

We are HERE: Advocating for Refugee Education

Welcome and Opening Remarks

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HERE
HUB FOR EUROPEAN
REFUGEE EDUCATION



University of
Nottingham
UK | CHINA | MALAYSIA

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Introduction to the Hub for European Refugee Education (HERE)

Promoting that we are HERE on social media: #HERE

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ABOUT THE HERE PROJECT

The Hub for European Refugee Education (HERE) collates, fosters and disseminates research and knowledge for academics and practitioners interested in the question:

“What do we know about the educational provision for and experiences of children and young people from refugee backgrounds who have arrived in Europe since 2015?”

The overarching goal is for HERE to become a sustainable Europe wide base for policy makers, researchers, agencies and relevant bodies, practitioners and other interested parties.

ABOUT THE HERE PROJECT

HERE Database

A curation of published information and articles about refugee education across Europe from academic and non-academic sources since 2015 in a new online, searchable database.

HERE Network

Bringing together key stakeholders with academics and other experts in the field of refugee education through online and related activity aimed at exchanging knowledge and developing research and practices on refugee education across Europe.

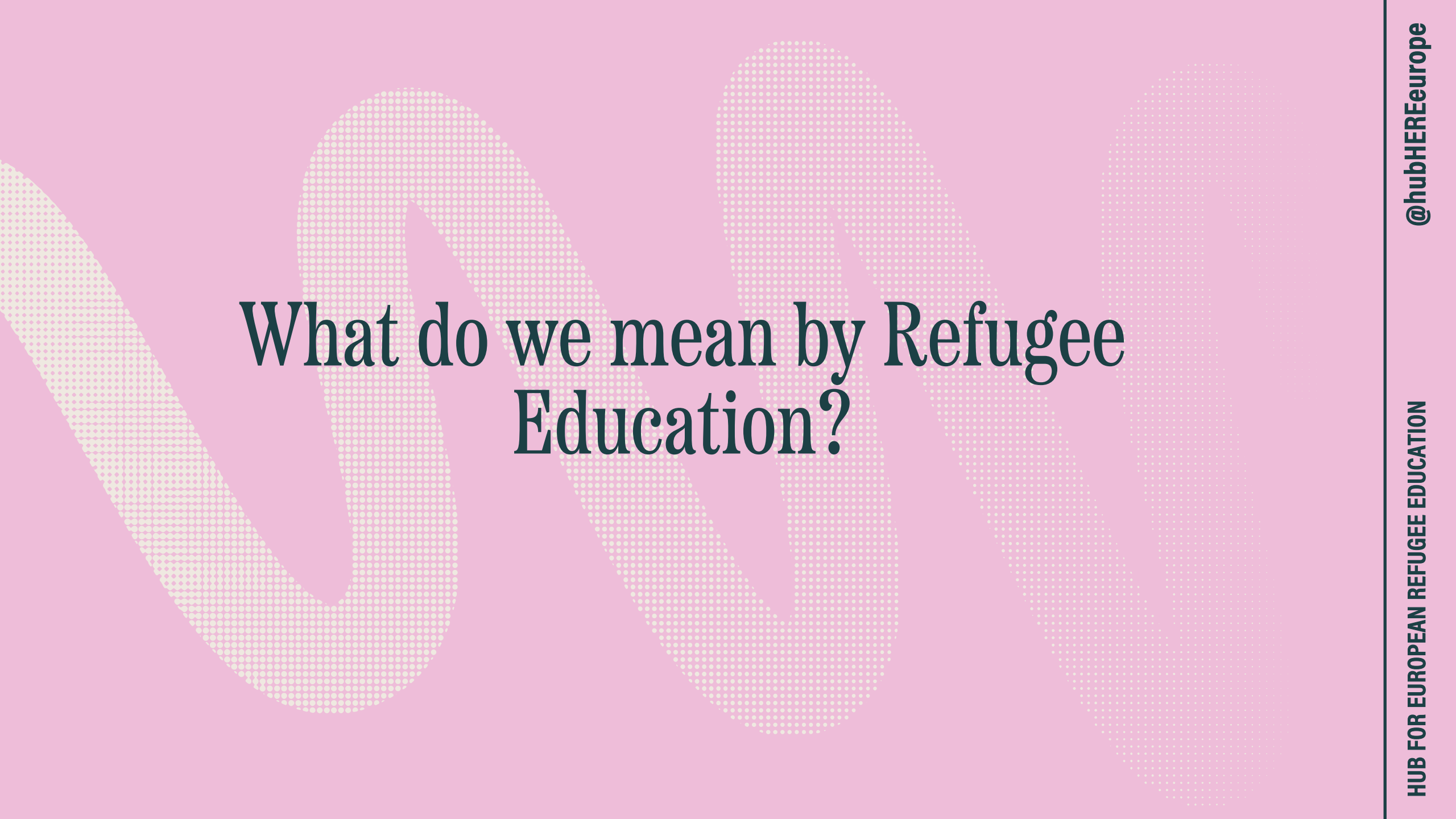
HERE Website

Hosts the HERE database which is accessible to policy makers, researchers, agencies and relevant bodies. Supports the HERE knowledge base and networking activity.

We are HERE: Advocating for Refugee Education

- We are HERE
- Refugee Education
- Advocating for Refugee Education





What do we mean by Refugee Education?

Refugee Education in Europe?

What is refugee education?

Who are the refugee learners?

What are the causes of forced migration?

What are their needs?

How do different contexts provide for these needs?

Sarah Dryden-Peterson's policy for inclusion based on a government's analysis of 'possible futures' for refugees in that context (2019)

We don't know how it's going in the future. We don't know after two days how it's going...

Maybe school will help me one day. We don't know.



Image created by Lucy Hunt

policy

SEARCH

Theme

Year of publication

Method

Education type

Educational success of refugees between political framework and professional requirements: A comparative analysis of policy gaps [Ausbildungsintegration von Geflüchteten zwischen politischen Rahmenbedingungen und professionellen Erfordernissen: Eine vergleichende Analyse von policy gaps]

Many of the refugees, who have recently come to Germany, are between 18 and 25 years old and thus in a stage of life, when the entry into vocational training normally takes place. The so called dual system represents an opportunity for refugees to the labor market. The task in the federal multilevel state is to design an appropriate framework of the...

2018

Böhme R.

Integration & assimilation

Policy & law

Vocational and technical education

Germany

German



Higher education policy dynamics in turbulent times-access to higher education for refugees in Europe

Apart from teaching, research and service to society, since 2015 higher education systems and institutions in Europe have faced an additional expectation—to respond to the largely unexpected yet nevertheless growing demand for higher education by refugees. This study explores system and organizational level responses to such environmental pressures in Germany and Flanders, both affluent systems, but different in terms of...

2020

Jungblut J., Steinhardt J., Yukasovic M.

*I am from Syria
From a land where people pick up a discarded piece of bread
So that it does not get trampled on
From a place where a mother teaches her son not to step on an ant at
the end of the day.
From a place where a teenager hides his cigarette from his old brother
out of respect.
From a place where old ladies would water jasmine trees at dawn.
From the neighbours' coffee in the morning
From: after you, aunt; as you wish, uncle; with pleasure, sister...
From a place which endured, which waited, which is still waiting for
relief.*

*Syria.
I will not write poetry for anyone else.*

*Can anyone teach me
how to make a homeland?
Heartfelt thanks if you can,
heartiest thanks,
from the house-sparrows,
the apple-trees of Syria,
and yours very sincerely.*

Amineh Abou Kerech

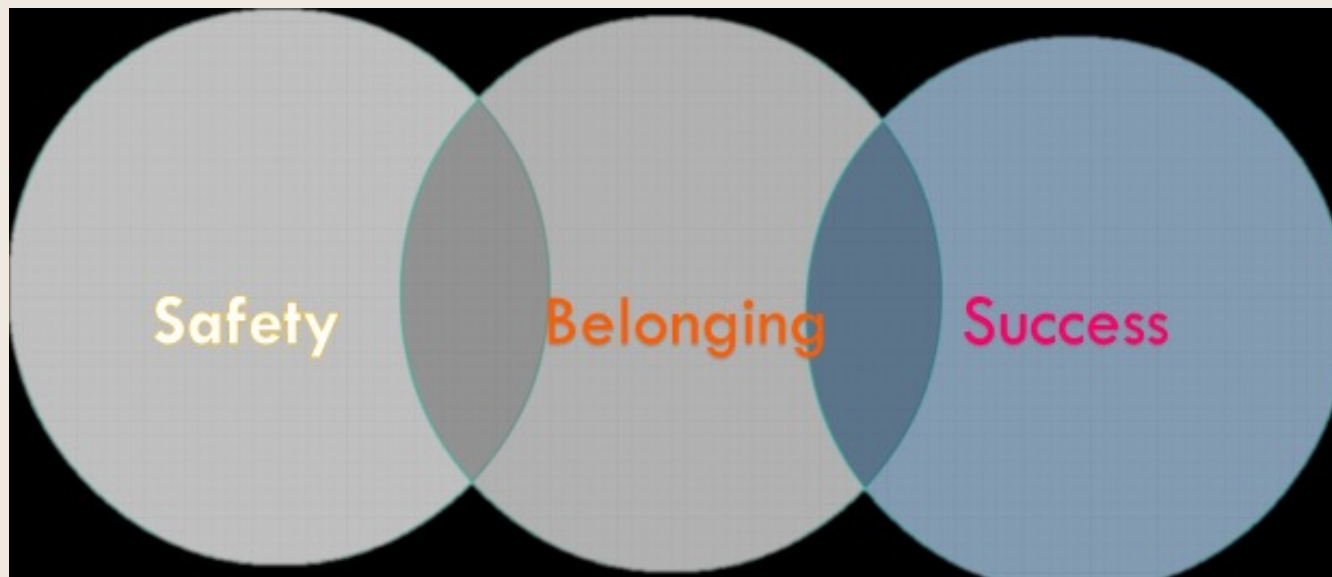
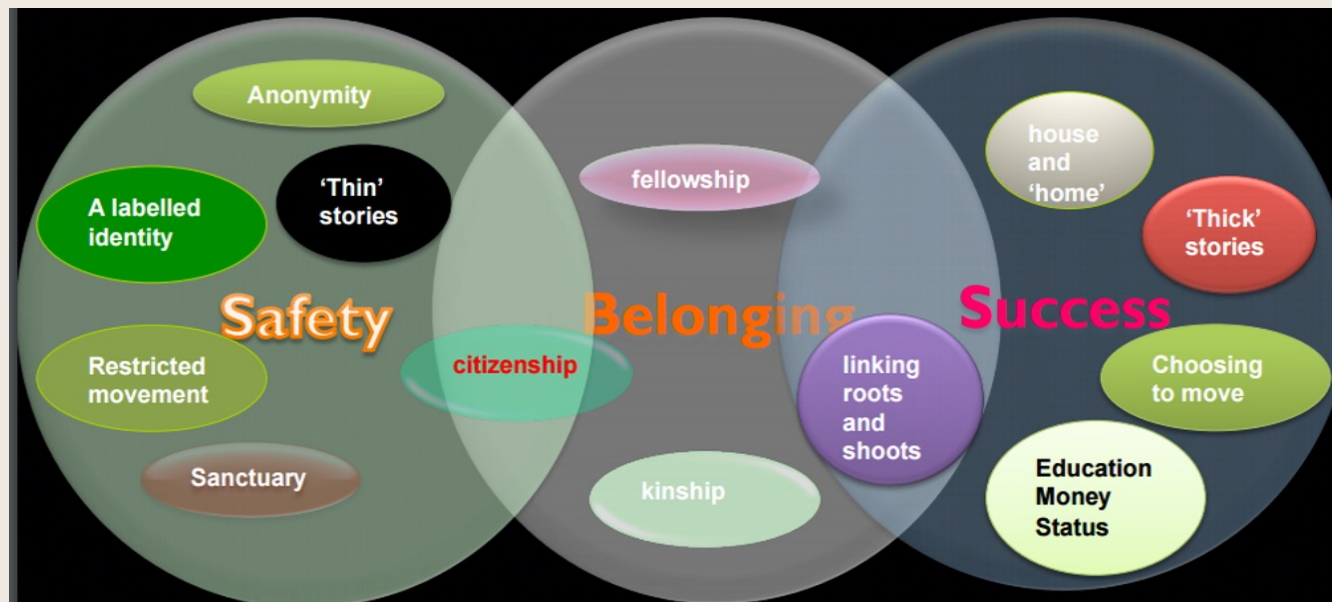
<https://news.un.org/en/story/2021/03/1086942>

*'in becoming forced
migrants and refugees,
they experience the death of
everyday life'
(Kohli, 2014. p85)*

Resumption of Ordinary Life

Ravi Kohli (2011)

A normative **operational** basis for judging policies and practices for refugee education



What is the role of EDUCATION in the resumption of ordinary life?

What should educational provision for Amineh look like?

If we want Amineh to emerge from schooling as intelligent, imaginative, and linguistically talented what should we do?

How do the concepts of safety, belonging and success/succeeding help?



JOANNA MCINTYRE
AND FRAN ABRAMS

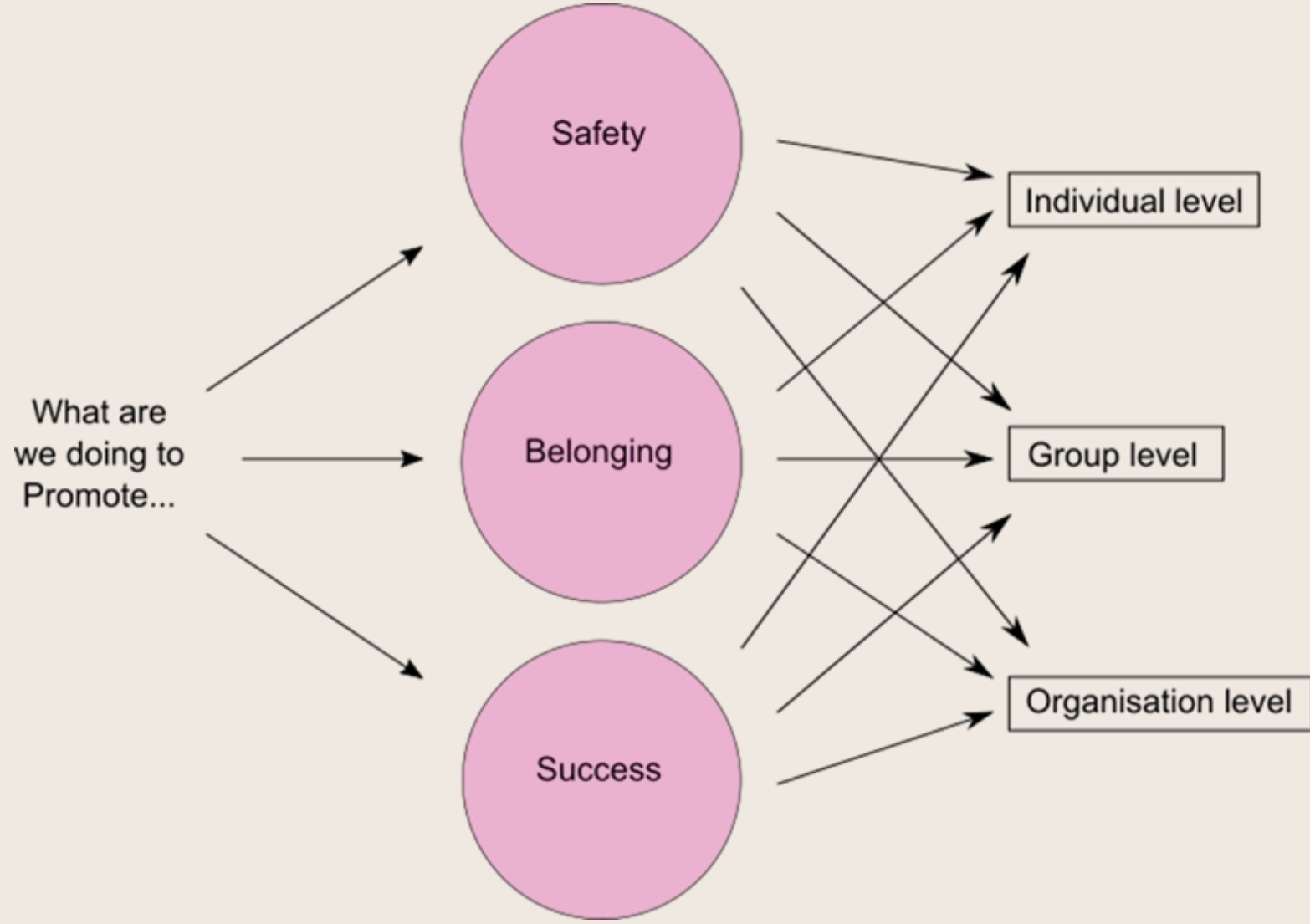
REFUGEE EDUCATION

Theorising Practice
in Schools

A Foreword by Lord Dubs



CO-CONSTRUCTING A MODEL FOR
REFUGEE EDUCATION BASED ON
COMPASSION,
INCLUSIVITY,
UNDERPINNED BY AN
ASSET-BASED APPROACH



Fraser's 'participatory parity'- a moral basis for shaping equity in schools

'social arrangements that permit all to participate as peers in social life ...overcoming injustice means dismantling institutionalised barriers that prevent some people from participating on a par with others, as full partners in social interaction' (Fraser 2007: 27)

If the barrier is:

viewed as economic

because of cultural barriers

thought of as a political issue

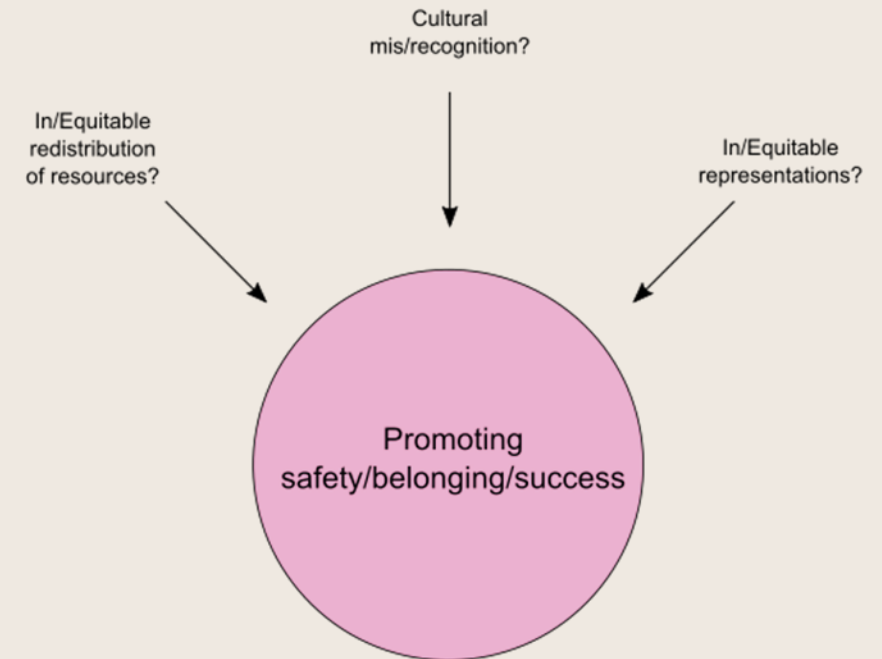
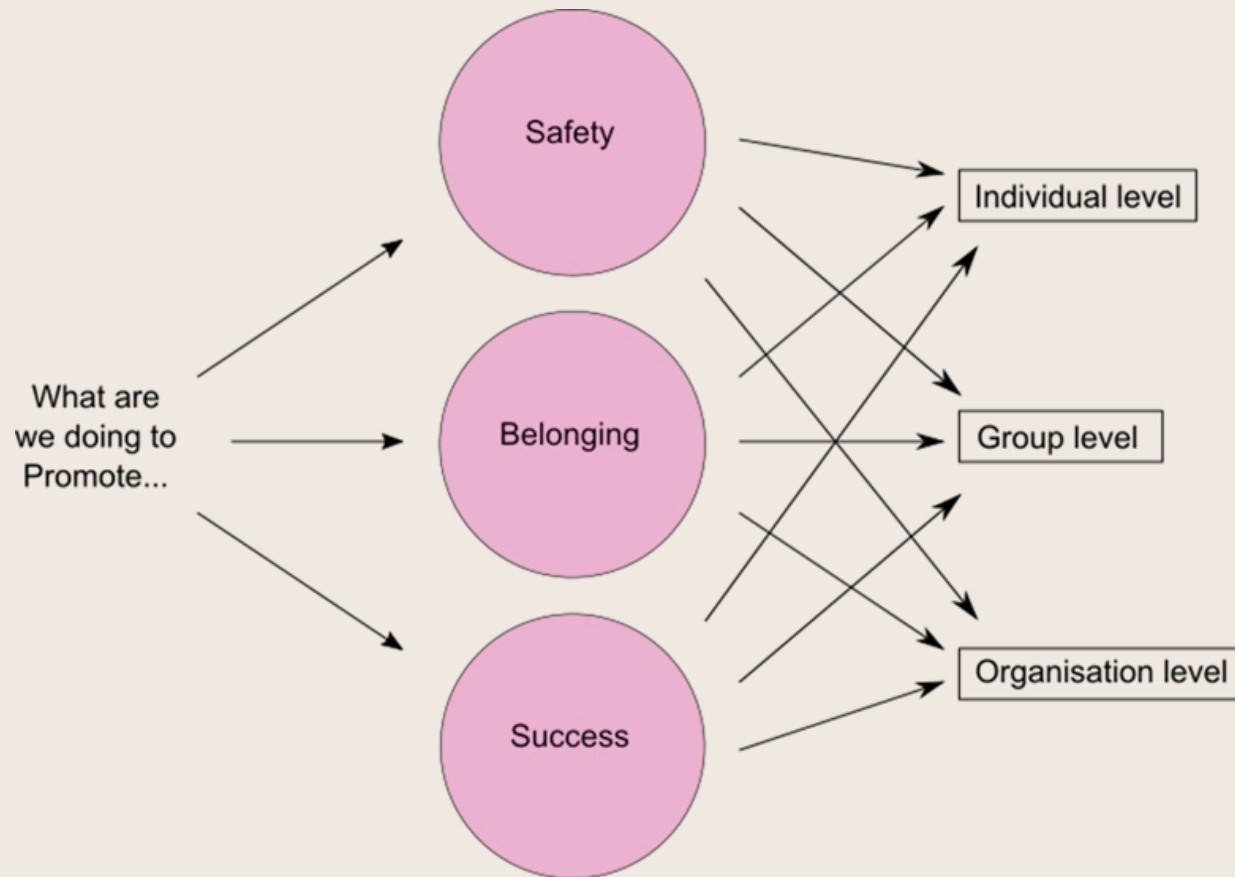
the solution could be:

Redistribution of material or human resources

Recognition of cultural values and measures that promote recognitive justice

Representative measures, increased ways of according equitable representation/political voice

USING THE CONCEPTS TO QUESTION POLICY AND PRACTICE



Asset-based approach: Towards an inclusive model for refugee education

If we want Amineh (and Hassan, Aman, Junaid, Sebhat, Emir, Victor, Fatima, Riana, Ali, Hussain, Alan...) to emerge from schooling as intelligent, imaginative, and linguistically talented...

then

...treat them as intelligent, imaginative, and linguistically talented from the first day they arrive in school.

(Cummins 2015)



Some advocacy arguments

Economic – based on **redistribution** of material and human resource

Societal – based on **recognition** of cultural values and measures for promoting recognitive justice, for the benefit of all in society

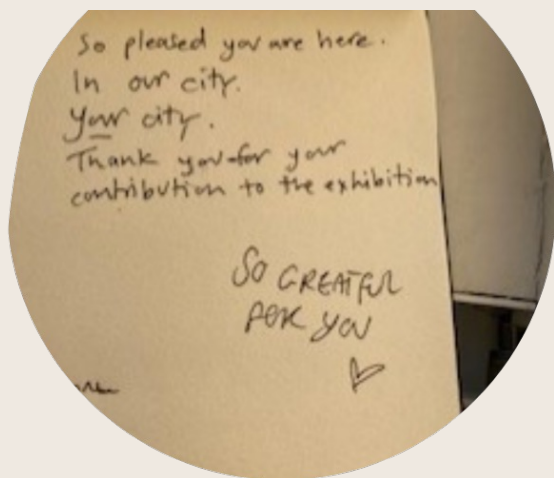
Moral – based on increased understanding of equitable **representation** and political voice

Advocacy argument 1

Redistribution: understanding the economics

- earlier the investment in inclusion of refugees in society the better (Murard 2022)
- earlier investment **and** recognition of the refugee experience and associated skills developed leads to increased long-term benefits (Anders et al 2021)
- the economic contribution of refugees make (Hugo 2014).





Advocacy argument 2

Recognition: the long-term benefits that inclusion of refugees bring to societies

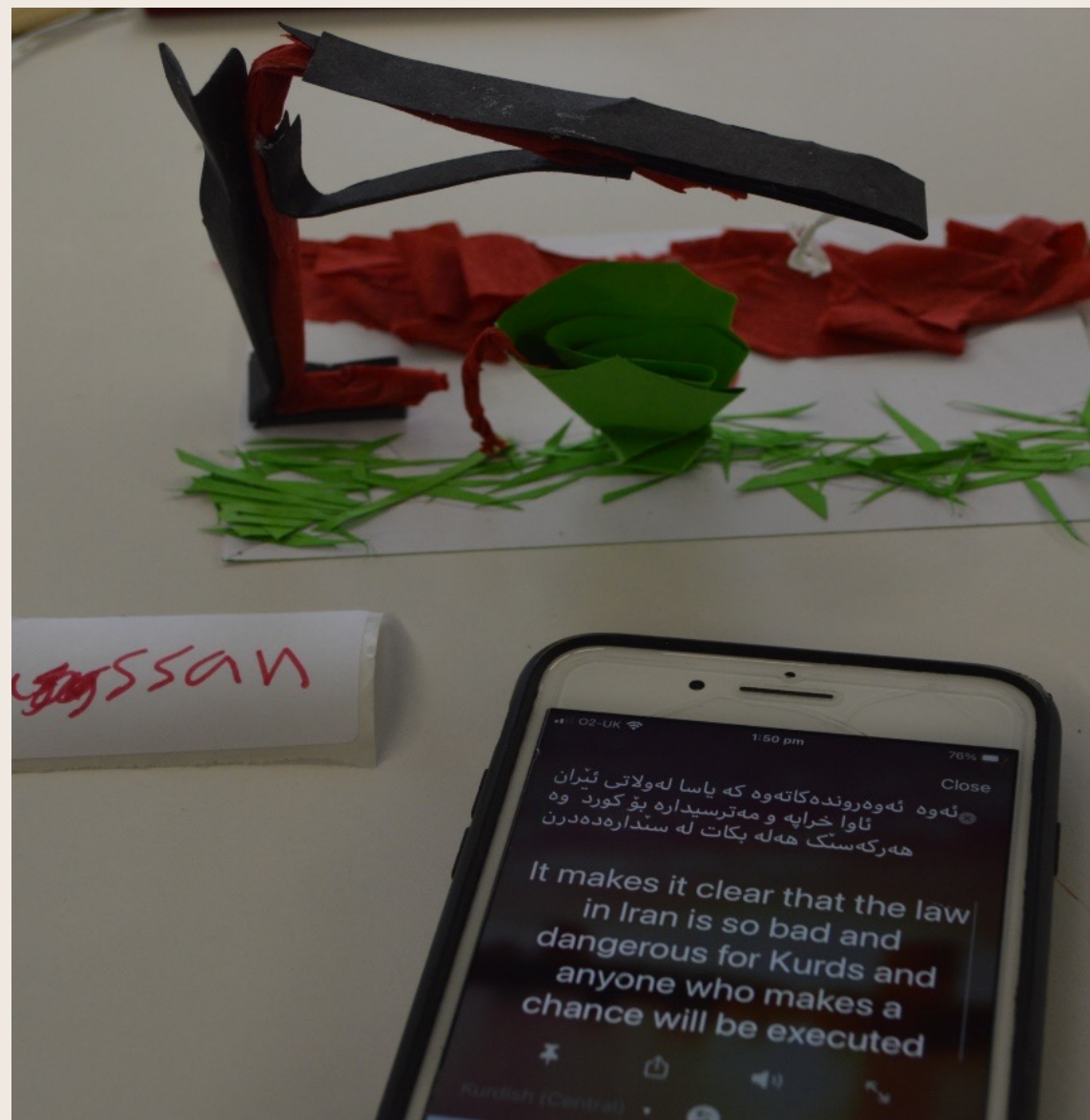
'If we genuinely want to create a society where we look out for each other and people respect each other and care for each other then surely schools are a microcosm of that and have a part to play in terms of building the sort of society we want for the future. That is not elitist or exclusive and it has to be made up of every community in our society. The role of the refugee in that has been a long and proud history, in many ways, that this country has had where different groups have come to this country and made it better and our responsibility is to take in those children and to be able to support them on their journey before they go on and support us in the future.'

(Senior Leader, Nottingham School)

Advocacy argument 3

Increased understanding of equitable representation and political voice

- Re-presenting the 'crisis' narrative
- To question why mass movement is taking place, we need to understand the social and political issues that are causing this- and how Europe plays a part in this
- To give space to listen to voices often silenced in debates about educational responses



Our critical conversation theme

Expanding the right to education in an addendum to the 1951 Refugee Convention

ARTICLE 22

Public Education

1. The Contracting States shall accord to refugees the same treatment as is accorded to nationals with respect to elementary education.
2. The Contracting States shall accord to refugees treatment as favourable as possible, and, in any event, not less favourable than that accorded to aliens generally in the same circumstances, with respect to education other than elementary education and, in particular, as regards access to studies, the recognition of foreign school certificates, diplomas and degrees, the remission of fees and charges and the award of scholarships.

ARTICLE 22

Education publique

1. Les Etats Contractants accorderont aux réfugiés le même traitement qu'aux nationaux en ce qui concerne l'enseignement primaire.
2. Les Etats Contractants accorderont aux réfugiés un traitement aussi favorable que possible, et en tout cas non moins favorable que celui qui est accordé aux étrangers en général dans les mêmes circonstances quant aux catégories d'enseignement autre que l'enseignement primaire et notamment en ce qui concerne l'accès aux études, la reconnaissance de certificats d'études, de diplômes et de titres universitaires délivrés à l'étranger, la remise des droits et taxes et l'attribution de bourses d'études.

Suggested point to consider when discussing an addendum to the 1951 Refugee Convention

We should shift the framing from reactive 'refugee crisis' to sustainable models of educational inclusion which recognise that the human experience is characterised by mobility and that new arrivals bring positive benefits to their new societies

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