometimes be very difficult and rude and fight because they are heard neither by their families nor by school operators: "Is our attitude to them the best one?" "How can we help them?"

In these two years we have paid attention to listening to students' opinions both in planning and in implementing activities to encourage them to achieve this balance.

We can say that our project has been successfully implemented and has fulfilled our need for educational innovation.

Its purposes were clear from the beginning to all its participants, and now it has finished we hope its benefits may be useful later not only to its participants, but also to other colleagues, education agents and, most importantly, to other students.

However, we don't want to give the impression we solved all the problems, there is still much to work on to prevent ideological degenerations and radicalisation and it is important to be aware that bridging cultures, integrating migrants and preventing racial discrimination is a long-term process in which the efforts of every responsible citizen are required to live in a peaceful and harmonious community.

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**For further information, please contact:**

[humanrightsactionlab@gmail.com](mailto:humanrightsactionlab@gmail.com)

**or visit our website:**

<http://www.journeys-of-hope.eu>



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