
**THE INAUGURAL HUB FOR EUROPEAN REFUGEE
EDUCATION (HERE) CONFERENCE**

**Critical Conversations on Refugee
Education in Europe:
perspectives from research, policy
and practice**

University of Nottingham, School of Education

22-23 November 2022



Day 1

09:15 – 10:00	Coffee & Registration	Atrium
10:00 – 10:55	<p>We Are HERE: Advocating for refugee education – Welcome and Introductory Remarks</p> <p>Professor Joanna McIntyre (University of Nottingham) including launching the critical conversation around proposing an addendum to the 1951 Refugee Convention</p>	Raleigh Room
11:00 – 12:30	<p>Parallel Session 1: Language and Wellbeing</p> <ul style="list-style-type: none"> - <u>Declan Flanagan (NATECLA (Island of Ireland) Branch and Health & Social Care Trust (HSC), Belfast, Northern Ireland)</u> Emergency ESOL provision in Northern Ireland – Evaluation of language proficiency and socio-emotional wellbeing - <u>Beth Hilditch (Nottingham Education Sanctuary Team (NEST))</u> How Can a Holistic Approach to the Education of Refugees and Unaccompanied Asylum-Seeking Children (UASC) Benefit both Academic Outcomes and Personal Development? - <u>Laura Phelps & Richard Eynon (OASIS Cardiff)</u> The challenges of Language Provision for refugees in Wales - <u>Tony Capstick (University of Reading)</u> Mediating health information across global networks: the language and literacy practices of Syrian refugees <p>Parallel Session 2: Equality and Inclusion</p> <ul style="list-style-type: none"> - <u>Dr. Mariya Riekkinen (Åbo Akademi University)</u> Substantive Equality of Refugee Children in Education Acts of Finland & Norway - <u>Dr Ruth Brittle (Nottingham Trent University)</u> Inclusive and equitable quality education for all? Rights-based policy approaches to embed education rights for refugee children. - <u>Kristina Pokasic (University of Nottingham)</u> Inclusion of refugee children in Croatian education system - <u>Dalene Swanson (University of Nottingham) & Mostafa Gamal (Queen Margaret University)</u> Education, rights, and inclusion for migrant/refugee populations 	Raleigh Room
12:30 – 13:30	Lunch & Networking	Atrium

13:30 – 14:30	Making Refugee Education Less Exceptional: Suggestions from Theory and Practice	Raleigh Room
	Fabio Dovigo (Aarhus University), Wayne Veck (University of Winchester), Michelle Proyer (University of Vienna)	
	- Followed by Critical Conversations	
14:30 – 15:30	Parallel Session 3: Online and Remote Education	Raleigh Room
	<ul style="list-style-type: none"> - <u>Amir Raki (University of Liverpool)</u> Unleashing the Power of Online Learning in Refugee Education - <u>Isabela Secanechia & Aspen Brooks (ELNOR Education)</u> Accessibility of education resources for children in refugee camps in Greece - <u>Alessio D'Angelo (University of Nottingham)</u> Migrant students in the European pandemic: impacts, responses and lost opportunities 	
	Parallel Session 4: Tertiary Education	Room 8
	<ul style="list-style-type: none"> - <u>Helen Paskins (Sheffield Hallam University) & Maryam Taher (City of Sanctuary UK)</u> Universities of Sanctuary Initiative - <u>Leonie Ansems de Vries (Kings College London)</u> Critical reflections on the development of safe and sustainable Higher Education-led pathways to the UK for forced migrants - <u>Amy Ashlee & Divya Jose (Refugee Education UK)</u> The journey to university for refugee and asylum seeking young people 	
15:30 – 15:45	Break	Atrium
15:45 – 16:15	No Radio Silence - Human Rights of Refugees and Asylum Seekers: An educational resource about refugees and asylum seekers in Scotland	Raleigh Room
	- <u>Virginie Clayton & Halah Alarefi (Unity Sisters)</u>	
16:15 – 17:25	Refugee Education: International Policy and Advocacy Perspectives	Raleigh Room
	Frederik Smets (UNHCR); Catherine Gladwell (REUK); Mialy Dermish (SIRIUS); Stephanie Wauthier Albrand (UNHCR-UK)	
	- Followed by Critical Conversations	
17:25 – 17:30	Close of Day 1	

Day 2

09:00 – 10:20	Session 5: Pedagogies and Methodologies <ul style="list-style-type: none"> - <u>Dr Gary Mills (University of Nottingham)</u> Pedagogical approaches to teaching about historic refugees - are there lessons to be learnt? - <u>Judith Bucher (Catholic University of Eichstätt-Ingolstadt)</u> Co-constructing Educational Participation with Young Refugees in Rural areas - <u>Dr Eugenia Katartzi (University of Nottingham)</u> The role of education in forced migration: The case of unaccompanied refugee minors in Greece - <u>Kerryn Dixon & Elizabeth Walton (University of Nottingham)</u> Refugee Education: A critical visual analysis 	Raleigh Room
10:20 – 10:30	Break	Atrium
10:30 – 11:15	Session 6: Schools of Sanctuary <ul style="list-style-type: none"> - <u>Megan Greenwood (City of Sanctuary UK); Maria Lacovara (Bluecoat Beechdale Academy); Cherry Pearce (Archway Learning Trust)</u> An Introduction to Schools of Sanctuary - <u>Dr Jeannette Baxter (Anglia Ruskin University)</u> A Day of Welcome – Awareness raising with Norfolk Schools of Sanctuary 	Raleigh Room
11:15 – 12:00	Refugee Education: Perspectives from Young People with Lived Experience <ul style="list-style-type: none"> - Moses Seitler (Communications & Youth Engagement Manager, Refugee Education UK (REUK)); Salar Keramat, Musharraf Abdulayeva, Divya Weerasooriya Arachchilage, Venita Yueng (Youth Ambassadors, REUK) 	Raleigh Room
12:00 – 13:00	Facilitated Group Discussions <ul style="list-style-type: none"> - Regarding a statement to UNHCR 	Raleigh Room
13:00 – 13:15	Closing Remarks: Professor Volker Wedekind (Head of School of Education – University of Nottingham)	Raleigh Room
13:15 – 14:30	Lunch & Networking	Atrium

Day 1:

10:00 – 10:55

Welcome & Opening Remarks – We Are HERE: Advocating for refugee education.

Professor Joanna McIntyre (University of Nottingham)

Jo McIntyre has extensive experience researching how, through the field of Education, we can understand and improve the lives of those who are marginalized or disadvantaged by society. Her work in the field of refugee education looks at the barriers and opportunities schools face when working to support refugee children. This has included work with teacher educators in different international contexts to consider issues of global migration and initial teacher education. Alongside the development of the HERE project, Jo has led research which explored the role of arts in fostering a sense of belonging for newly arrived young people in cities in Europe and a project with Swedish educators looking at the implementation of an inclusive model of education for refugee pupils. She has published widely on these topics including a book on refugee education based on case studies of best practice in English schools and colleges.

This opening session will provide some background to the HERE project, its purpose and some wider context around refugee education in Europe. Jo will also outline the structure for the following two days of the conference which will be built around encouraging collaborative critical conversations. These critical conversations will build towards a facilitated group discussion towards the end of the conference that aims to inform the development of an addendum to the 1951 Refugee Convention.

11:00 – 12:30

Session 1 – Language and Wellbeing

The evaluation of a CLIL course for 16+ refugee and asylum seekers in Northern Ireland.

Dr Declan Flanagan (NATECLA (Island of Ireland) Branch and Health & Social Care Trust (HSC), Belfast, Northern Ireland)

ESOL provision in Northern Ireland is in its infancy, mainly due to a long history of violent conflict, i.e., 'the Troubles', resulting in little inward migration. Nevertheless, NI migration and ESOL landscapes have changed considerably with a significant increase in refugees/newcomers resettled under various resettlement schemes. However, such provision has lacked professional and learner consultancy and has been reactionary and piecemeal rather than planned, resulting in a neglected cohort aged 16–19-year-olds from refugee and asylum seeker communities, including unaccompanied minors. These young people are in an indeterminate educational state due to their age, interrupted or little formal education and English language proficiency, and therefore cannot access formal secondary, further and or higher education. A pilot 16 + Content and Language Integrated Learning (CLIL) course was developed, delivered, and evaluated within community education settings in Belfast (September 2021/June 2022). It provided 16 hours of structured education over 24 weeks for 12 young people. The curriculum included ESOL, basic Maths, essential ICT, basic Science and bespoke PHSE provision. The evaluation showed significant improvement in learners' productive (listening), receptive skills (speaking), range of vocabulary and grammar accuracy. More significantly, learners' personal/social development and welfare improved, resulting in greater motivation to continue learning to achieve a

level of English that can enable them to access mainstream provisions. However, concerns for future 16+ CLIL programmes delivered within Further Education (FE) settings will not be effective due to its human rather than social capital ethos, evident within community educational settings.

Can a Person-Centred Approach to the Education of Refugees and Unaccompanied Asylum-Seeking Children (UASC) Impact Academic Outcomes and Personal Development?

Beth Hilditch (Nottingham Education Sanctuary Team (NEST))

I am a qualified psychotherapist, former teacher and local authority consultant specialising in English as an Additional Language and Ethnic Minority Achievement. I currently work with young refugees and UASC at Nottingham Education Sanctuary Team (NEST).

This presentation is based on my MA research into the experiences of staff and students at an alternative education provision for 16-19 year old refugees and unaccompanied asylum seeking children. This research examined how a holistic and therapeutic, or person-centred approach, to curriculum and teacher attitudes simultaneously addressed the academic, mental health and practical challenges that this particular group faces. The research concluded there were positive impacts on student outcomes; academic, social and emotional.

The education of refugees and UASC tends to focus on either integration into the mainstream setting and learning English, or addressing their mental health needs; dealt with as separate, rather than overlapping concerns. However, this research exemplifies how a multidimensional approach through education can facilitate both these, as well as other issues relating to refugees and UASC simultaneously. The research raises the question as to whether this approach might also be applied to other education settings.

Third sector ESOL - bung or bedrock?

Laura Phelps & Richard Eynon (OASIS Cardiff)

Third sector ESOL (English for Speakers of Other Languages) classes are typically thought to 'plug the gap' created by a shortage in FE and ACE provision. However, for many asylum seekers and refugees, third sector ESOL classes are foundational to their integration in the UK and as such require greater recognition from policy-makers. They also require alternative pedagogies that are only now beginning to be properly researched.

Oasis Cardiff is one of the largest charities supporting forced migrants in Wales, delivering a full-time schedule of language classes staffed by 60+ volunteers as well as teaching at interim accommodation for Afghan and Ukrainian families and UASC (unaccompanied asylum-seeking children). This presentation will describe the challenges of supporting new arrivals with their language needs, but more importantly it will show how the third sector ESOL classroom - when treated as a bedrock, not a bung - is uniquely placed to provide a *Warm Welsh Welcome*.

Mediating health information across global networks: the language and literacy practices of Syrian refugees.

Tony Capstick (University of Reading)

The analysis in this paper focuses on the health literacies of refugees and how they are able to mediate information about Covid-19 across global networks. The paper explores the role of multilingual literacies in this mediation as the majority of refugees worldwide speak more than one language.

Research in applied linguistics is drawn on to explore these health literacies, particularly where it draws on multi-level analyses at the macro-level of global networks and the micro-level of cultural practices relating to social media. The context of the research is situated in refugees' creative responses to sharing information about Covid-19 during the early stages of the global pandemic. As the threat of infection intensified in multilingual refugee communities, preparedness through trustworthy information was more important than ever. Many refugees faced specific challenges related to the way that health information was shared and the languages that it was shared in. The analysis in this paper focuses on the networks of a group of Syrian refugee academics who use social media to carry out their research outside Syria while also using social media to maintain relationships with family inside Syria and the family members who are displaced in Turkey, Germany and beyond. This involves dense social networks that are negotiated by drawing on a range of formal and informal language varieties. The findings in this paper highlight the importance of multilingual literacy practices in the mediation of health information where refugees draw on their shared cultural resources when mediating, illustrating the significance of individual and collective identities when making decisions about how to mediate. The paper ends by broadening out the discussion to large-scale programming for refugees also fleeing conflict in Ukraine and how language learning contributes to their lives in neighbouring countries in Europe.

11:00 – 12:30

Session 2 – Equality & Inclusion

Substantive Equality of Refugee Children in Education Acts of Finland and Norway.

Mariya Riekkinen (Åbo Akademi University)

The presentation reveals how Education Acts in Finland and Norway reflect the idea of substantive equality for refugee pupils in compulsory education. The study of two education acts is done via Quality Data Analysis, based on Sandra Fredman's four-dimensional approach to substantive equality. It would be of interest to professionals working in a multilingual classroom with an increasingly diverse refugee pupil population and is a part of the VOICES project by Norwegian DIKU agency.

Inclusive and equitable quality education for all? Rights-based policy approaches to embed education rights for refugee children.

Dr Ruth Brittle (Senior Lecturer in law, Nottingham Law School, Nottingham Trent University)

The right to education is a fundamental right guaranteed by international treaties, declarations and global compacts. It is identified as the fourth sustainable development goal (SDG), with an emphasis on inclusive and equitable quality education for all. For many refugee children this right is not prioritised or it is marginalised, inaccessible or unavailable in the host state. For migrant children arriving in a host state there are several barriers to their right to education, and their access to educational provision may depend on whether they are separated from their parents, the immigration status of their parents, how effectively their parents are able to advocate for access to schools and to navigate the host state's education system. The right to education depends on what is available, accessible, adaptable and acceptable as the minimum standard of education for children in the host state (Tomasevski 2006). My presentation will briefly outline the international obligations of a state in

the context of a legal right to education for refugee children, but highlight that it is more accurate to discuss 'education rights'. This is an interlinked set of rights which reveal that education is much more than access to a school building or to a school curriculum, but includes rights to, in and through education (Verhellen 1993; Devine and McGillicuddy 2016; Lundy, Orr & Sheir 2017). I will provide an analysis of rights-based approaches (RBA) to education rights and demonstrate that a rights-based approach should shape and inform national educational policy to ensure that education rights for refugee children are respected, protected and fulfilled.

Do teachers' practices on the micro-level enable or constrain the inclusion of refugee children in Croatian primary schools?

Kristina Pokasic (School of Education, University of Nottingham)

The refugee 'crisis' that started in 2015 brought some challenges to a mostly homogeneous Croatian society and the Croatian education system once refugee children were enrolled in schools in 2017. However, the challenges that come with enrolling refugee children in classrooms and, consequently, a higher diversity of schools should not disregard all the opportunities their inclusion brings. Therefore, the discourse should change from barriers to opportunities so that inclusion truly means 'education for all' (Ainscow, 2020; Schuelka et al., 2020). This study aimed to explore what practices employed by teachers enable or constrain the inclusion of refugee children in four Croatian primary schools. I looked at teachers' practices through ecosystemic lenses and the theory of practice architectures (Kemmis et al., 2014), which provided insights into understanding these practices. This presentation will focus on the micro-level of the practices in schools and data gathered from semi-structured interviews with teachers. The findings have revealed that perceptions of inclusion, practices celebrating (or not) representation and recognition of refugee children and partnerships between teachers compromise the overall inclusion of refugee children in the Croatian education system. The research points out that there are still inconsistencies regarding the understanding of inclusion and a focus on 'deficit'. Still, it also revealed practices that enable children's representation and recognition, turning them into active agents in the education process. However, the findings show that there is a need to provide more support to teachers and broaden collaboration between them in terms of sharing practices. There is also a need to establish common understandings of inclusion and move the narrative towards opportunities rather than barriers in order to develop children's full educational potential.

Education, rights, and inclusion for migrant/refugee populations.

Dalene Swanson (University of Nottingham) & Mostafa Gamal (Queen Margaret University)

A neglected aspect of refugee/migrant rights is education, but what kind of education is of equal importance. Drawing on narratives of experiences of migrant/refugee children, youth and families, I argue that an educational experience that does not objectify refugee/migrant children or mimic educational apartheid or exclusion needs to be advocated for. Refugee/migrant families have as much right to educational equality and quality – indeed an educational offering that is robust, enriched and life-affirming rather than inferior or in name only – as anyone else. What has been learnt from the differential educational experiences of children living in conditions of marginalisation can be brought to bear on the experiences of refugee/migrant children, but paying attention to the specific circumstances and needs of refugee communities in context is also crucial.

13:30 – 14:30

Making Refugee Education Less Exceptional: Suggestions from Theory and Practice.

Wayne Veck (University of Winchester); Michelle Proyer (University of Vienna); Fabio Dovigo (Aarhus University)

In her poem, Home, The Somali-British writer, Warsan Shire (2015) states:

no one leaves home unless
home is the mouth of a shark

The poem then goes on to insist:

you have to understand,
that no one puts their children in a boat
unless the water is safer than the land

We take this call to understand as the starting point and the guiding inspiration of our discussion. But how are we to understand, to live with, and to educate people who have been uprooted from their homes? Refugees, and the education they receive, can be located on the other side of what is held to be regular, ordinary, and the everyday. As exceptional, refugee education can thus find itself positioned within the sphere of experts, situated beyond the capabilities of regular teachers. While refugee students, too, can find themselves burdened with the task of establishing their own exceptionality, their worthiness. Hence, Dina Nayeri, in her memoir, *The Ungrateful Refugee*, tells us: “Every day of her new life, the refugee is asked to differentiate herself from the opportunist, the economic migrant” (original emphasis, 2020, p. 8). For a young refugee, one way of distancing themselves from the category of ‘unworthy migrant’ is to perform the identity of a brilliant and utterly dedicated student. Indeed, Nayeri describes her own exceptional efforts to dedicate herself to her school studies as she endeavoured to ensure that she did not – in her words – “lose everything,” her “entire identity as a smart, capable girl” (2020, p. 293). In our attempt to understand refugee education beyond such enforced constructions of exceptionality, we consider the following three questions:

Why does refugee education matter?

What is the role of receiving or majority communities in support the education of refugees?

Future of the field: How might we make refugee education less exceptional?

As we address these questions, it is our hope that we will open up spaces for critical reflection on the possibilities of refugee education beyond the exceptional.

Followed by Critical Conversations

14:30 – 15:30

Session 3 – Online & Remote Educational Support

Digital, Yet Humane: A Toolkit for Enhancing Human Touch in Online Services for Refugees.

Amir Raki (University of Liverpool Management School); Dr Ilma Nur Chowdhury (Alliance Manchester Business School); Dr Marzena Nieroda (UCL Global Business School for Health); Professor Judy Zolkiewski (Alliance Manchester Business School)

Following the pandemic, the rapid transition to online services exposed challenges/disadvantages for vulnerable service users as they engaged with this new mode of service delivery. They struggled to

derive value from these new online services and even experienced degrees of hostility, insensitivity, and carelessness. The Humanizing Online Services Toolkit (HOST) aims to address these challenges by providing examples of how to deliver empathetic and humane online services in the charity and voluntary sector.

The toolkit recommendations are based on the digital transformation of a charity-run educational service for refugees and asylum seekers during the COVID-19 pandemic. We explored the experience of refugee learners regarding the challenges and disadvantages they faced in an online service environment and identified some of the factors underlying those experiences. Subsequently, together with service stakeholders (practitioners, volunteers, and refugee learners), a series of strategies were devised to address the lack of human touch in online service delivery. These initiatives have been successfully employed to improve the human touch in other online services and are the basis for the toolkit recommendations.

This toolkit is designed to help with digitalization and online service delivery in the charity and voluntary sector. It provides insight into the solutions and actions needed to overcome the challenges of moving services online and aims to help the sector benefit from the advantages of digitalization whilst responding to the multiplex needs of their often-vulnerable service users by providing human-centred and empathetic online services.

ELNOR Education: Empowerment, Relief & Advocacy.

Isabela Secanechia (Co-founder) & Aspen Brooks (Education Program Manager, ELNOR Education)

Our presentation will introduce ELNOR's programming and research work, and touch on key insights from recent research on the ground. We will begin with a brief summary of how the organization was founded and its mission of overcoming obstacles to adult refugee access to language education. We provide free virtual English lessons to adult asylum seekers and refugees throughout Europe, and have also recently expanded to the United States. We connect our volunteer tutor base with our students through virtual platforms to provide asynchronous written and spoken feedback on submitted lessons, or individual and group video classes. To date, we have served over 300 students and run 16 weekly group classes. To ensure that we are understanding and meeting the needs of our student base, we conduct primary research on the ground in Greece, including in Athens and in Lesvos, where our first cohort of students was based. Our presentation will conclude with insight into the findings from our most recent research on education access for children in the Mavrovouni refugee camp, and technological access within the camp. This is part of an ongoing effort to establish a more detailed baseline of access to education and resources for asylum seekers in Greece.

Migrant students in the European pandemic: impacts, responses and lost opportunities.

Dr Alessio D'Angelo (University of Nottingham)

This presentation provides an overview of key findings and insights emerging from the work of the 'Learning for Citizenship' network on the impact of the Covid-19 pandemic on recently arrived migrant students in primary and secondary schools across Europe.

Lockdowns, school closures and the shift to online learning in response to the pandemic have impacted on all students, but have also acted as multipliers of educational inequalities. Among the most vulnerable are newly arrived migrant children, as they tend to be less familiar with the

educational system and life in the country. Some migrant and refugee students also face challenges due to language barriers, limited resources and, in many cases, the traumatic personal experiences of migration. Throughout the pandemic, the specific situation of migrant pupils has received little attention among researchers, policymakers, and the media, whilst those working on the ground often found themselves with a dramatic increase of need alongside a reduction of resources. The pandemic, however, has also seen a myriad of generous, creative responses a local level, though often with limited interconnection.

Building on case study research in the UK, Italy, Spain - as well as on comparative European research - this presentation examines some of the responses and practices implemented by individual schools and other actors, the lessons to be learned by the events of 2020-2021, and the potential ways forward at the level of policy and practice.

14:30 – 15:30

Session 4 – Tertiary Education

Universities of Sanctuary Initiative.

Helen Paskins (Sheffield Hallam University) & Maryam Taher (City of Sanctuary)

Many thousands of students, researchers and academics are among those fleeing conflict, undergoing forced migration or living in political exile as a result of their studies, and these individuals have been deprived of the opportunity to continue their studies and/or research in their home countries, therefore, support of sanctuary scholars has never been more needed.

Universities of Sanctuary is an initiative that provides a framework for universities to widen their support to those fleeing conflict. It is a network bringing together a group of more than 70 Higher Education institutions committed to providing support to those seeking safety in the UK, and creating a culture of welcome and inclusion that turns this knowledge into empathy and positive practices.

Maryam will present the national picture of Universities of Sanctuary and how it supports university staff to learn about the needs of refugee students, engage with refugee communities, and encourages universities to expand this culture of welcome far beyond their campuses.

Sheffield Hallam University (SHU) has accredited University of Sanctuary status. Helen will present a case study of how SHU supports students from refugee backgrounds during their studies at the University. She will offer a practitioner's perspective on supporting refugee students and how SHU incorporates University of Sanctuary principles into its work with refugees.

Helen will offer particular insight into the University's Sanctuary Scholarship scheme and the financial barriers refugee students experience to affording and accessing university education. She will reflect on the scholarship scheme's successes and its limitations and place this in a national context in terms of how far such schemes contribute to achieving the human right to education for all refugees.

Critical reflections on the development of safe and sustainable Higher Education-led pathways to the UK for forced migrants.

Dr Leonie Ansems de Vries (Reader in International Politics and Director King's Sanctuary Programme, King's College London)

Drawing on long-standing academic research and collaborative practical action, this presentation discusses how universities can develop programmes that facilitate access to Higher Education for

forced migrants through safe and sustainable educational pathways. In the past five years, the Sanctuary Team at King's College London has worked with a range of organisations to develop a university refugee sponsorship scheme that creates access to Higher Education through combining scholarships/fellowships with both wraparound community support and the establishment of safe and legal pathways to the UK. This scheme has so far facilitated the resettlement of forced migrants from the Middle East and Ukraine and has the aim of creating safe and legal pathways for displaced students and academics worldwide. A critical reflection on this scheme throws up a range of questions, two of which will be addressed in the presentation. Firstly, how to create positive social and policy change through the establishment of safe and legal pathways, without contributing to UK government policies that actively seek to undermine certain migrants' rights, for example by using the language of legal pathways to actively exclude and demonise people that do not have access to these pathways? Secondly, how to create a sustainable and collaborative university refugee sponsorship model through partnerships and the sharing of knowledge, expertise and resources in a broader Higher Education environment that is based on competition and tends to reward individual achievements over collective action?

The journey to university for refugee and asylum seeking young people.

Amy Ashlee (Research Manager, Refugee Education UK) & Divya Jose (Research Officer, Refugee Education UK)

This presentation will draw on 10 years of internal grey literature based on REUK's casework supporting young refugees and asylum seekers to access university and thrive once there, and recent qualitative research conducted by REUK and the University of Warwick. It will explore the barriers to university facing refugee and asylum seeking young people, and reveal the ways in which these are navigated. It highlights both the particular role of universities in addressing and reducing these barriers for their local community of refugees and asylum seekers, whilst also engaging in emerging global initiatives.

15:45 – 16:15

No Radio Silence - Human Rights of Refugees and Asylum Seekers: An educational resource about refugees and asylum seekers in Scotland.

Virginie Clayton & Halah Alarefi (Unity Sisters)

Our educational resource on the Human Rights of Refugees and Asylum Seekers was published in collaboration by Unity Sisters and Govanhill Baths Community Trust Community Action. This e-book is a companion to the short film No Radio Silence created and directed by Unity Sisters under the mentorship of filmmaker Bircan Birol. This is part of a process of reclaiming the narrative over what being a New Scots really means, with the intention of creating understanding, connection and integration. This resource aims at supporting teachers and community leaders in delivering meaningful group activities toward the understanding of issues involving refugees and asylum seekers in the UK. The resource provides definitions and proposes group conversations and practical activities for discussing the experiences that most refugees and asylum seekers go through before and after arriving in the UK. The activities can be adjusted to the class level, from P6 to S6, and can also be used for discussions in community groups.

This educational resource hopes to support community integration based on understanding and solidarity. It also addresses the huge gap in meaningful activities around refugees and asylum seekers within the Scottish Curriculum for Excellence. Educating asylum seekers is important, however the community also needs to be educated.

The resource was produced as part of the 'Our Rights, Our Communities' project, with the support of Clare Harker, Headteacher of St Albert's Primary (Glasgow). 'Our Rights, Our Communities' is a project looking into ways of developing peer-led advocacy amongst New Scots women, as well as engaging the wider community towards creating solidarity and allyship to Human Rights causes. The project is funded by the New Scots Integration Delivery Fund.

16:15 – 17:25

Refugee Education: International Policy and Advocacy Perspectives.

Frederik Smets (UNHCR), Catherine Gladwell (REUK), Mialy Dermish (SIRIUS), Stephanie Wauthier Albrand (UNHCR)

Frederik Smets is Education Officer for UNHCR and will provide an introduction about the UNHCR Europe Education remit followed by his reflections on the current situation across Europe.

This will provide provocation for a 'fireside chat' between Catherine Gladwell, Chief Executive of Refugee Education UK, and Mialy Dermish, Executive Director of SIRIUS.

Stephanie Wauthier Albrand from the UNHCR UK office will provide closing remarks.

Followed by Critical Conversations.

Day 2:

09:00 – 10:20

Session 5 – Pedagogies & Methodologies

Pedagogical approaches to teaching about historic refugees - are there lessons to be learnt?

Gary D. Mills (Associate Professor of History Education, University of Nottingham)

This paper/presentation examines the use of a range of sources that are used to teach about refugees in historic settings. It examines how images (mainly photographs) and testimony are used in history classrooms to teach about refugees in the past, focusing on National Socialism and the Holocaust. These sources present challenges for teachers and learners and potentially influences how refugees are viewed, presented and images manipulated in the media today. What lessons emerge from using historic images - how do we develop learners who employ critical visual skills/literacies needed in a highly visual world?

Co-constructing Educational Participation with Young Refugees in Rural areas.

Judith Bucher (Catholic University of Eichstätt-Ingolstadt)

Since 2015, young refugees have been assigned to rural municipalities in Germany, which are faced with the challenge of setting up adequate settlement services for the first time. In addition, young refugees are often confronted with rejecting attitudes of local population. However, there is also evidence of innovative programs to integrate young refugees into the local training markets. The laeneAs research project investigates participation of refugee youth in vocational training in a co-constructive and participatory research design. Real world laboratories are established in four rural communities in Bavaria and Brandenburg. For this purpose, stakeholders from formal, non-formal and informal learning and living environments as well as young refugee apprentices are brought together in order to enable knowledge production and practice development. The contribution focuses on the conditions of field access. We discuss the encountered challenges and possibilities while accessing the field and establishing the real word laboratories and peer research groups with young refugee apprentices under the following aspects: 1) irritations and defence mechanisms of the field, 2) innovative practices vs. structural conservatism and 3) power plays: connecting peer research with perspectives of educational practitioners.

The role of education in forced migration: The case of unaccompanied refugee minors in Greece.

Eugenia Katartzi (University of Nottingham)

The presentation will explore and theorise the role of education in the lives of unaccompanied asylum-seeking children. It is based on an on-going British Academy funded project that ethnographically documents the lived experiences of unaccompanied minors in in a major host, yet under-researched, Greece. The presentation will unpack how UASC narrate their educational experiences and aspirations in conditions often characterised by dehumanization and prolonged temporariness. Taking inspiration from social theorisations of the interplay of time, power and agency and expanding them in the educational field, the paper seeks to develop new ways of conceptualising young asylum-seeker and refugee educational aspirations.

Refugee Education: A critical visual analysis.

Kerryn Dixon & Elizabeth Walton (University of Nottingham)

Issues of forced migration, in Europe and elsewhere, are powerfully communicated and consumed through the visual. We conducted a critical visual analysis of Google images of refugee education, toggled with refugees and education. Images of refugee education depict impoverished, teacher-centred classrooms, restricted knowledge and a docile population. Toggling with 'refugees' emphasises the racial otherness of refugee students and toggling with 'education' emphasises refugee education an issue of access. We conclude that images of refugee education undermine the quest for a compassionate inclusive education for refugees of all ages and that caution and critique are needed in the consumption of images.

10:30 – 11:15

Session 6 – Schools of Sanctuary

An Introduction to Schools of Sanctuary.

Megan Greenwood (City of Sanctuary UK); Maria Lacovara (EAL Teacher and School of Sanctuary Lead, Bluecoat Beechdale Academy); Cherry Pearce (EAL Coordinator, Archway Learning Trust)

Schools of Sanctuary is a flourishing network, overseen by City of Sanctuary UK, of over 370 primary and secondary schools, nurseries and sixth forms all committed to creating a culture of welcome and belonging for refugees and people seeking asylum.

Driven by teachers, school staff, parents, governors and community groups, this network supports the thousands of young people seeking sanctuary in the UK, raises awareness of the issues facing people in the asylum system, challenges misconceptions and builds social cohesion.

In this introductory presentation to the programme, Schools of Sanctuary coordinator, Megan Greenwood, will explain the central role Schools of Sanctuary plays in helping to realise City of Sanctuary UK's vision of welcome, understanding and safety for those who have been forced to flee and its importance within the current context in the UK. We will then cover how a school can become a School of Sanctuary, with a specific focus on the learn, embed and share processes and the eight minimum criteria which offer a holistic framework to help schools develop their practice to ensure that they effectively meet the needs of new arrivals and aim to build a culture of compassion and understanding.

Attendees will then hear contributions from staff and students from amongst the growing local network of Schools of Sanctuary in Nottingham, who will talk about their experiences of becoming a School of Sanctuary and outline some specific ways they work to embed belonging in school.

We all have a part to play in building a welcoming and inclusive society and we know that schools, as the centres of our communities, are at the heart of this. In this session, join us to learn more about the Schools of Sanctuary network with real-life examples of efforts and activities from local awarded schools.

Building a Culture of Welcome in Schools and Communities: Introducing A Day of Welcome.

Dr Jeannette Baxter (Associate Professor Anglia Ruskin University, Cambridge)

This presentation will introduce A Day of Welcome, an annual action research project in schools in the Eastern Region, and beyond, that raises awareness of refugee migration and the experiences of sanctuary seekers, past and present. Last year, 200,000 pupils took part in activities helping them to make sense of refugee migration and understand the importance of building welcoming communities. Thousands of pounds were also raised for local, national, and international refugee charities.

A special feature of the Day of Welcome is that its activities are underpinned by citizen research which is carried out voluntarily by teachers, parents, and members of the local community. This collaborative process not only helps to re-frame the narrative of migration by uncovering little known histories of local migration; it allows for inter-generational exchange through heritage sharing, and so further enables children and adults alike to better understand, and engage with, the broader discussions around refugee migration. Beyond introducing the Day of Welcome project, this presentation will be a platform for sharing knowledge, practice, and resources.

A Day of Welcome is co-led by Dr Jeannette Baxter, Anglia Ruskin University, and Jake Rose-Brown from Norfolk Schools of Sanctuary.

11:15 – 12:00

Refugee Education: Perspectives from Young People with Lived Experience.

Moses Seitler (Communications & Youth Engagement Manager, Refugee Education UK (REUK));
Salar Keramat, Musharraf Abdulayeva, Divya Weerasooriya Arachchilage, Venita Yueng (Youth Ambassadors, REUK)

A panel of youth ambassadors from REUK will discuss their experiences of education. They will share what they feel needs to change to facilitate a more inclusive approach to support refugee learners' progression through education. They will then contribute their own thoughts to the critical conversation regarding a proposed addendum to the 1951 Refugee Convention, which will be taken forward in the final session. There will also be a Q & A at the end of the session during which conference participants' questions will be addressed.

Please submit any questions you would like the youth ambassadors to consider in the Question Box before the end of the last session on Tuesday.

12:00 – 13:00

Facilitated Group Discussions

Throughout the conference we are providing opportunities for critical conversations to take place. Our aim is to develop content ideas for an addendum to the 1951 Refugee Convention which in its current form has only passing mention to education. To that end we have asked presentations to end with one key point/theme which should be included in the addendum. These slides will be collated and drawn upon in the spaces we have created in the programme for our critical conversations. This final session will build on these critical conversations in the form of a facilitated group discussion that will inform the production of a statement to UNHCR.

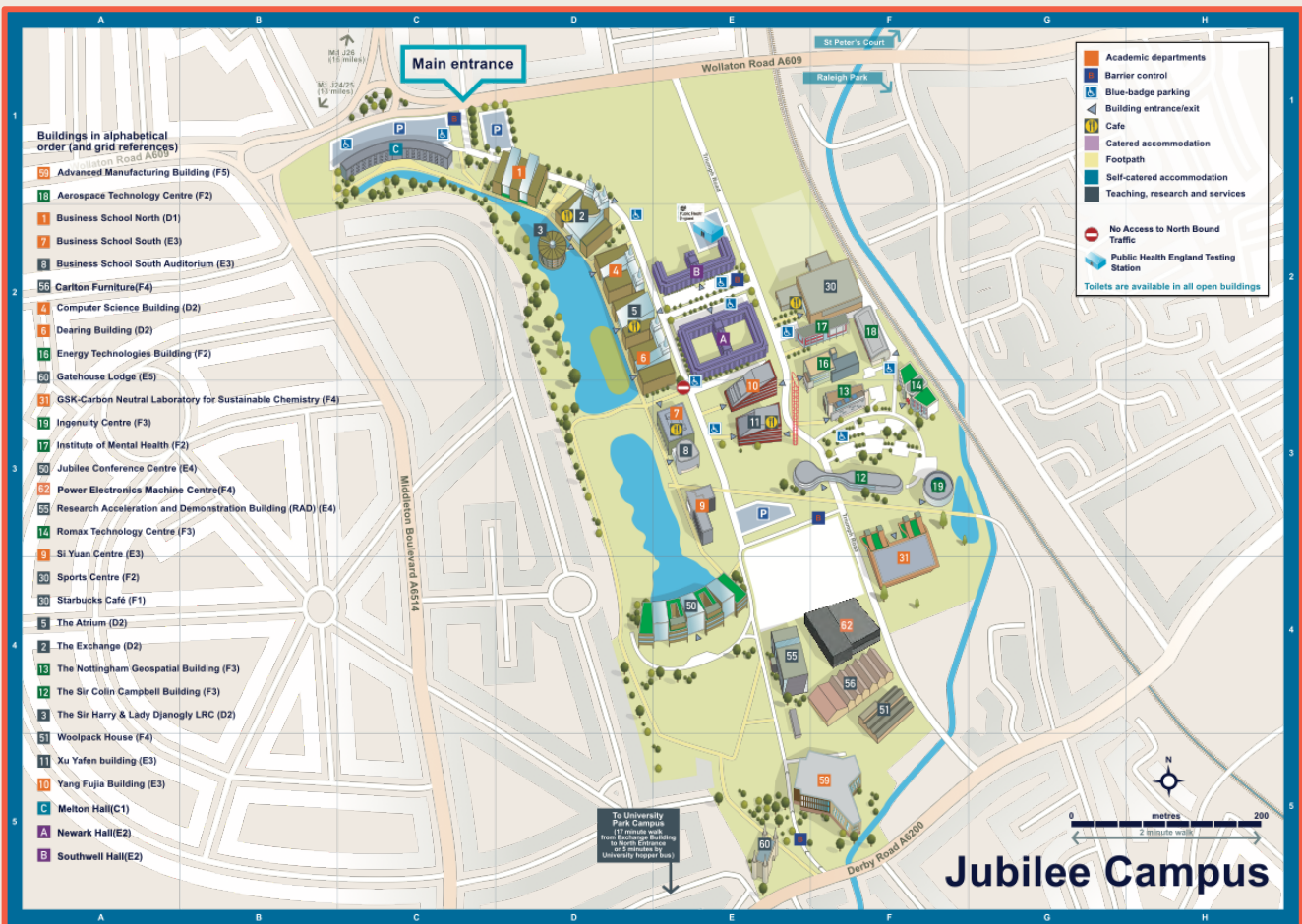
Finding your way around

The Jubilee Conference Centre is building 50 on the map below (just at the bottom of the lower lake).

If you want to travel into Nottingham in order to get some food there are bus stops on Derby Road. Leave the Conference Centre and walk down Kenyon Road away from the lake for 5 minutes. On reaching the main road turn right. The bus stop (LE01 – Hillside) is in front of the Gate House by the pedestrian crossing. The following bus services depart regularly for the city centre: 14, 34, 36, Indigo.

Alternatively, Beeston provides a number of eating options. To get to Beeston, take a bus from the stop on the opposite side of Derby Road. Leave the Conference Centre and walk down Kenyon Road away from the lake for 5 minutes. Cross the main road at the pedestrian crossing, turn left and use the bus stop (LE12 - Hillside) in front of a small parade of shops. The following bus services depart regularly for Beeston: 18, 36, Indigo.

There are also pubs serving food and take aways within walking distance of Jubilee Campus.



Prayer and Religious Observance

A multi-faith prayer room is available in the Xu Yafen building (Building 11) for those who may require it.

HERE NETWORK www.hubhere.org/network/

The HERE Network connects interested parties in the field of refugee education through online and offline activities with the aim of exchanging knowledge and developing research and practice on refugee education throughout Europe.

Please use this space to make notes and connections with other delegates.



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HUB FOR EUROPEAN REFUGEE EDUCATION (HERE) www.hubhere.org

The inaugural HERE Conference marks the launch of the [HERE website](http://www.hubhere.org) which provides a central reference point for information relating to refugee education throughout Europe in the form of a curated, searchable database of academic and non-academic resources on refugee education from across the continent, published since 2015. It also provides a platform for the [HERE Network](http://www.hubhere.org) which helps connect interested parties in the field of refugee education through online and offline activities with the aim of exchanging knowledge and developing research and practice on refugee education throughout Europe.

THANK YOU...

...for your interest in the Hub for European Refugee Education (HERE) and for attending the inaugural HERE Conference.

The HERE Team:

Professor Joanna McIntyre

Dr Chris Stone

Dr Jo-Anna Russon

Yousef Khalifa Aleghfeli

Lucy Hunt

Alexia Ball

If you have any feedback, please contact us: here@nottingham.ac.uk

Please keep in touch with the Hub for European Refugee Education by joining the HERE Network:

<https://hubhere.org/join-us/>



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